

**OFFICE OF CHIEF ACADEMIC OFFICER**  
**Summary of State Board of Education Agenda Items**  
**Consent Agenda**  
**June 21, 2018**

**OFFICE OF PROFESSIONAL DEVELOPMENT**

- A. Approval of the 2018-2019 Student Handbooks for the State Schools
1. Mississippi School for the Blind
  2. Mississippi School for the Deaf

**Executive Summary**

This item contains handbooks for students attending the Mississippi School for the Blind and Mississippi School for the Deaf. It details the policies and procedures regarding academic expectations, student services, health services, visitors on campus, school safety and transportation, technology, and discipline.

Recommendation: Approval

Back-up material attached





# **STUDENT HANDBOOK**

## **2018-2019**

**1252 EASTOVER DRIVE**

**JACKSON, MS 39211**

**[WWW.MSBVITIGERS.ORG](http://WWW.MSBVITIGERS.ORG)**

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## **NOTICE OF NON-DISCRIMINATION**

**The Mississippi 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 based on race, color, religion, national origin, sex, age, or disability in the provision of educational programs.**

## **SUPERINTENDENT'S WELCOME**

Welcome to the Mississippi State School for the Blind (MSB). We are confident that the experience offered at MSB for the students will provide opportunities for growth and development toward becoming a productive citizen. Students and parents, this guide is a handbook to introduce you to the Mississippi School for the Blind. It is intended to act as a reference to further guide our paths toward reaching the goals established by the Mississippi Department of Education as it relates to student growth and development. The handbook is a resource that includes information about the school, its variety of programs and services, as well as common policies for the four state schools that parents should become aware of. In addition, it serves as an outline for activities of interest to both the students and parents. We hope you find the information compiled in this handbook helpful and informative as your child advances through the opportunities available at MSB. Please feel free to call us if you have any questions or concerns. Have a great year!

Tonya Green, Interim Superintendent



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# Overview

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## **Governance and Purpose**

The Mississippi School for the Blind is governed by the Mississippi State Board of Education and receives guidance on its programs and services by the MSB Stakeholder's Advisory Committee. The Mississippi School for the Blind is a special purpose school for students 3-21 years of age who are visually impaired and/or blind and are referred by their local school district for evaluation/eligibility in consideration of a placement decision. MSB is a collaborative service provider that assists school districts in their provision of a Free Appropriate Public Education for their students, through time-limited placements and statewide field services.

## **Mission Statement**

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

## **Belief Statements**

1. Learning is the chief priority for students and the primary focus for decision-making.
2. Students with visual impairments or blindness learn in different ways and will be provided with a variety of instructional strategies.
3. Educators should be knowledgeable about the educational needs of individual students.
4. Students with visual impairments or blindness learn best when they are actively involved throughout the learning process.
5. Students with visual impairments or blindness should receive services from highly qualified professionals.
6. Positive relationships and mutual respect among and between students and staff should be present.
7. A commitment to continuous improvement is imperative for preparing students to be lifelong learners.
8. The expanded core curriculum should be a part of the course of study for all students with visual impairments or blindness.
9. Students receiving instruction in Braille should receive services from a TVI certified teacher with expertise in delivering braille instruction.

## **Community and State Partnerships**

Working closely with the Mississippi Department of Education and the Bureau of Buildings, a collaborative effort is utilized to manage and maintain the Mississippi School for the Blind.

The Mississippi School for the Blind Stakeholder group was organized to provide support for the school. This supportive organization assists MSB by providing input on policies, procedures and practices utilized by the school. There are additional partnerships with outside donors that support MSB by funding special events, projects, scholarships, and providing benevolent assistance to individual students in need.

## **Respect for Persons, Property and Privacy**

Students are expected to be fully and always respectful of other people, including faculty, staff, other students, and guests on campus. Examples of inappropriate behavior that might violate this expectation include:

1. Use of language not deemed respectful or in good taste.
2. Engaging in inappropriate physical contact or improper demonstrations of affection or attraction.
3. Any form of harassment, hazing, or bullying, whether verbal or nonverbal.
4. Taking any property without the owner's express consent is considered theft. This policy includes the access to contents of backpacks or bags without specific permission to do so. The cost of willful damage to School property will be charged to a student's personal account.
5. Any form of vandalism or abuse of the School's or another's personal property is unacceptable. Trespassing on property not owned by the School is also a violation of this standard. The cost of willful damage to School property will be charged to a student's personal account.
6. Violating any federal, state, or local laws.
7. Engaging in behavior with jeopardizes the welfare or good nature of the School or any members of the School community.
8. Students should be aware that certain activities outside of School hours or off School property may result in loss of School privileges or other disciplinary action up to and including dismissal. Examples of such outside conduct are: violations of laws; underage purchase of alcohol; drug use, sale or possession; or use or misuse of digital content which does or could compromise the welfare of any member of the School community or the reputation or function for the School.
9. Students are expected to remain on campus at all times except when leaving campus is scheduled, accompanied by staff, or approved by the School.
10. Girls and boys must respect the absolute privacy of each other's residential campuses.

## **Free Speech, Assembly, and Publication**

Students are entitled to freedom of expression and publication of their views and opinions as long as the expression does not disrupt and/or interfere with normal school operations and discipline. Profane, vulgar, racist, or harassing words by their nature disrupt the educational environment and may not be used. Students are responsible, when assembling, for exhibiting appropriate behavior and following the reasonable time, place, and manner restrictions of the school.

## **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 provide demographics for use in grant applications.

## **Fund Raising**

Any on or off-campus money raising projects by individual students or classes must be approved in advance by the School Administration. Further guidance for fund raising projects is outlined in the Business Management Division of Combined Services.

## **Mississippi Assistance Center Services**

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Mississippi School for the Blind specializes in instruction for students who are blind or have visual impairments. Admissions is determined on a case by case basis via an Individualized Education Program (IEP) process. Students must be currently enrolled in a Mississippi local school district. Students who qualify for admissions are those who will receive educational benefit from the programs offered at MSB and whose primary disability is in blindness or visual impairment.

MSB specializes in services for the visually impaired, therefore, services for other unique disabilities may not be readily available at MSB. In the event a child's needs are beyond the scope of MSB's VI services, it is the responsibility of the local education district to collaborate with MSB and provide these additional services (i.e. personnel, materials, equipment, etc.). Mississippi School for the Blind provides Outreach and Field Support Services to the district on a case by case basis.

### **Admissions Process**

1. Parents or the local education agency (school district) may initiate contact to seek information regarding admissions. One may contact the Mississippi Assistance Center at 601.984.8225 to request information regarding admissions or go to the Mississippi School for the Blind website at [www.msb.k12.ms.us](http://www.msb.k12.ms.us)
2. Information will be gathered for either the *Child Find Form* (if the child currently has no special education ruling) or the *Initial Contact Form* (for children with a current IEP).
3. Information will be emailed or mailed (according to the parent's wishes) to the parents and district. The documents include the *Developmental History* and an *Authorization to Release Information*, so the school/district may legally release information.
4. The local district may request a comprehensive evaluation, after which the Multi-disciplinary Evaluation Team will meet to review the findings with the local school district staff and parents.
5. School districts should be prepared to provide:
  - Residency documentation of the state of Mississippi
  - Verification of the child's eligibility
  - A complete and current *Developmental History*
  - Multi-Disciplinary Evaluation Team Documentation
  - Current and complete comprehensive evaluation and Assessment Team Report
  - Homeschool's Individual Education Program, which must include participation from both Mississippi School for the Blind and the Home School District

### **Registration**

Parents should be prepared to provide:

- Two proofs of residency within a MS school district

- Provide an updated immunization form (Mississippi 121) if the immunization records are not up to date at the current placement
- Birth Certificate
- Provide a copy of the child's social security card **on or before registration**
- Any relevant medical records or medical action plans (i.e. for seizures) **at registration**
- Official Withdrawal Papers from the previous school **on the day of registration or as determined jointly in cases where more time is needed to prepare for a student**

## **Outcomes**

If the Individual Education Program committee (made up of both Home School and MSB representatives) decides on placement at the Mississippi School for the Blind, a transition plan is created for the student's return to his home school district (LEA). MSB collaborates with the home school district on identifying programming, services and/or equipment the student will need to successfully transition back to their home school district. Reciprocal visits and/or training between the MSB and local school personnel, and student visits in the local school district helps advance student outcomes. During a student's attendance at MSB, the primary focus is to build strengths, teach new skills and mitigate factors which limit prosocial interaction and independence in less restrictive environments. The goal is always to prepare the student for inclusive opportunities with typical peers, support to families and local school districts to ensure educational benefit.

## **Low Vision Evaluation**

Each Mississippi School for the Blind student receives one low vision evaluation per year through the Mississippi Assistance Center's Low Vision Clinic. The Low Vision Clinic schedules appointments based on various needs, which include, but are not limited to: educational re-evaluations, parent request, high school graduation needs and other educational or vision needs.

In addition to full low vision evaluations, MSB students are a priority for work-ins with the low vision specialist in the case of suspected eye pathologies, school athletics and other vision issues. Mississippi School for the Blind students with potentially degenerative conditions will be monitored as needed by the low vision specialist per his professional judgement.

Parents of Mississippi School for the Blind students are welcome to call to request updated prescriptions, follow-up eye examinations, etc. Parents may request copies of annual eye reports. Older students are encouraged to practice their self-advocacy skills and schedule their additional eye care appointments or request eye reports.

If a parent does not wish for their child to receive an examination through the Low Vision Clinic or wishes to be notified prior to their child's scheduled evaluation, a written notification must be received by the Low Vision Clinic during registration or as soon as possible.

## **PK-12<sup>th</sup> Grade Instructional Guidance**

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Mississippi School for the Blind is a fully accredited educational program. The school was created by the Mississippi Legislature and designed to focus on the unique learning needs of children and youth with visual impairments or blindness, including those with additional disabilities. Every student receives instruction and guidance from teachers and staff who have been specially trained to work with children and youth with visual impairments.



The basic premise of MSB Instructional 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 special setting.

## **Daily Schedule**

Student school hours are from 7:55 through 3:30 Monday through Thursday and from 7:55 through 1:40 on Friday. This schedule allows residential students to arrive home at a reasonable hour and staff to attend professional development on Friday afternoons. Day students who leave campus via bus or other transportation at the end of the school day will not be permitted to return to campus once they have exited school grounds unless they are attending a school event. Day students may not be dropped off on campus before 7:30 a.m. and should be picked up by 4:00 p.m.

## **Appearance and Dress Code**

To prepare for increased restrictions and responsibilities within the adult workplace, students must learn to observe basic dress code regulations. All students are expected to wear uniforms. The uniform guidelines are as follows:

- Students will be allowed to wear regular clothes on homegoing days as well as Fridays of non-homegoing weekends such as Homecoming, etc.
- Uniforms should fit appropriately.
- Colors – Pants, shorts, skirts and jumper dresses must be either solid khaki or navy blue.
- Shorts and skirts should be no shorter than 4" above the knee.
- Shirts – Shirt should be solid-colored navy, white or red. Both short and long sleeves are acceptable. Any logo worn on shirts must be either an MSB school logo OR no larger than 2 inches x 2 inches in size. Long sleeve undershirts/t-shirts may be worn underneath uniform shirts during cold weather but must be within the same approved color-scheme. Shirts should be long enough to tuck into pants (and stay tucked in).
- Trench coats or duster coats are not allowed.
- Belts – If the pants/skirt have belt loops then a belt is to be worn.
- Undergarments – Proper undergarments should be worn but not be seen through the shirts, skirts or pants.
- Sweatshirts must be within the same approved color-scheme. Sweatshirts should be solid colors only unless they are MSB-approved sweatshirts. Any logo should be either an MSB school logo OR no larger than 2 inches by 2 inches in size. They may be worn over other shirts or alone. While sweatshirts with hoods (a.k.a. "hoodies") are allowed, students may not wear the hood on their head while inside the building.
- Sweaters/Sweater vests – Only the approved color-scheme may be worn.
- Leggings are allowed under skirts, but skirts must still meet the length requirements.
- Leggings, if worn, must be solid white, khaki, navy, or skin-toned in keeping with the overall color scheme.
- Boys may not wear pants tucked into boots or socks.

In addition to the uniform policy, the following regulations also apply:

- Hair shall be groomed so as not to extend below the eyebrows or cover the eyes. No hats, caps, toboggans, scarves, bandanas, wrist bands, sweat bands, hairnets, shower caps, do rags, picks, combs, or rollers are allowed during the academic day.

- Hair and nails shall not be groomed in class.
- Hair and body shall be free from obnoxious odors, clean, and neat in appearance.
- Shoes, sandals, or boots shall be worn at all times, with shoes being laced and tied. No cleats or tennis shoes with wheels.
- No tank tops, halters, tops with spaghetti straps or tops that expose the midriff, with hands raised above the head, shall be worn. Appropriate underclothing shall be worn. No clothing considered and designed as underclothing, shall be worn as an outside garment. Underclothing shall not be exposed while worn underneath an outside garment.
- Any style of clothing tending toward immodesty is prohibited. See-through clothing, pants with holes, and pajama pants shall not be worn.
- Clothing with suggestive, vulgar, indecent, or disruptive slogans/pictures is not permitted. This includes clothing advertising alcoholic products, tobacco products, and drugs.
- A student shall not wear any clothing or present himself in a manner (such as cuts in the eyebrows, one pants leg or sleeve rolled up) that would identify him/her with gang or any other illegal activity.

## **Attendance**

The State of Mississippi, as expressed by the Compulsory School Attendance Statute, has established responsible attendance habits as a priority for all Mississippi students. A compulsory-school-age child as defined by Miss. Code Ann. § 37-13-91(2)(f). Parents need to ensure their student arrives to school on time and is in attendance each day of the designated school calendar.

When a compulsory age student has accumulated five unexcused absences, the school shall report the absences to the appropriate school attendance officer in accordance with Miss. Code Ann. § 37-13-91 (6).

In accordance with Miss. Code Ann. § 37-13-91(4), a compulsory-school-age child has an absence that is more than thirty-seven percent (37%) of the instructional day must be considered absent the entire school day.

A complete list of all excused absences may be found at Miss. Code Ann. § 37-13-91(4). The principal or superintendent must approve pre-arranged absences. The parent/guardian should inform the school in writing at least two days prior to the absence. No excused pre-arranged absences will be granted during state assessments.

Parents are expected to notify the front office of their child's absence the day of the absence. If a child does not attend school due to an illness, surgery, or mental or physical incapacity, the school will require an excuse signed by a doctor.

## **Excessive Absences**

Frequent and prolonged absences are in violation of the Compulsory School Attendance Statute. Excessive absences, whether excused or unexcused, may result in a change of placement, unearned credit, or retention as determined by the Individual Education Program Committee.

## **Excused Absences**

An excused absence is an absence from school for all day(s) or for any number of periods of the day under circumstances granted by law or recognized by the school. These include:

- death in the immediate family

- religious observances
- college visitation
- serving as a legislative page or assignment at an election poll
- participation in official organized events sponsored by the 4-H or Future Farmers of America
- transportation cancelled due to weather
- weather emergency observances
- verified court appearances
- authorized school activity with prior approval of the Superintendent or designee
- illness or injury that prevents the student from being physically able to attend school

A complete list of all excused absences may be found at Miss. Code Ann. § 37-13-91(4).

We encourage good medical and dental care for our students. If appointments must occur during the school day, it is recommended that the appointment times be rotated to avoid missing the same class repeatedly.

### **Homework/Make-Up Work for Absences (Excused and Unexcused)**

The purpose of assigning homework is to reinforce skills learned during class. Students receive planners for recording assignments. In addition, parents and dorm parents are notified of weekly assignments. 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 for each day of an absence, the student has one (1) day in which to complete the make-up work. (Example: A student has three days to complete make-up work for a three-day absence.) Exceptions can be made at the discretion of the teacher, principal, and/or guidance counselor to give students extended time if needed. Failure to complete and turn in assignments within the stipulated time shall result in a grade of zero for the assignment.

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.

### **Tardy to Class**

Teachers will keep a record of tardiness to their class. After the third tardy a formal warning will be given, and the principal will be notified. The fourth tardy to a class will result in an in-school suspension.

### **Participation in School Programs and Activities**

A student may not participate in extracurricular activities, practices, employment, or after-school functions unless the student attends the last four periods of that school day. Students absent all day due to illness may not attend any extracurricular activity that day. If extenuating school or family circumstances result in a student's failure to be present the required periods, an exception can be made.

A student will be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school after a semester in which the student's cumulative grade point average is below a 2.0 on a 4.0 scale. The suspension from participation in extracurricular or athletic activities may not be removed until the student's cumulative grade point average in a succeeding semester is 2.0 or higher on a 4.0 scale.

## 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 Mississippi School for the Blind. 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 Mississippi School for the Blind 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 teacher.

## Promotion and Retention

The policy provides students an opportunity to advance from grade to grade based on their mastery of the Mississippi College and Career Readiness State Standards for students seeking a Traditional Diploma. Students are expected to achieve mastery of each grade in the sequence in which it is offered. Decisions for promotion or retention should be based upon the following performance standards:

- Students should demonstrate mastery of the required content for each course. Mastery is defined as an average of sixty percent (60%) proficiency in all learning activities and subjects. The sixty percent standard will be applied to all assessments written, performed, or observed.
- Content for the grade is defined as those objectives described in the Mississippi College and Career Readiness Standards, and specialized curricula for each school related to the unique population.
- Significant Cognitive Disabled students must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an individualized education program (IEP) committee on an individual basis. Students will complete the course of study as prescribed in their transition plan.
- In addition, students in grade 3 must demonstrate proficiency by meeting the passing standard on Mississippi Academic Assessment Program/Mississippi K-3 Assessment System 2 or on a state-approved alternate assessment.

In determining promotion, the MSB/D administration and/or IEP team shall consider the recommendation of the student's teacher; the student's grade in each subject or course; the student's score on a Mississippi assessment instrument administered and any other necessary academic information, as determined by the MSB/D administration.

## Grading Policy

The Mississippi School for the Blind and Mississippi School for the Deaf will adhere to the following policy for determining and reporting grades or progress for students with disabilities-

- The grading system utilized is a 10-point grading scale.

|   |          |
|---|----------|
| A | 90-100   |
| B | 80-89    |
| C | 70-79    |
| D | 60-69    |
| F | 59-below |

- Grades given will be based on the mastery of Mississippi College and Career Readiness Standards and objectives/benchmarks outlined on the Individual Education Program using the 10-point grading system. The student's progress report and report card will reflect these grades. At the end of each grading period (or more often as outlined on the IEP), the Report of Progress for each instructional goal and short term instructional objective/benchmark outlined in the IEP will also be completed and forwarded to the parent(s). Any student enrolled in a traditional diploma course of study who does not meet course requirements, even though accommodations and modifications have been implemented in accordance with the student's IEP, may receive a failing grade. If it is obvious, however, that the student with a disability cannot function appropriately in the outlined course of study, the student's Individual Education Program should be revised.
- Alternate Curriculum - Grades will be based on mastery of the Mississippi Extended Curriculum outlined in the Individualized Education Program. The student may be assigned to a higher grade based on age appropriateness without completing all objectives as outlined on the IEP. Incomplete objectives will be addressed in the IEP during Extended School Year and/or the following year. Mississippi School for the Blind students in the alternate curriculum starting at the ninth-grade will be earning credits toward an alternate diploma (not equivalent to a traditional diploma) as opposed to a traditional diploma if she/he meets the objectives as outlined on his/her IEP and attendance requirements according to MSB student handbook. Carnegie units will be earned as outlined in the Mississippi Diploma Options-Alternate Diploma requirements for Mississippi Extended Curriculum.

### **Progress Communication**

To keep parents informed of their child's progress in school, Mississippi School for the Blind will provide:

- progress reports at each midterm
- report cards every nine weeks
- teacher/parent conferences
- email and telephone to parents when warranted
- PowerSchool online parental access

### **Parental Access to Grades and Information**

Online access to student's grades, discipline, and attendance is available through the PowerSchool portal. Passwords can be obtained from the school principal or counselor. Information and school news is available through the MSB website at [www.msb.k12.ms.us](http://www.msb.k12.ms.us). Please access our school website regularly at [www.msb.k12.ms.us](http://www.msb.k12.ms.us) for up-to-date school information.

Parents must provide the school with all current contact information including emergency contacts to ensure student safety.

Mississippi School for the Blind is striving to "go green". Parents/guardians should provide the school with an email address to receive information via email if one is available.

## Academic Honors

At the end of each nine-week grading period, the following awards will be given:

- Principal's List: Students receiving all A's on the report card
- Honor Roll: Students receiving A's and B's on the report card
- Improvement: Students improving at least one letter grade in a subject without dropping a letter in any other subjects
- Perfect Attendance: Students who have not missed a day during the nine-week period

The following awards will be given at the end of the school year:

- Valedictorian: Student who ranks highest in the graduating class
- Salutatorian: Student who ranks second highest in the graduating class
- High Honors: Graduating seniors with a GPA of 3.75 – 4.0
- Honors: Graduating seniors with a GPA of 3.50 – 3.74
- Principal's List: Students receiving all A's on every report card
- Honor Roll: Students receiving A's and B's on every report card
- Perfect Attendance: Students who have not missed a day during the year
- Highest Average Subject Awards: Students having the highest average in a course (minimum score is 90)

## Drop Out Prevention

While attrition will occur with each class that enrolls at state special schools governed by the State Board of Education, students come to the school anticipating success, having completed a significant admissions process. While a residential school is not for everyone, the programming, select faculty, and special residential experiences will support continued involvement and success for all enrolled students. The goal of the school is graduation and pursuit of further learning.

A student who fails to meet standards for attendance, academics and/or behavior will be returned to his/her home school where his/her right to access an appropriate public education lies. Any students with special education needs will be assisted in accordance with their Least Restrictive Environment and federal/state law.

### 1. School, Family and Community Partnerships

- a. Student data sharing through school package for student records
- b. E-mail links between parents, teachers, administration, and students
- c. Real time access by parents to student attendance, grades, assignments via the Internet through the school package for student records
- d. Additional support for individual students from community and parent groups

### 2. Support for Transition back to Home Schools

- a. Communication with parents and students
- b. Emotional support throughout the
- c. Prompt transfer of records and data upon request of the new school
- d. Monitoring to ensure that students enroll in new school

### 3. Intervention Programs

- a. Attendance monitoring

- b. Grade progress reviews throughout grading periods
- c. Tutorial and/or study blocks supervised by a staff/faculty member
- d. Ongoing communication between the faculty, administration, and residential life staff regarding individual needs

#### 4. College and Career Planning

- a. On-site print and electronic college and career information, catalogs, and application materials
- b. Campus visits by recruiters from in-state and out-of-state colleges, universities, and other institutions of higher learning
- c. Transition to college, financial aid, and other workshops relevant to high school students
- d. Guest speakers and artists who are professionals working in relevant fields of interest among the students

To ensure a comprehensive Dropout Prevention Plan has been designed for the Mississippi School for the Blind to address district and community concerns for students at-risk of dropping out of school. The plan is inclusive of goals, objectives, initiatives, and action plans to help all students meet or exceed the Mississippi College and Career Readiness Standards. This plan is intended to serve as a resource guide to outline how the school is going to address at-risk factors that may cause students to drop out of school.

### **Identifying At-Risk Students**

The district uses the following key indicators to identify students who are at-risk of dropping out or at-risk in failing to achieve a successful level of academic achievement.

#### Educationally at-risk

- Percentage of promotions in grades kindergarten through second
- Passage rate on subject area tests
- Passage rate on the third grade reading summative assessment
- Results of progress monitoring assessments
- Two or more grade levels behind
- Attendance rates, office referrals, suspensions
- Poor grade performance in core subjects

The Mississippi Department of Education Early Warning System has been implemented to identify these students at an earlier age.

### **Goals and Objectives**

Mississippi School for the Blind's dropout prevention plan is designed to meet the three overarching goals for the state's dropout prevention plan: increasing the state graduation rate to 85% by 2018-2019, reducing the state dropout rate by 50%, and reducing the truancy rate by 50%. The school will focus on the following four goals:

1. Provide opportunities for all students to experience academic success at all grade levels
2. Improve early identification of students at-risk of dropping out
3. Reduce risk factors associated with dropping out of school
4. Strengthen the home-school-community partnership

| Indicator  | Data Sources   | Timeline  | Activities  |
|--|--|---|---|
| 1. Reduce retention rates in grades kindergarten through second                            | MSIS showing retention rates   | The number of students retained in grades k-2 will drop to 5% by May 2018.  | <ol style="list-style-type: none"> <li>1. Each K-2 teacher must complete all three phases of the LETRS training by August 2018.</li> <li>2. All students in grades K-2 will receive intervention instruction in ELA and math.</li> <li>3. Residential students will participate in an after-school tutorial program.</li> </ol>   |
| 2. Increase the passage rate on subject area tests   | State assessment scores  | The percentage of passing scores on subject area tests will increase to 65% by May 2018.  | <ol style="list-style-type: none"> <li>1. Teachers will use progress monitoring data to determine students' weaknesses in ELA and math.</li> <li>2. Students will receive interventions in the lab using Moby Max</li> <li>3. Teachers will hold tutoring sessions before state assessments.</li> <li>4. Residential students will participate in an after-school tutorial program.</li> </ol>  |
| 3. Maintain the passage rate of the third-grade summative assessment                       | State assessment scores (MAAP)   | The percentage of students passing the third-grade summative assessment will remain 100%.   | <ol style="list-style-type: none"> <li>1. Teachers will use progress monitoring data to determine weaknesses in reading.</li> <li>2. Students will receive intensive interventions and braille instruction.</li> <li>3. Residential students will participate in an after-school tutorial program.</li> <li>4. Testing toolkits will be shared with parents.</li> </ol>   |
| 4. Increase the use of progress monitoring by tracking student progress toward proficiency | Progress monitoring data (STAR, Moby Max, iReady, Measures of Academic Progress) | Students in grades 1-12 will complete all three progress monitoring assessments throughout the 2017-2018 school year. Teachers will use the data to plan. | <ol style="list-style-type: none"> <li>1. Intervention labs will be created</li> <li>2. Students will complete the progress monitoring assessments three times per year.</li> <li>3. A data room will be created in which teachers will have access to student assessment data.</li> <li>4. Teachers will receive instruction on analyzing students' test data.</li> <li>5. Teachers will plan instruction and interventions based on the test data.</li> </ol> |
| 5. Provide academic supports for students to succeed and graduate college and career ready | ACT data   | The percentage of students failing to meet the requirement for "College Ready" as determined by ACT scores will   | <ol style="list-style-type: none"> <li>1. Provide the SREB math and ELA courses to substitute for remedial college courses for students with low ACT scores.</li> </ol>   |



|  |                                       |  |   |
|--|---------------------------------------|--|---|
|  |                                       | decrease to 75% in May 2018.   |   |
| 6. Increase the number of college visits throughout the school year. | Counselor data<br><br>Transition data | The number of college visits for juniors and seniors will increase to four in the 2017-2018 school year. Middle school students will visit a college campus once during the year, and high school students will complete two visits. | 1. Complete college campus tours with students in grades 6-12.<br>2. Schedule "Get to College" staff to assist seniors in completing FASFA. |
| 7. Implement Positive Behavior Interventions and Supports            | Discipline data                       | The number of office discipline referrals will decrease by 10% in the 2017-2018 school year.   | 1. Fully implement PBIS (rewards, expectations, instruction).<br>2. Provide classroom management training for teachers.                     |
| 8. Implement peer observations to improve instruction.               | State assessment data                 | The percentage of students scoring proficient or above on state assessments in the 2017-2018 school year will increase by 5%.  | 1. Teachers will observe one another to provide positive, constructive feedback.  |
| 9. Implement an incentive program to celebrate students' success     | Classroom grades                      | Students will be recognized for receiving Principal's List and Honor Roll each grading period. Students who have improved one letter grade in a subject without dropping in another will receive an Improvement Award.               | 1. Recognize students receiving Principal's List, Honor Roll, and Improvement each nine-week grading period.                                |

|   |                |   |  |
|---|----------------|---|--|
| 10. Increase student attendance rates                 | MSIS data      | Increase student attendance to 91% during the 2017-2018 school year.                          | <ol style="list-style-type: none"> <li>1. Recognize students with Perfect Attendance.</li> <li>2. Follow policy guidelines in relation to truancy.</li> </ol>  |
| 11. Implement a Career and Technical program of study | MSIS data      | 100% of students in grades 11 and 12 will receive instruction at the Career Technical Center. | <ol style="list-style-type: none"> <li>1. Implement programs at the CTE</li> <li>2. Schedule students (grades 11-12) for CTE courses</li> </ol>  |
| 12. Implement a Character Education program           | Counselor data | 100% of students at MSB will receive monthly instruction on Character traits.                 | <ol style="list-style-type: none"> <li>1. The counselor will visit classrooms or hold student assemblies monthly to discuss character traits.</li> <li>2. Drug Awareness will be included as part of the Character Education program.</li> </ol> |

## **PK-8<sup>th</sup> Grade Instructional Services**

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Mississippi School for the Blind is accredited by AdvancED and the Mississippi Department of Education. Educational programming is comparable to any school district in the State of Mississippi. The MSB highly qualified and dually certified instructors provide instruction based on the Mississippi College and Career Readiness Standards adopted by the Mississippi State Board of Education. In addition, students receive instruction and services through the Expanded Core Curriculum.

### **Early Intervention**

The Early Intervention program provides services on a statewide basis to families of blind and visually impaired children age birth to 3 years. Services are usually provided in the home during bi-monthly home visits by a staff of parent advisors who have received training in the use of the Early Intervention Model for delivery of services.

### **Elementary K-5 Grades**

Students in (grades PK-5) have an opportunity to access the Mississippi College and Career Readiness State Standards in all content areas. In addition, intensive academic interventions are provided to ensure a greater educational benefit.

### **Middle 6-8 Grades**

Students in middle (grades 6-8) are provided opportunities to obtain an appropriate education based on the individual student's abilities and interests. Students receive instruction on the Mississippi College and Career Readiness State Standards in all content areas. This ensures that each student is presented with experiences to develop skills and attitudes needed in preparation for transition into a course of study leading to appropriate outcomes.

## **Life Skills**

The Life Skills Program is intended for students who have visual impairments combined with other disabilities, such as significant developmental and communication delays or dual sensory impairments. It is designed for students who learn best within a structured routine. With input from parents, the educational team and the local school district, developmental skills and functional activities are identified as areas of need. These are then taught in an integrated manner within the context of the daily routines. Transition planning with representatives from the student's community and local agencies prepare them for integration into their home school vocational/transition program or into future settings in which they may live and work.

## **Expanded Core Curriculum**

Students at Mississippi School for the Blind receive training on the skills listed in the Expanded Core Curriculum. Many of these core skills require direct, sequential instruction in areas that sighted students pick up casually and incidentally:

- Compensatory academic skills – adaptations necessary for reading and writing or for other means of communication
- Orientation and mobility – including independent travel in residential and business areas and the use of public transportation.
- Social interaction skills – socially appropriate behavior skills leading to successful lives.
- Self-determination skills – skills and beliefs to pursue personal goals and self-manage one's life successfully, understanding one's strengths and limitations.
- Independent living skills – personal hygiene, food preparation, money management, time monitoring, and organization of personal spaces.
- Recreation and leisure skills – a repertoire of enjoyable individual and team activities that carry into adult lives.
- Career education – knowledge of the world of work, exploration of individual strengths and interests, and the chance to learn marketable skills.
- Assistive technology – insurance of equal access to print and internet information, feedback to teachers and others, and storage of personal data for easy retrieval.
- Visual (and other sensory) efficiency skills – instruction in the use of functional vision using specialized techniques and low vision aids, as well as the use of residual hearing and other senses.

## **Multi-Tiered System of Support**

A Multi-Tiered System of Supports is in place to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention (Mississippi Department of Education, 2016).

Mississippi School for the Blind will follow the three-tier instructional model. The tiers consist of:

Tier 1: Quality classroom instruction based on the Mississippi College and Career Readiness Standards

Tier 2: Focused supplemental instruction

Tier 3: Intensive interventions designed to meet the needs of individual students

If strategies at Tier 1 and Tier 2 are unsuccessful, collaboration will take place with the students' teachers to develop intervention for Tier 3. Interventions will be: designed to address deficits, research based, implemented as designed, and supported by data.

Teachers use progress monitoring information to:

- determine if students are making progress
- identify students as soon as they begin to fall behind
- modify instruction early enough to ensure each student gains essential skills

Monitoring of student progress will be ongoing and will be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments. No more than two weeks after interventions begin, grade level meetings will occur to conduct a review of assessment data to determine if the interventions were successful. If the interventions were determined to be unsuccessful, grade level meetings will occur every two weeks to analyze assessment data and discuss student progress. The Individual Education Program committee will meet to review data and determine the need of supports if no progress is made after eight weeks.

Each student who exhibits a substantial deficiency in reading at any time must be given intensive reading instruction and intervention immediately following the identification of the deficiency. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level.

Students will receive intensive interventions if any of the following apply:

- The student failed one grade in grades 1-3.
- The student failed two grades in grades 4-12.
- The student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
- A student is promoted under the Good Cause exemption of the Literacy-Based Promotion Act.

## **9-12<sup>th</sup> Grades Instructional Services/CTE/Transitions**

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Students in high school (grades 9-12) are provided opportunities to obtain an appropriate education based on the individual student's abilities and interests. Students receive instruction on the Mississippi College and Career Readiness State Standards in all content areas. This ensures that each student is presented with experiences to develop skills and attitudes needed for transition into and success in post-secondary education and adult life.

### **Mississippi Diploma Options**

Mississippi has two diploma options available for students in tenth through twelfth grades: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is an academic diploma, and the Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

## Traditional Diploma Option

Students pursuing a Traditional Diploma must identify an endorsement prior to entering ninth grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement. Endorsements may only be changed with parental permission.

| Curriculum Area                | Carnegie Unit  | Required Subjects  |
|--------------------------------|----------------|--|
| English                        | 4              | English I<br>English II  |
| Mathematics                    | 4              | Algebra I  |
| Science                        | 3              | Biology I  |
| Social Studies                 | $3\frac{1}{2}$ | World History (1)<br>U.S. History (1)<br>U.S. Government ( $\frac{1}{2}$ )<br>Economics ( $\frac{1}{2}$ )<br>Mississippi Studies ( $\frac{1}{2}$ ) |
| Physical Education             | $\frac{1}{2}$  |  |
| Health                         | $\frac{1}{2}$  |  |
| Art                            | 1              |  |
| College & Career Readiness     | 1              | Must occur in the student's junior or senior year, or in the student's completion of a 4-year sequence.  |
| Technology or Computer Science | 1              |  |
| Additional Electives           | $5\frac{1}{2}$ |  |
| <b>Total Units Required</b>    | <b>24</b>      |  |

### Requirement:

For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT Work Keys or SAT equivalency sub scores). Alternatively, a student must meet the following: have a 3.5 GPA, passed or met all Mississippi Academic Assessment Program (MAAP) requirements for graduation, on track to meet diploma requirements, concurrently enrolled in Essential for College Math or Essentials for College Literacy.

### Recommendations:

\*\*For early graduation, a student should successfully complete an area of endorsement.

\*\*A student should take a math or math equivalent course the senior year.

## Alternate Diploma Option

The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma. Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma. All students receiving the Alternate Diploma are required to participate in the Mississippi Assessment Program – Alternate Assessment (MAAP-A) with a score TBD.

| Curriculum Area             | Carnegie Unit | Required Subjects  |
|-----------------------------|---------------|--|
| English                     | 4             | Alternate English Elements I-IV  |
| Mathematics                 | 4             | Alternate Math Elements I-III<br>Alternate Algebra Elements  |
| Science                     | 2             | Alternate Biology Elements<br>Alternate Science Elements II  |
| Social Studies              | 2             | Alternate History Elements<br>(Strands: US History and World History)<br><br>Alternate Social Studies Elements<br>(Strands: Economics and US Government) |
| Physical Education          | 1 / 2         |  |
| Health                      | 1/2           | Alternate Health Elements  |
| Art                         | 1             |  |
| Career Readiness            | 4             | Career Readiness I-IV<br>(Strands: Technology, Systems, Employability, and Social)   |
| Life Skills Development     | 4             | Life Skills Development I-IV<br>(Strands: Technology, Systems, Personal Care, and Social)  |
| Additional Electives        | 2             |  |
| <b>Total Units Required</b> | <b>24</b>     |  |

## Diploma Endorsements

Beginning in the 2018-2019 school year, incoming freshman will choose between three diploma endorsement options: Academic Endorsement, Distinguished Academic Endorsement, or Career and Technical Endorsement.

### Academic Endorsement Diploma

| Curriculum Area                | Carnegie Unit  | Required Subjects  |
|--------------------------------|----------------|--|
| English                        | 4              | English I<br>English II  |
| Mathematics                    | 4              | Algebra I plus two math courses above Algebra I  |
| Science                        | 3              | Biology I plus two science courses above Biology I   |
| Social Studies                 | $3\frac{1}{2}$ | World History (1)<br>U.S. History (1)<br>U.S. Government ( $\frac{1}{2}$ )<br>Economics ( $\frac{1}{2}$ )<br>Mississippi Studies ( $\frac{1}{2}$ ) |
| Physical Education             | $\frac{1}{2}$  |  |
| Health                         | $\frac{1}{2}$  |  |
| Art                            | 1              |  |
| College & Career Readiness     | 1              | Must occur in the student's junior or senior year, or in the student's completion of a 4-year sequence.  |
| Technology or Computer Science | 1              |  |
| Additional Electives           | $7\frac{1}{2}$ | Must meet college preparatory curriculum (CPC) requirements for MS Institutions of Higher Learning   |
| <b>Total Units Required</b>    | <b>26</b>      |  |

#### Additional Requirements:

- Earn an overall GPA of 2.5.
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or the SAT equivalency sub score).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One AP course with a C or higher and take the appropriate AP exam
  - One Diploma Program – IB course with a C or higher and take the appropriate IB exam
  - One academic dual credit course with a C or higher in the course

## Distinguished Academic Endorsement Diploma

| Curriculum Area                | Carnegie Unit | Required Subjects  |
|--------------------------------|---------------|--|
| English                        | 4             | English I<br>English II  |
| Mathematics                    | 4             | Algebra I plus two math courses above Algebra I  |
| Science                        | 4             | Biology I plus two science courses above Biology I   |
| Social Studies                 | 4             | World History (1)<br>U.S. History (1)<br>U.S. Government ( $\frac{1}{2}$ )<br>Economics ( $\frac{1}{2}$ )<br>Mississippi Studies ( $\frac{1}{2}$ ) |
| Physical Education             | $\frac{1}{2}$ |  |
| Health                         | $\frac{1}{2}$ |  |
| Art                            | 1             |  |
| College & Career Readiness     | 1             | Must occur in the student's junior or senior year, or in the student's completion of a 4-year sequence.  |
| Technology or Computer Science | 1             |  |
| Additional Electives           | 8             | Must meet college preparatory curriculum (CPC) requirements for MS Institutions of Higher Learning   |
| <b>Total Units Required</b>    | <b>28</b>     |  |

### Additional Requirements:

- Earn an overall GPA of 3.0.
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency sub score.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
  - One AP course with a B or higher and take the appropriate AP exam
  - One Diploma Program – IB course with a B or higher and take the appropriate IB exam
  - One academic dual credit course with a B or higher in the course



## Career and Technical Endorsement Diploma

| Curriculum Area                | Carnegie Unit   | Required Subjects  |
|--------------------------------|-----------------|--|
| English                        | 4               | English I<br>English II  |
| Mathematics                    | 4               | Algebra I  |
| Science                        | 3               | Biology I  |
| Social Studies                 | 3 $\frac{1}{2}$ | World History (1)<br>U.S. History (1)<br>U.S. Government ( $\frac{1}{2}$ )<br>Economics ( $\frac{1}{2}$ )<br>Mississippi Studies ( $\frac{1}{2}$ ) |
| Physical Education             | $\frac{1}{2}$   |  |
| Health                         | $\frac{1}{2}$   |  |
| Art                            | 1               |  |
| College & Career Readiness     | 1               | Must occur in the student's junior or senior year, or in the student's completion of a 4-year sequence.  |
| Technology or Computer Science | 1               |  |
| CTE Electives                  | 4               | Must complete a four-course program of study   |
| Additional Electives           | 3 $\frac{1}{2}$ |  |
| <b>Total Units Required</b>    | <b>26</b>       |  |

### Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT Work Keys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One CTE dual credit or earn articulated credit in the high school CTE course
  - Work-Based Learning experience or Career Pathway Experience
  - Earn a State Board of Education approved national credential

### Transition Services

For all children, transition occurs from preschool to elementary school, elementary school to middle school, middle school to high school, and high school to adulthood. For students with disabilities, each stage in transition requires thoughtful planning to ensure that the students with disabilities can transition from one level to next in a similar manner as typical peers of the same age. The goal for these students is to exit high school to their desired post-secondary outcome.

## **Transition and Career Development**

Career development is an essential component of transition. Donald Zunker (1994) refers to career development as “a lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work. Specifically, the terms reflect individually developed needs and goals associated with stages of life and with tasks that affect career choices and subsequent fulfillment of purpose.” (Zunker, 1994, p. 3).

### **Career Awareness**

Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. Students are aware of opportunities, options, and roles that interest them in the world of work. They gain an awareness of the importance of personal responsibility, good work habits, and how people work.

Activities for the students include, but is not limited to:

- Understanding the importance of working
- Acquainting students with local places of employment
- Understanding the need for cooperation and teamwork

### **Career Exploration**

Career exploration includes investigation of the workplace and an understanding of the relationships among personal abilities, education, and knowledge and skills needed to pursue occupations and careers. Students learn about the variety of careers available and the types of jobs that would best fit their preferences, needs, and interest and explore the requirements related to those jobs.

Activities for the students include, but is not limited to:

- Becoming aware of personal characteristics, interests, aptitudes, and skills
- Development of an awareness of and respect for the diversity of the world of work
- Understanding the relationship between school performance and future employment options
- Development of a positive attitude towards work

### **Career Preparation**

Career preparation includes the purposeful planning of activities that help students transition from the school to the world of work and higher education. It includes learning about different careers and exploring skills needed to be successful in those careers, implementing skills that have been fostered and developed while in school and the successful transition from the secondary to post-secondary environment.

Activities for the students includes, but is not limited to:

- Volunteer
- Service Learning Activities
- Apprenticeships/Internships
- Job Shadowing
- Part-time/Full-time Supported Employment and/or Integrated Employment

## **Transition Planning**

Transition planning is the process that aids students, parents, and school personnel as they discuss and plan transition from school to adult life. This planning includes assessing interest and strengths; setting transition goals; and selecting the course of study and exit option; and services and agency linkages needed to meet the transitional goals for students with disabilities.

When the student is in middle school, school personnel will begin using career assessments to identify the career interests, abilities and needs of the student. The assessment data will be utilized to develop appropriate programming including the courses of study that focus on preparing the student to meet his/her post-secondary goals. The transition planning process is an ongoing process that can change over time, depending on the student's preferences, strengths, and interests.

**Source: Mississippi Department of Education, Office of Special Education. Secondary Transition: A Collaborative Planning Process**

<http://www.mde.k12.ms.us/OSE/IP>

## **Career and Technical Education**

Career and Technical Education (CTE) courses help students develop marketable job skills and earn national industry certifications needed to achieve their occupational goals. Every Career and Technical Education (CTE) program follows a standardized, state-wide curriculum. Each curriculum is revised every four years by a team of program area instructors. Revisions are based on field research and survey results from program area instructors and related personnel. Likewise, each unit or course references related national- and/or state-level standards in academics, the workplace, technology, and industry.

By enrolling in a Career and Technical Education course or program, students learn the technical applications of many occupations while preparing for higher education or entry-level employment. A core program of Career and Technical Education courses is offered in at Mississippi School for the Blind including Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Hospitality and Tourism.

## **Support Services**

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### **Free Appropriate Public Education**

The Mississippi School for the Blind provides a free, appropriate public education to all children who have been determined to be eligible for special education and whose parents reside in the State of Mississippi, including children who are between the ages of three (3) and twenty (20) years;

- Including children from the date of their third birthday; and
- Including youth who are twenty (20) years of age on or before September 1st, even if they will turn twenty-one (21) years of age during the school year

Free Appropriate Public Education (FAPE) means appropriate special education and related services provided at public expense, without cost to the parent, and under public supervision and direction. It is binding for all

public agencies who receive payments under Part B of IDEA. A FAPE includes an appropriate preschool, elementary or secondary public education in the child's Least Restrictive Environment (LRE) and is provided in conformity with the child's Individualized Education Program (IEP).

## **Individualized Education Program**

Students may attend Mississippi School for the Blind for many reasons, all related to the need for more intensive services than those currently available in their local district. This is especially true in the areas of braille and other communication modes, orientation and mobility, adaptive technology, daily living skills, vocational and transition skills, social skills, functional vision and low vision aids. Students at MSB should have an Individualized Education Program (IEP) to address his or her individualized education. The Individuals with Disabilities Education Improvement Act 2004 (IDEA) and State Board of Education (SBE) Policy 74.19 have established the Individualized Education Program (IEP) as the structure for planning and implementing individualized services and supports for children with disabilities.

The Individual Education Program is collaboratively written by an IEP Committee, comprised of the parent(s)/guardian(s), the child with a disability (if appropriate), a Mississippi School for the Blind administrator/agency representative, representatives from the child's home school district, the teacher(s), and other members as needed. The Individual Education Program is written to describe the unique needs of a child, and develops the specially designed instruction, related services, and accommodations and modifications needed to provide a child with a disability a Free Appropriate Public Education (FAPE).

The Individual Education Program must be designed to:

- Indicate what the child is expected to be able to achieve within one (1) year;
- Provide high expectations and educational benefit for children with disabilities;
- Ensure access to the general education curriculum and standards in the general classroom, to the maximum extent possible; and
- Provide effective transition services to promote successful postsecondary experiences including college and career to prepare children with disabilities to lead productive and independent adult lives.
- Project a date for initiation and anticipated duration of such services.

This program may be carried out either at Mississippi School for the Blind or within the local school district or combination of such. Should the Individual Education Program committee decide on placement at the Mississippi School for the Blind, a transition plan is created with a timeline for the student's return to their home school district.

## **Change in Placement Due to Behavior/Manifestation Determination Review**

Students with disabilities have special protections under the Individuals with Disabilities Education Improvement Act 2004 (IDEA), when they exhibit behaviors that violate the code of conduct, or exhibit behaviors that require an extended removal from the current educational setting. In these cases, the Individualized Educational Program (IEP) Committee must determine if the behavior(s) are a manifestation of the student's disability or if the proposed disciplinary action constitutes a change in their educational placement. Decisions that impact placement must be made by the IEP Committee prior to any change in educational placement. In making decisions concerning discipline procedures for a child with a disability, the public agency must consider the following factors:

- The proposed length of the removal from the current placement;
- If the behavior is a manifestation of the child's disability;
- Whether the behavior is due to the failure of the public agency to implement the child's Individual Education Program, including program modifications such as a

- Behavior Intervention Plan; and
- Did the child, at school, on school premises, or at a school function:
- Carry or possess a weapon;
- Possess, sell, or use illegal drugs; and/or
- Inflict a serious bodily injury on another person?

Discipline of a student who violates the student code of conduct permits the removal of the student from the general school setting for up to ten (10) school days over the course of a school year. The student with a disability may not be removed from the general school setting for more than ten (10) consecutive or cumulative school days without providing services following the tenth day of removal. For each incident after the tenth day of removal, it is the responsibility of the IEP Committee to determine if there is a relationship between the child's disability and the behavior precipitating a disciplinary action. To consider the behavior in question a manifestation of the child's disability, the relationship must be direct and substantial to the child's disability. The removal to this setting must not exceed more than forty-five (45) school days without a review of the IEP and placement determination by the IEP team.

### **Due Process**

The Mississippi School for the Blind will ensure that all students and their parent(s)/guardian(s) are provided due process with respect to the provision of a free, appropriate public education as outlined in PROCEDURES FOR STATE BOARD POLICY 74.19 VOLUME III: Procedural Safeguards Dispute Resolution Confidentiality <http://www.mde.k12.ms.us/OSE/PP> Information regarding Procedural Safeguards is provided to each parent at least annually.

In the event of disagreements between the family and the school, it is hoped that these can be worked out through the IEP process or through subsequent discussions with the Mississippi School for the Blind administration. If the IEP committee members are unable to resolve disagreements, a request may be made with the Mississippi Department of Education, Office of Special Education Parent Hotline: 1-877-544-0408.

### **Withdrawal of Students**

The student's LRE and placement decision will be determined by the IEP committee for students with an IEP. Upon enrollment, the IEP committee of the student determines the projected date for initiation, anticipated duration of services, and specified plan for the student's return to their home school district. Therefore, determination to return to the local school district should be in line with this action plan. Student progress toward the action plan created for return to the home school should be reviewed at each IEP meeting or at a minimum, annually.

If parental request is made for a student to withdraw and return to the home school within the state of Mississippi, the IEP committee must convene and determine if this placement is appropriate. The IEP team will revise the IEP prior to student transfer to reflect such placement.

If a student is to be withdrawn from MSB and will transfer to a school in another state, the principal or designee should be notified by the parent/guardian as soon as possible to ensure all necessary withdrawal documentation is completed prior to the student's exit.

## Extended School Year (Summer Program)

The Extended School Year (ESY) services are special education and related services provided to a child with a disability beyond the typical school year, at no cost to the parent. The Extended School Year (ESY) services are not considered a summer school program, a child care service, or an automatic program provision from year to year. The program is intended for those students who have been determined by an Individualized Education Program (IEP) committee as needing the educational services provided during the school year to be extended into the summer to receive full benefit from their educational programs. Services may be required for some, but not all, children with disabilities enrolled at MSB. Services and eligibility are not determined by the child's disability category but are determined on an individual case-by-case basis.

There are four (4) qualifying criteria used to determine a child's need for ESY services. They are:

1. Pattern of Regression-Recoupment: Refers to a child's loss of a skill on IEP objective(s) after at least two (2) breaks in instruction without regaining the documented level of skill(s) prior to the break within the specified period.
2. Critical Point of Instruction 1: Refers to the need to maintain a child's critical skill to prevent a loss of general education class time or an increase in special education service time.
3. Critical Point of Instruction 2: Refers to a point in the acquisition or maintenance of a critical skill during which a length in instruction would lead to a significant loss of progress.
4. Extenuating Circumstances: Refers to special situations that jeopardize the child's receipt of a FAPE unless ESY services are provided.

The IEP Committee must consider all four qualifying criteria in determining the need for ESY services. The review of data should indicate that a break in instruction would be detrimental to the child's instructional progress.

## Student Expectations/Conduct

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### Positive Behavior Interventions and Supports (PBIS)

The Mississippi School for the Blind is committed to proactively teaching students appropriate behaviors as part of a Positive Behavior Interventions and Supports model. Positive Behavior Interventions and Supports is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching, and learning occurs. Attention is focused on creating and sustaining (tier 1: school-wide), (tier 2: small group), and (tier 3: individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Providing different types of support matched to each student's needs is referred to as a multi-tiered system of support (MTSS). General descriptions for each tier as described in the Implementation Blueprint Part 1 are provided below:

| Tier                | Description   |
|---------------------|---|
| Tier 1<br>Universal | Preventing the development of new incidents/ occurrences of problem behaviors by implementing high quality learning environments for all students |

|                  |   |
|------------------|---|
|                  | and staff and across all settings (i.e., school-wide, classroom, and non-classroom).  |
| Tier 2 Targeted  | Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.  |
| Tier 3 Intensive | Reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely. |

### **Teacher as the Authority in the Classroom**

*The Mississippi School of the Blind is governed by the State Board of Education recognizes that the teacher as the authority in classroom matters and supports that teacher in any decision in compliance with the written discipline code of conduct. Such recognition shall include the right of the teacher to remove from the classroom any student who, in the professional judgment of the teacher, is disrupting the learning environment, to the office of the principal or academic dean.*

*The principal or academic dean shall determine the proper placement for the student, who may not be returned to the classroom until a conference of some kind has been held with the parent, guardian or custodian during which the disrupting behavior is discussed, and agreements are reached that no further disruption will be tolerated. If the principal or academic dean does not approve of the determination of the teacher to remove the student from the classroom, the student may not be removed from the classroom, and the principal or academic dean, upon request from the teacher, must provide justification for his or her disapproval.*

*A student who causes a disruption in the classroom, on school property or vehicles, or at school-related activities may be subject to discipline actions. School officials, the reporting teacher, and the student's parent will develop a behavior modification plan for a student who causes a disruption in the classroom, on school property or vehicles, or at school-related activities for a second time during the school year.*

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

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. 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.

Staff may use discretion in relation to assign 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 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. 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.

## Level I 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. When a student has received three (3) Level I violations, all subsequent offenses beginning with the fourth violation will be administered at Level II. When an incident occurs involving multiple violations on the same level, staff may count each violation separately or consider the incident as one violation at a higher level for determining the consequence(s).

| Level I Violations – Residence Life  | Level I Consequences  |
|--|---|
| <p><b>RL1.1 Attendance Violations – Not at assigned location</b></p> <ul style="list-style-type: none"> <li>a. Breaking curfew (&lt;30 minutes)</li> <li>b. Failing to attend mandatory meetings, study hours</li> <li>c. Failing to be at assigned location on time – room check, etc.</li> <li>d. Forgetting to be present for a.m. roll call</li> </ul> <p><b>RL1.2 Behavior Lacking Consideration for Others:</b></p> <ul style="list-style-type: none"> <li>a. Breaking line in the cafeteria</li> <li>b. Disturbing others</li> <li>c. Creating excessive noise or music, horseplay, running</li> <li>d. Having lights on after designated times</li> <li>e. Kissing</li> <li>f. Talking on the phone after lights out</li> <li>g. Leaving personal belongings in common areas</li> <li>h. Profanity</li> </ul> <p><b>RL1.3 Damage to Property, Accidental:</b></p> <ul style="list-style-type: none"> <li>a. Damaging individual, school, or public property</li> <li>b. Misusing and/or unauthorized use or abuse</li> </ul> <p><b>RL1.4 Failure to Follow Written Protocol:</b></p> <ul style="list-style-type: none"> <li>a. Carrying food or beverages on bus</li> <li>b. Failing to meet dress code</li> <li>c. Eating or drinking in the library</li> <li>d. Failing room inspection standards</li> <li>e. Leaving clothes in the laundry room</li> </ul> <p><b>RL1.5 Technology Offenses (Computer, Network, Phone):</b></p> <ul style="list-style-type: none"> <li>a. Eating or drinking at school computers</li> <li>b. Violating Dorm Internet regulations</li> <li>c. Committing Personal Communication Device offenses</li> <li>d. Committing listening device offenses</li> <li>e. Committing land line phone violations</li> <li>f. Technology acceptable use violations</li> <li>g. Mass email for non-school purpose</li> <li>h. Monopolizing computers/equipment</li> <li>i. Wasteful use of equipment, printers, paper, supplies, etc.</li> <li>j. Use of personal hotspot on MSB equipment</li> </ul> <p><b>RL1.6 Safety or Legal Issues</b></p> <ul style="list-style-type: none"> <li>a. Failure to lock dorm doors</li> <li>b. Failure to report lost ID badge</li> <li>c. Deface the ID badge</li> </ul> | <p>Campus Work Task = (CWT)</p> <p>1<sup>st</sup> Offense: Written warning<br/>           2<sup>nd</sup> Offense: One detention session<br/>                             Parent notified<br/>           3<sup>rd</sup> Offense: One CWT<br/>                             One detention session<br/>                             Parent notified<br/>           4<sup>th</sup> Offense: See Level II</p> <p>Level One Offenses will be carried over until the end of the year. After repeated offenses, student may be placed on probation.</p> <p>Habitual offenses (more than three) of the same violation may merit up to a two-day suspension.</p> <p>Personal Communication Device (PCD) offenses are in addition to above prescribed consequences:</p> <p>1<sup>st</sup> Offense: PCD will be confiscated one day and a conference is held.<br/>           2<sup>nd</sup> Offense: PCD will be confiscated for one week.</p> |
| Level I Violations – Academics   | Level I Consequences  |
| <p><b>AL1.1 Attendance Violations – Not at assigned location</b></p> <ul style="list-style-type: none"> <li>a. Failing to attend class</li> <li>b. Missing the bus – no written warning</li> </ul>   | <p>Campus Work Task = (CWT)</p> <p>1<sup>st</sup> Offense: Written warning<br/>           2<sup>nd</sup> Offense: One detention session</p>   |



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| <p><b>AL1.2 Behavior Lacking Consideration for Others:</b></p> <ol style="list-style-type: none"> <li>Breaking line in the cafeteria</li> <li>Disturbing others</li> <li>Kissing</li> <li>Profanity</li> </ol> <p><b>AL1.3 Damage to Property, Accidental:</b></p> <ol style="list-style-type: none"> <li>Damaging individual, school, or public property</li> <li>Misusing and/or unauthorized use or abuse</li> </ol> <p><b>AL1.4 Failure to Follow Written Protocol:</b></p> <ol style="list-style-type: none"> <li>Carrying food or beverages on bus</li> <li>Failing to meet dress code</li> <li>Eating or drinking in the library</li> </ol> <p><b>AL1.5 Technology Offenses (Computer, Network, Phone):</b></p> <ol style="list-style-type: none"> <li>Eating or drinking at school computers</li> <li>Violating MSB Internet regulations</li> <li>Committing Personal Communication Device offenses</li> <li>Committing listening device offenses</li> <li>Committing land line phone violations</li> <li>Technology acceptable use violations</li> <li>Mass email for non-school purpose</li> <li>Monopolizing computers/equipment</li> <li>Wasteful use of equipment, printers, paper, supplies, etc.</li> <li>Use of personal hotspot on MSB equipment</li> </ol> | <p>Parent notified</p> <p>3<sup>rd</sup> Offense: One CWT<br/>One detention session<br/>Parent notified</p> <p>4<sup>th</sup> Offense: See Level II</p> <p>Level One Offenses will be carried over until the end of the year. After repeated offenses, student may be placed on probation.</p> <p>Habitual offenses (more than three) of the same violation may merit up to a two-day suspension.</p> <p>Personal Communication Device (PCD) offenses are in addition to above prescribed consequences:</p> <p><b>1<sup>st</sup> Offense:</b> PCD will be confiscated one day and a conference is held.</p> <p><b>2<sup>nd</sup> Offense:</b> PCD will be confiscated for one week.</p> |
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Level One offenses for academics and residence life will be independent of each other. Each category stands alone giving the student three offenses in academics and three offenses in residence life before going to the level two violations. Students can be given a level two or three violation without accumulating level one offenses if the offense is egregious and a violation of the higher level.

## Level II 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. When a student has received three (3) Level II violations, all subsequent offenses will be administered at Level III. When an incident occurs involving multiple violations on the same level, staff may count each violation separately or consider the incident as one violation at a higher level for the purpose of determining the consequence(s).

| Level II Violations – Residence Life  | Level II Consequences   |
|---|---|
| <p><b>RL2.1 Attendance Violations – Not at assigned location</b></p> <ol style="list-style-type: none"> <li>Allowing other students in room after curfew</li> <li>Breaking curfew (&lt;30 minutes)</li> <li>Failing to attend mandatory meetings, study hours</li> <li>Failing to be at assigned location on time – room check, etc.</li> <li>Forgetting to be present for a.m. roll call</li> <li>Entering or exiting campus building without authorization</li> <li>Being in an off-limit area of the campus</li> </ol> <p><b>RL2.2 Behavior Lacking Consideration for Others:</b></p> <ol style="list-style-type: none"> <li>Disrespecting or defying school <b>personnel</b></li> <li>Harassing another individual</li> <li>Behaving inappropriately in a romantic relationship</li> <li>Exposing oneself indecently</li> <li>Making lewd gestures (profane or obscene behavior, etc.)</li> <li>Using profanity, verbal or written against others</li> </ol> <p><b>RL2.3 Damage to Property, Deliberate:</b></p> <ol style="list-style-type: none"> <li>Committing acts of minor vandalism</li> <li>Defacing school property</li> </ol> | <p>Campus Work Task = CWT<br/>Campus Work Service = CWS</p> <p>1<sup>st</sup> Offense: 1 CWT<br/>2 hours CWS<br/>Parent(s) notified</p> <p>2<sup>nd</sup> Offense: 2 CWT<br/>One detention session<br/>2 hours CWS<br/>Parent(s) notified</p> <p>3<sup>rd</sup> Offense: 4 hours CWS<br/>1 week of dorm restriction<br/>Parent(s) notified</p> <p>4<sup>th</sup> Offense Referred to the Principal or the Director as a Level Three violation</p> <p>Level Two violations will be carried over until the next semester.</p> |

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| <p>c. Misusing or unauthorized use of property</p> <p><b>RL2.4 Dishonesty</b></p> <ol style="list-style-type: none"> <li>Conveying false information</li> <li>Lying to staff</li> <li>Violating Rules as per the Student Handbook</li> </ol> <p><b>RL2.5 Failure to Follow Written Protocol:</b></p> <ol style="list-style-type: none"> <li>Failure to clean up after oneself in cafeteria and common areas</li> <li>Taking utensils, food, drinks, and flatware from cafeteria</li> <li>Materials encouraging the use of illegal substances</li> <li>Violating the Student Code of Conduct</li> </ol> <p><b>RL2.6 Multiple Level I Violations</b></p> <p><b>RL2.7 Safety or Legal Issues:</b></p> <ol style="list-style-type: none"> <li>Compromising hall security</li> <li>Failing to follow evacuation and emergency procedures</li> <li>Inviting or admitting students banned from campus</li> <li>Possessing pornographic, lewd, or obscene materials</li> </ol> <p><b>RL2.8 Technology Offenses (Computer, Network, Phone):</b></p> <ol style="list-style-type: none"> <li>Committing Dorm Internet violations</li> <li>Violating Personal Communication Device offenses (Cell Phone)</li> <li>Committing Listening Device offenses</li> <li>Making landline phone violations</li> <li>Technology acceptable use violations</li> <li>Use of emails for fraudulent, financial gain, or other inappropriate purposes</li> <li>Streaming/large downloads/games that degrade performance</li> <li>Misuse of printers or equipment</li> </ol>  | <p>After repeated offenses, student may be placed on probation.</p> <p>Habitual offenses (more than three) of the same violation may merit up to a two-day suspension.</p> <p>The administration reserves the right to increase consequences as deemed necessary.</p> <p>Personal Communication Device (PCD) offenses are in addition to above prescribed consequences:</p> <p><b>3<sup>rd</sup> Offense:</b> PCD will be confiscated for two weeks. (Level II)</p> <p><b>4<sup>th</sup> Offense:</b> PCD will be confiscated for four weeks.</p>   |
| <p><b>Level II Violations – Academics</b> <span style="float: right;"><b>Level II Consequences</b></span></p>  |   |
| <p><b>AL2.1 Attendance Violations – Not at assigned location:</b></p> <ol style="list-style-type: none"> <li>Cutting class (includes absences due to missing the bus)</li> <li>Failing to attend mandatory assemblies, meetings, educational programs.</li> <li>Leaving class without permission</li> <li>Entering or exiting campus buildings without authorization</li> </ol> <p><b>AL2.2 Behavior Lacking Consideration of others:</b></p> <ol style="list-style-type: none"> <li>Disrespecting or defying school personnel</li> <li>Harassing another individual</li> <li>Behaving inappropriately in a romantic relationship</li> <li>Exposing oneself indecently</li> <li>Making lewd gestures (profane or obscene behavior, etc.)</li> <li>Using profanity, verbal or written against others</li> </ol> <p><b>AL2.3 Damage to Property, Deliberate:</b></p> <ol style="list-style-type: none"> <li>Committing acts of minor vandalism</li> <li>Defacing school property</li> <li>Misusing or unauthorized use of property</li> </ol> <p><b>AL2.4 Dishonesty</b></p> <ol style="list-style-type: none"> <li>Conveying false information</li> <li>Lying to staff, faculty or administration</li> <li>Violating Rules as per the Student Handbook</li> </ol> <p><b>AL2.5 Failure to Follow Written Protocol:</b></p> <ol style="list-style-type: none"> <li>Failure to clean up after oneself in cafeteria and common areas</li> <li>Taking utensils, food, drinks, and flatware from cafeteria</li> <li>Materials encouraging the use of illegal substances</li> <li>Violating the Student Code of Conduct</li> </ol> <p><b>AL2.6 Multiple Level I Violations</b></p> <p><b>AL2.7 Safety or Legal Issues:</b></p> | <p>Campus Work Task = CWT<br/>Campus Work Service = CWS</p> <p>Academic Dishonesty (First Offense): Grade of “0” on class assignment, 2 weeks campus restriction, 10 hours campus works service, parents notified, <b>loss of Honors status.</b></p> <p>Other Offenses:</p> <p><b>1<sup>st</sup> Offense:</b> 1 CWT<br/>2 hours CWS<br/>Parent(s) notified</p> <p><b>2<sup>nd</sup> Offense:</b> 2 CWT<br/>One detention session<br/>2 hours CWS<br/>Parent(s) notified</p> <p><b>3<sup>rd</sup> Offense:</b> 4 hours CWS<br/>1 week of dorm restriction<br/>Parent(s) notified</p> <p><b>4<sup>th</sup> Offense</b> Referred to the Principal or the Director as a Level Three violation</p> <p>Level Two violations will be carried over until the next semester. After repeated offenses, student may be placed on probation.</p> <p>Habitual offenses (more than three) of the same violation may merit up to a two-day suspension. The administration reserves the right to increase consequences as deemed necessary.</p> |

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| <ul style="list-style-type: none"> <li>a. Failing to follow evacuation and emergency procedures</li> <li>b. Inviting or admitting students banned from campus</li> <li>c. Possessing pornographic, lewd, or obscene materials</li> </ul> <p><b>AL2.8 Technology Offenses (Computer, Network, Phone):</b></p> <ul style="list-style-type: none"> <li>a. Committing MSB Internet violations</li> <li>b. Violating Personal Communication Device offenses (Cell Phone)</li> <li>c. Committing Listening Device offenses</li> <li>d. Making landline phone violations</li> <li>e. Technology acceptable use violations</li> <li>f. Use of emails for fraudulent, financial gain, or other inappropriate purposes</li> <li>g. Streaming/large downloads/games that degrade performance</li> <li>h. Misuse of printers or equipment</li> </ul> | <p>Academic Dishonesty violation results in loss of honors status in addition to consequences.</p> <p>Personal Communication Device (PCD) offenses are in addition to above prescribed consequences:</p> <p><b>3<sup>rd</sup> Offense:</b> PCD will be confiscated two weeks. (Level II)</p> <p><b>4<sup>th</sup> Offense:</b> PCD will be confiscated for four weeks. (Level II)</p> |
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Level Two offenses for academics and residence life will be independent of each other. Each category stands alone giving the student three offenses in academics and three offenses in residence life before going to the level three violations. Students can be given a level three violation without accumulating level one or two offenses if the offense is egregious and a violation of the higher level.

### Level III Violations and Consequences

The following list of violations is not meant to be all-inclusive. Other than habitual minor offenses, level III violations will result in probable dorm restriction, suspension, dismissal or expulsion. Administration will assign activities not listed to the appropriate level.

| Level III Violations  | Level III Violations  |
|---|---|
| <p><b>L3.1 Attendance Violations – Not at assigned location:</b></p> <ul style="list-style-type: none"> <li>a. Being on the hall or in the room of the opposite sex</li> <li>b. Exiting the dorm after curfew</li> </ul> <p><b>L3.2 Behavior Lacking Consideration of others:</b></p> <ul style="list-style-type: none"> <li>a. Behavior impeding school and dorm operations</li> <li>b. Gross violations of PDA guidelines</li> <li>c. Causing a false emergency alarm</li> <li>d. Direct disobedience or insubordination</li> <li>e. Indecent behavior or exposure</li> <li>f. Misconduct during school-sponsored events</li> <li>g. Profanity, gross or obscene language or actions</li> </ul> <p><b>L3.3 Dishonesty</b></p> <ul style="list-style-type: none"> <li>a. Academic Dishonesty (second offense)</li> <li>b. Being knowingly present when policy violations are occurring and not notifying school personnel</li> <li>c. Documenting false information</li> <li>d. Lying to the administration</li> <li>e. Leave an area/room to go to one place and going elsewhere</li> </ul> <p><b>L3.4 Safety or Legal Issues:</b></p> <ul style="list-style-type: none"> <li>a. Actions unsafe for self and/or others</li> <li>b. Assault</li> <li>c. Being picked up by the police</li> <li>d. Breaking and entering</li> <li>e. Compromising campus security and life safety</li> <li>f. Conspiring to violate school policy</li> <li>g. Contributing to the delinquency of a minor student</li> <li>h. Creation, distribution, possession of fake I.D.s</li> <li>i. Extortion</li> <li>j. Facilitating unauthorized persons on campus including banned former students</li> <li>k. Fighting, including battery</li> <li>l. Forgery, fraud, submission of false information</li> <li>m. Gambling or gaming</li> <li>n. Harassment</li> <li>o. Molestation</li> </ul> | <p><b>L3.5 Technology Offenses:</b></p> <ul style="list-style-type: none"> <li>a. MSB Internet violations</li> <li>b. Personal Communication Device offenses</li> <li>c. Listening Device Infractions</li> <li>d. Telephone violations</li> <li>e. Hacking, unauthorized access or use</li> <li>f. Cyberbullying/harassment/Obscene use</li> <li>g. Attempt to degrade, crash or modify network/equipment</li> <li>h. Relocate equipment without permission</li> <li>i. Housing website on MSB/MDE network</li> </ul> <p><b>L3.6 Multiple Level II Violations</b></p> <p><b>L3.7 Habitual Minor Infractions</b></p> <p style="text-align: center;"><b>Level III Consequences</b></p> <p>Academic Dishonesty (Second Offense): A failing grade will be recorded for the class; the parents will be notified, and the student may be suspended or dismissed.</p> <p>Students who have disciplinary infractions reaching the point of all Level III violations will be placed on disciplinary probation.</p> <p>All Level III Violations are referred to the Executive Director or designee for action and dependent upon the severity of the infraction may include dorm restriction, suspension, dismissal, and/or expulsion and possible law enforcement involvement.</p> |

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| <ul style="list-style-type: none"> <li>p. Multiple and/or simultaneous Level II violations</li> <li>q. Possession and/or use of banned materials</li> <li>r. Purchase, possession, use, distribution of tobacco products</li> <li>s. Purchase possession, abuse of prescription or over the counter (OCT) drugs/inhalants</li> <li>t. Purchase/possession/use of a dangerous weapon (including martial arts), explosive/ammunition/fireworks/firearms</li> <li>u. Purchase, possession, use o, distribution of, or being under the influence of alcohol</li> <li>v. Purchase, possession, use of, distribution of, or being under the influence of illegal drugs</li> <li>w. Riding in a vehicle without proper permission by parents</li> <li>x. Theft, shoplifting, or receiving stolen property</li> <li>y. Threatening bodily harm</li> <li>z. Unauthorized absence from campus, including running away</li> <li>aa. Unauthorized use of public property</li> <li>bb. Using inappropriate content in student work</li> <li>cc. Vandalism, destruction, or other severe misuse of property</li> <li>dd. Violating municipal, state, or federal law</li> </ul> |  |
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**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. Being in a “dating” relationship or being of the same gender does not alter the PDA restrictions. The Disciplinary Procedure for failing to follow the MSB expectation for appropriate behavior will correspond to the gravity of the PDA situation and current disciplinary record.

**Probation**

Probation is a period set by an administrator during which a student is given an opportunity to improve behavior exhibited in prior violations of school policy. The supervisor will notify students, parents, and teachers in writing of students placed on probation. This notification could include a contract including future and expectations of the student and the way 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.

**Gang Activity and Secret Societies**

*It is unlawful in the State of Mississippi to organize fraternities, sororities, or secret societies in the public high schools. It is also unlawful for a public-school student to be a member of, belong to, or participate in such organizations, and to solicit student membership in such organizations. Students in violation of this policy are subject to suspension or expulsion.*

*Schools governed by the Mississippi State Board of Education are committed to maintaining a safe school environment for their students and staff. Students are expected to adhere to the school standards of conduct that promote well-being and supports the learning process. Gang activity will not be tolerated in any form. Gang-related activities in the school, on school property or vehicles, or at school-related activities are prohibited. Where gang activity is suspected or confirmed a complaint will be filed in accordance with the “Mississippi Street Gang Act” pursuant to Miss. Code Ann. § 97-44-1et seq.*

*Gang activity, which initiates, promotes, or advocates activities that threaten the safety or wellbeing of persons or property on school grounds or which disrupts the school environment are harmful to the educational process. The use of hand signals, graffiti, or the presence of apparel, jewelry, accessory, or manner of grooming which, by color, arrangement, trademark, symbol, or any other attribute which implies membership or affiliation with such a group, presents a clear and present danger and is to be discouraged by school officials. Students displaying*

*interest, involvement, or affiliation with a gang shall be subject to disciplinary action and will be encouraged to seek involvement in authorized school organizations to enhance self-esteem and promote activity that can have a positive impact on the student.*

## **Anti-Bullying**

*Definition: Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic, that takes place on school property, at any school-sponsored function, online, or on a school bus.*

*Bullying includes, but is not limited to:*

- *Placing a student or school employee in actual and reasonable fear of harm to his or her person*
- *Damage to his or her property*
- *Creates or is certain to create a hostile environment\* by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.*

*Conduct that substantially interferes with a student's education or substantially disrupts the operation of a school is considered bullying.*

*\*Hostile environment means the victim subjectively views the conduct as bullying or harassing behavior, and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.*

*Cyberbullying is bullying or harassing that occurs through electronic communications and/or devices.*

*Cyberbullying can occur in many different forms such as messaging, posting, cyberstalking, and impersonation.*

*Cyberbullying may include, but is not limited to:*

- *Messages in any form which may include but is not limited to: text, image, audio, or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner.*
- *Any electronic communication which disrupts or prevents a safe and positive educational environment may also be considered cyberbullying.*

*The words "bullying", "cyberbullying", and "harassment" may be used interchangeably.*

*Prohibitions:*

*An act of bullying by an individual student, group of students, parents, employee, or other person against a student or school employee is expressly prohibited on school property, online, at school-related functions, or on a school bus. This policy applies not only to those directly engaged in an act of bullying but also to anyone, who by their indirect behavior, condones or supports an act of bullying.*

*Any act of reprisal and/or retaliation against a victim, a witness, or any other person, with reliable information and/or who in good faith provides information about bullying or harassing behavior is prohibited.*

*No employee shall permit, condone, or tolerate bullying. False accusations or reports of bullying are prohibited. Students and staff are prohibited from using personal communication devices or school property to bully, harass, or stalk another.*

*Reporting:*

*Any person who believes he or she has been the victim of bullying or anyone with knowledge that a student or school employee has been subjected to bullying or harassing behavior shall report the alleged acts immediately*

*to a staff member, Principal, or Superintendent. A student may report bullying anonymously; however, the school's ability to act based solely on an anonymous report may be limited.*

*All MSB employees shall be alert to possible situations, circumstances, or events that might include bullying.*

*A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the Principal or Superintendent. A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident a staff member, Principal or Superintendent.*

*Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.*

*Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.*

*A student has a fundamental right to take reasonable actions as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing.*

*The Mississippi School for the Blind will annually provide education and information to students regarding bullying or harassment, including this policy, the harmful effects of bullying, and other applicable initiatives to prevent bullying.*

*Students who make a cyberbullying report should preserve evidence of cyberbullying. For example, a student may save or bring a copy of an email, text message, picture, or other electronic transmission that the student believes was intended to defame, intimidate, harasses, harm, insult, or humiliate.*

**Action:**

*Upon receipt of a complaint or report of bullying, school officials, or a designated third party will act to investigate all complaints of bullying within 24 hours of the report and will discipline or take appropriate action against anyone who is found to have violated this policy.*

*Investigation and action taken will be consistent with the school's policy on harassment, violence, or other action causing harm to another.*

*Consequences for students may include loss of privileges, discipline, suspension and/or dismissal.*

*Consequences for employees who permit, condone, partake, or tolerate bullying or intentional false reporting of bullying may result in disciplinary action up to termination or discharge.*

*Consequences for other individuals engaging in prohibited acts of bullying may include, but are not limited to, exclusion from school district property and events and/or subject to appropriate sanctions as determined and imposed by the Superintendent.*

*Disciplinary measures may not be taken against a student, who after an investigation, is found to be a victim of bullying and used reasonable self-defense in response to the bullying.*

*Discipline for bullying of a student with disabilities will comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act 20 U.S.C. § 1400 et seq.*

*Any perceived criminal conduct will be reported immediately to local law enforcement.*

*In accordance to amended section 37-11-69 of the Mississippi Code effective July 1, 2017, Mississippi School for the Blind has posted the procedure for reporting acts of bullying on the official school web site at [www.msb.k12.ms.us](http://www.msb.k12.ms.us)*

## **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.*

*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.*

*Complaints alleging discrimination or harassment must be handled in accordance with the procedures set forth in the Mississippi Department of Education Board Policy Part 3, Chapter 99, Rule 99.1*

## **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 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. These stipulations apply whether the harassment is between people of the same, or of a different gender.*

**Sexual Harassment** includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, unwelcome sexual advances, threats, bodily contact, sexual oriented verbal teasing, abuse, pressure for sexual activity, repeated remarks to a person with sexual or demeaning implications, unwelcome 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 similarly personal concerns, filing a false complaint of sexual harassment, or other deliberate 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:

- *Submission to such contact is made either explicitly or implicitly as a term or condition of an individual's privileges, access to campus resources and activities, grades, or educational development.*
- *Submission to or rejection of such conduct by an individual is used as a basis for education decisions affecting such individual.*

- *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.*

*Students believing, they have been sexually harassed should immediately report the incident(s) to the administration or school employee. The administration shall investigate and take appropriate corrective action.*

**Peer Harassment** *includes, but is not limited to, unwelcome 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 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 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 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 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 Director of Residential Life, Principal, and/or the Superintendent. Any complaint of harassment filed by a student or staff member will be reported immediately to the Director of Residential Life, Principal, and/or the Superintendent. Complaints alleging discrimination or harassment must be handled in accordance with the procedures set forth in the Mississippi Department of Education Board Policy Part 3, Chapter 99, Rule 99.1. 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 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 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.*

*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*

*ALL complaints of sexual harassment, sexual discrimination or sexual misconduct will be investigated with the assistance of Human Resources and the MDE Legal Department.*

### **ITEMS PROHIBITED ON SCHOOL PROPERTY**

Possession of the following items (or other items deemed to be inappropriate, dangerous or offensive) on school property, a school bus, or at a school-related activity is prohibited:

- Alcoholic beverages
- Ammunition
- Water pistols
- Gambling paraphernalia
- Gun jewelry
- Noise-making devices
- Mace
- Tobacco /E-cigarettes and any other products or accessories
- Paint guns
- Pornographic materials
- Stink bombs
- Bandanas, sweat bands
- Cigarette lighters
- Firearms
- Gang paraphernalia
- Illegal drugs
- Drug paraphernalia
- Incendiary materials
- Personal defense spray
- Silly bands
- Stolen property
- Knives
- Fireworks
- Cap guns
- Matches
- Laser lights
- Slingshots
- Toy weapons

Contraband property confiscated by school officials will be returned only to the parent or legal guardian. School personnel will not be held responsible for prohibited items which have been confiscated.

Note: Some of these items such as noise-making devices may be permitted for special events such as pep-rallies and carnivals. In such events, the superintendent, principal and/or residential director have the authority to allow such items.

### **NOTIFICATION OF LAW ENFORCEMENT OFFICIALS**

Commission of any of the following misconduct shall result in notification of law enforcement officials by the principal or his/her designee:

- aggravated assault resulting in serious physical injury
- sexual assault/battery
- sexual offense
- rape

- indecent liberties with a minor
- assault involving use of a weapon
- possession of a firearm in violation of the law
- possession or use of a weapon in violation of the law
- possession, sale, or use of any controlled substance in violation of the law
- simple assault upon any school employee
- murder
- other violent acts (action resulting in death or physical harm or attempt to cause death or physical harm to another) or threats of violent acts

The principal making the report or participating in any judicial proceeding resulting thereof, shall be presumed to be acting in good faith and, as such, shall be immune from any civil liability that might otherwise be incurred or imposed.

### **Zero Tolerance**

MSB has a zero-tolerance policy towards the possession and/or use of firearms on any school property or at any school function or school-related activity. Any student found to be in violation of this policy shall be subject to expulsion.

If a student has committed an infraction where Zero Tolerance applies, only the IEP Committee may determine the placement of a special education student in the alternative setting. Should the parents disagree with the placement decision, due process procedures afforded under IDEA will be followed.

The IEP Committee will also determine if the student has met the goals outlined on the IEP, which would allow the student to return to an appropriate placement other than the alternative setting.

### **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 due to violations of school policy. If the student receives an out-of-school suspension, the student may not come to campus for any reason 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:

- 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. If the facts indicate the student's guilt, the Superintendent will determine the appropriate term of suspension.
- 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/guardian(s) of the suspension prior to the student leaving campus. 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.

- Suspended students may not attend school-sponsored functions on or off campus during the suspension. Such exclusions include field trips, competitions, social events, etc.
- A student suspended from school may make up missed assignments. To take advantage of this opportunity, the student must comply with the timelines specified in MSB policies for making up work. Failure to contact teachers and make specific arrangements will waive the right to make up the work.
- 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. Parents/Guardian(s) will 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 completing 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 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.

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.

## **Drug and Alcohol Abuse**

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

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. 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:** a student having alcohol in his/her room, in a vehicle or other locations on campus, or on his/her person on campus or off campus if at a school sponsored event. 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:** the consumption of alcohol determined by direct observation, a student emitting the odor of alcohol, or a positive reading on an alcohol breath or blood 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.

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 a student has consumed alcohol and he/she denies it, MSB officials may ask him/her 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.

Once determined that the student used, purchased, possessed, or distributed alcohol, the MSB administration will notify parents. An IEP Review/Revision conference will occur and the student will be subject to at least a five-day suspension. Expectations for the student while on suspension and following suspension will be communicated during the conference.

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:

- the student's parents will be notified
- the student's alcohol level will be tested
- if the alcohol level is above 0.0, the student will be referred to the principal or the Director of Residential Services for disciplinary procedures to be initiated
- if the behavior creates urgent concern, the student may be transported to the emergency room at the cost of the parents

Students refusing the test may be subject to disciplinary action. 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. MSB provides 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 Federal and State laws that make 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**

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 (including visitors) 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. Possession constitutes a violation and will be referred to administration as a Level Three violation.

In addition to tobacco, alcohol, and drugs, MSB prohibits the following items from campus: vapor cigarettes, electronic cigarettes/cigars/pipes, and accessories (e.g., pipes, holders, rolling papers, lighters, matches are not allowed). Any natural herbs, seeds, or plants that are used for altering state of mind in students are strictly prohibited. Items that are used outside of their intended purpose to alter the state of mind in students are considered prohibited items. Students will be subject to disciplinary action accordingly. If the action by students with prohibited items does not meet the pre-requisites of tobacco, alcohol, or drugs, the student will receive the following consequences:

1. An automatic five (5) day suspension
2. Report to the school principal or designee for further activity,
3. The student will be dismissed or expelled from school on a second offense

## **Counseling Services**

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### **Objectives of Counseling 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:

- encouraging and supporting students’ efforts to develop themselves holistically, with an appropriate focus on their intellectual, social, physical, and emotional development
- assisting students to utilize their abilities effectively, both inside and outside the classroom

- 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
  - discuss strategies for good communication, interpersonal skills, goal setting, decision-making, and planning with students
  - assist students to develop and continuously evaluate appropriate educational plans
  - address individual strengths and interests, and progressing toward long-range educational and career goals
  - assisting students in developing a mature level of self-awareness and self-responsibility in dealing with personal, social, and academic concerns
  - provide access to information needed to make appropriate decisions in the college selection process
  - provide files of information on colleges as well as other resources including books and software
  - assist students and their parents in completing the various components of the college selection process, including testing, applications, and financial aid information
  - provide registration forms and information the ACT
  - assist in improving test-taking skills
  - assist in preparing college applications
- support in student search for scholarships through the provision of information, resources, and applications
  - maintain academic records
  - ensure cumulative records contain all grades earned at MSB and generate the official MSB transcript
  - Follow the Family Educational Rights and Privacy Act of 1976

## **Schedule Changes**

Each spring preceding the next school year, junior/senior high students select courses to fulfill their program of study. MSB develops a master schedule based on the students' choices. Students may not request schedule changes to choose a specific teacher. The counselor and the principal will make all schedule changes based on the availability of classes and the academic needs of the students.

Schedule change requests must be made within the first week of the semester in which the course begins. Special circumstances may warrant a change in schedule and must be approved by the IEP Committee.

## **Exam Schedules**

The guidance counselor will establish a schedule for the administration of semester exams so that no student has more than three tests scheduled on any school day.

Teachers must administer all tests according to the schedule or must have prior approval from the principal to deviate from the approved schedule.

## **College Testing Programs**

All juniors are required to take the ACT in the spring. However, students are encouraged to take the ACT as often as possible to attain the highest score possible. Registration packets and dates for testing 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 and allowable accommodations as identified by the student's IEP.

## **Dual Enrollment**

Upon approval by 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. Only students with a 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.

To be admitted to the Dual Enrollment Program, students must have the following:

- fourteen (14) completed Carnegie Units
- meet prerequisites for specific classes at the participating college or university
- ACT composite score of sixteen (16)
- letter of recommendation from the school counselor

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.

## **Suicide Prevention**

The MSB Crisis Manual has protocols for suicide ideations, attempts, and action which will be followed in any instance needed. All staff are trained on suicide prevention. For more information about services or if you or a loved one needs help, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), Department of Mental Health Helpline at 1-877-210-8513, or visit [www.dmh.ms.gov/shatter-the-silence/](http://www.dmh.ms.gov/shatter-the-silence/)

## **Privacy Policy**

The administration, faculty, and staff at the Mississippi School of the Blind respect the right of privacy of the members of the student body. This guiding principal does not apply when disclosure is required to prevent clear and imminent danger to an individual or other member(s) of the MSB family, or when legal requirements demand that confidential information be revealed, or when a member of the administration, faculty, or staff becomes aware that an individual is making self-destructive choices. Only information that is directly relevant to the purpose of which the disclosure is made should be revealed on a "need to know" basis pursuant to State and Federal law.

## ***Family Educational Rights and Privacy Act (FERPA)***

*The schools governed by the Mississippi State Board of Education will protect the confidentiality of all previous or currently enrolled students with regard to information contained in its records as prescribed by the Family Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA).*

*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. These rights are: The right to inspect and review the student's education records within 45 days after the day Mississippi School of the Arts receives a request for access. Parents or eligible students should submit to the Executive Director (or their designee) a written request that identifies the record(s) they wish to inspect. The Executive Director will make arrangements for access and notify the parent or 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, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the Superintendent/Executive Director (or their designee), clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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. If, as a result of the hearing, the school still decides not to amend the record, the parent or eligible student has the right to insert a statement in the record setting forth his or her views.*

*The right to provide written consent before the school 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 school and/or 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 school official may also include a volunteer or a person, company, consultant or other party or contractor with whom the school and/or Mississippi Department of Education has outsourced to perform an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, or therapist); or a parent or student volunteering to serve 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, the school discloses education records without consent to officials of another school district or college in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.*

*Any disciplinary actions affecting attendance is included in the student's permanent record and cumulative folder. The school will forward education records, including disciplinary records, to other schools or colleges in which the student seeks or intends to enroll upon request.*

*The school may disclose directory information about students without consent. 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, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and*



*height or members of athletic teams, degrees and awards received, and most recent previous educational agency or institution attended.*

*The school may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student under certain conditions set forth in the FERPA regulations. Personally identifiable information includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.*

*The parent or eligible student has the right to refuse to let the school designate any or all types of information about the student as directory information. The parent or eligible student must notify the Executive Director (or his/her designee) 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.*

*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**

Schools governed by the Mississippi State Board of Education respect 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 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.

## **Armed Forces Recruiter Access**

The Armed Forces Recruiter Access to Students and Student Recruiting Information Forces Act requires that Mississippi School for the Blind provide student names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request. Parents may choose to prohibit the school from providing any of the information by completing the Refusal of Directory Information and Recruiter Access Form and returning it to the MSB school counselor within three weeks of registration each year.

## **Withdrawal Procedures**

Students planning to withdraw should consult the MSB counselor/Principal who will explain withdrawal procedures. An exit conference with the custodial parent(s) and the student must be held with the Counselor/Principal.

When exiting MSB, all students must complete a **Withdrawal Form** that may be obtained from the Principal. This form must be completed in its entirety. The Withdrawal Form becomes part of a student's permanent record. MSB will release student records to another school when a records request is received from the new school district. The only exceptions to this policy might be cases involving dismissal or expulsion; under such circumstances, the disciplinary documentation will serve as a record of withdrawal.

## **School Safety**

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### **Campus Security**

The Mississippi School for the Blind values a safe learning environment and maintains a drug, alcohol, and weapons-free campus. The safety and security of students is monitored on a 24-hour a day basis. Student safety is the first consideration in any student activity on or off campus at any time students are under the care of MSB. Supervisory staff evaluate student activities to ensure safety prior to the activity, and it is the responsibility of all staff members to ensure safety during any student activity in which they are supervising students. Any incident that injures a student, whether minor or major, must be reported immediately to an administrator and as quickly as possible to the parent(s).

### **Visitors on Campus**

The Mississippi School for the Blind uses an electronic access control system that is overseen by a security gated entrance to help ensure the safety of students. Credit-card sized access keys are issued to all staff members as well as pictured badges. These access cards are utilized for entrance and a guard is required to check badges prior to entering the MSB campus.

All visitors, parents, friends, solicitors, or anyone entering the campus must be pre-approved through the Superintendent, Principal or Directors. Once the approval is granted, anyone entering the campus, for any reason, must first report directly to the front office to fill out the appropriate paperwork and sign in for visitation with students and/or a specific staff member. Visitors will be issued a visitor's pass only after being approved by the supervisory staff on duty.

No classroom visits or observations are allowed during instructional time without prior arrangement.

Staff members shall routinely check with visitors to confirm that they have permission from the office to visit. If permission has not been secured, the teacher should immediately escort the visitor to the principal's office.

### **Student Safety**

Safety and security are universal responsibilities. Mississippi School for the Blind 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 always.

The following are general safety precautions:

- adhere to all Mississippi School for the Blind policies and procedures
- use proper O&M techniques and low-vision aids (as applicable)
- to help ensure student safety and to protect personal property in the dormitories students should:
  - ✓ refrain from leaving large sums of money in their rooms
  - ✓ identify personal belongings, including clothing
  - ✓ protect luggage
  - ✓ lock valuable items in luggage or ask staff to store items in a secure location
  - ✓ unplug and store electrical appliances properly after use (e.g., hair dryers, curling irons, irons)
  - ✓ memorize emergency evacuation routes and participate in practice drills
  - ✓ help secure the dormitories by keeping doors closed and locked

On Campus students should:

- restrict themselves to common areas of the campus identified during orientation
- refrain from loitering around buildings closed during non-operational hours
- seek guidance from MSB staff regarding access to appropriate areas
- keep purses, backpacks, or other personal items in their possession, do not leave them unattended
- exhibit good sportsmanship when participating in extra-curricular activities
- walk with another MSB student at night
- walk on sidewalks and stay in well-lit areas
- be aware of surrounding activities when you are outdoors
- report suspicious persons on campus to the staff or campus police

Off Campus students should:

- be aware of all surroundings when using ATMs
- stay in designated walkways and established routes
- walk in groups of two or more
- restrict destinations and activities to those stated when signing out of the dorm
- refrain from getting in any vehicle other than an MSB vehicle

## **Emergency Management**

### **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 administration, 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 employee is authorized to take preventative, investigative, and remedial actions.

## **Student Behavior in an Emergency**

**Fire-** There are fire exit routes posted in each room in each building on campus. When the fire alarm (a loud siren) is sounded, students should remain quiet and follow the directions of the staff member supervising them. Students will leave the area by one of the designated exit routes, move to the assigned assembly area well away from the building, and take roll. Students will remain there until an administrator instructs everyone to return to the building.

**Tornado-** The signal for a tornado warning is three short rings of the class bell system. Again, every room on campus has a posted map showing the nearest tornado shelter area. When the warning is sounded, students should remain calm and quiet, follow their teacher to the designated area, and assume the protective position against the wall. You will stay in position until a member of the Security Staff announces the “All Clear” and instructs everyone to return to his/her normal activities.

**Inclement Weather-** Occasionally, when severe weather conditions threaten during the day, school districts send their buses to pick up students early. Those students will be dismissed as soon as their buses arrive, and parents will be called. In the case of a tornado warning, buses will leave after an “All Clear” is determined by Civil Defense.

**Campus Lockdown-** There are two kinds of Lockdown events and procedures:

**Total Lockdown** – An immediate closure and locking of all campus gates plus exterior and interior doors in buildings, and the securing of students, staff and visitors behind locked doors and out of view of windows to the greatest degree possible. This occurs when MSB receives information that indicates a person intends to enter campus in a threatening manner or is already on campus and appears to pose a threat.

**Perimeter Lockdown**– An immediate closure and locking of all campus gates plus exterior doors in buildings, and students are brought inside. This occurs when MSB receives information that there are persons at large in the area who could potentially enter campus and pose a threat, or there is a dangerous situation nearby.

Staff will be notified either by an All-Call paging system through the telephones, or in person by an administrative designee. Staff and students off-campus (field trips, vocational placements, medical appointment, O&M lessons) will be called by cell phone to remain off-campus until the crisis is over. Administration will coordinate information and notification of parents, school districts and transportation, as well as coordinating efforts with the police and other emergency personnel. When it is safe to dismiss students, everyone will be notified. Sometimes, there may be a potential for danger in the vicinity, and the decision is made to do a perimeter lockdown as an extra precaution. The students and their classes are rarely disrupted, but their safety is secured without incident.

Mississippi School for the Blind will regularly schedule lockdown drills, as is done with fire and tornado drills. This is done so that staff and students alike can practice the procedures and avoid undue fear or panic.

## **Emergency Closing and Delays**

Mississippi School for the Blind rarely closes during inclement weather; however, if closure is discussed, a cooperative decision by the Superintendents of MSB and MSD is required. If buses from local school districts arrive early to pick up students, MSB will release them. Public schools will not transport students if the road conditions are not safe. MSB does not encourage parents to bring their student to school if their local school district is closed.

Students will receive excused absences for inclement weather when their daily buses do not transport, run on a 2-hour delay, or pick up students for early dismissal.

Should there be a need to inform the public of information regarding MSB and inclement weather, the Superintendent's office will contact WAPT, WLBT, and WJTV.

Mississippi School for the Blind will contact all parents through phone, email listserv, and our website for weather updates.

## **Weapons**

There are state and federal laws and regulations (e.g. Gun Free Schools Act) regarding students who bring weapons to school (including the dorm). [MS Code § 37-11-18 \(2013\)](#)

Any student in any school who possesses a controlled substance in violation of the Uniform Controlled Substances Law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on educational property as defined in Section 97-37-17, Mississippi Code of 1972, shall be subject to automatic expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent of the school shall be authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board(MDE).

## **Smoke Free**

Consistent with the provisions of 20 U.S.C. § 6083, MSB bans the use of all tobacco products on school property including school vehicles by all persons always. This ban includes, but is not limited to all employees, students, and patrons attending school sponsored events and meetings. The ban extends to school-owned or operated vehicles and facilities.

## **Transportation**

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### **Student Transportation to and from Campus**

Parents or other individuals(s) authorized by the parent or the school must transport Residential students to and from campus. Parents should decide in advance of the day of departure if the student is not using school-provided transportation or to request a change in transportation arrangements. Specific times will be set for students to depart from campus. All students must go home during the weekends and holidays designated in the MSB calendar.

In the event of inclement weather or other situations that should arise, parents and guardians will be notified via Alert Solutions of any changes in times for pickup or dropping off students.

## **Car Rider Students**

Upon arrival, day students are to report to the cafeteria. Day students must arrive on campus no later than 7:50 a.m. Parents are to pick up students at 3:45.

A day student may stay on campus with residential supervisor, teacher, and parent permission for required practices, rehearsals, class assignments, or other educational purposes with advanced approval from the residential director and/or the superintendent. Day students must leave campus immediately following 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.

## **Transportation Safety Procedures**

To ensure safety during transportation, students shall:

- report to the assigned bus pick-up on time
- use extreme caution when loading and unloading from the bus
- 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
- keep head, arms, legs, body, and personal possessions out of the aisle of the bus and inside the windows
- be courteous and respectful at all times
- follow the instructions of the driver

## **Residential Education**

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### **Purpose**

Philosophy of Residential Education: The opportunity to reside on campus enhances the interpersonal, social, and educational setting that each student receives at the Mississippi School for the Blind. Mississippi School for the Blind's residential goals reflect programs to include Academic and Transitional Support and PBIS. Students outside of the tri-county area are eligible for residential (dormitory) services. Students living within the tri-county area will be considered Day Students and will be transported by the local school district.

Mississippi School for the Blind encourages individual expression, but students must demonstrate self-discipline, responsibility, and effective decision-making. Residential guidelines are based on the premise to reside on campus is a privilege that promotes students' responsibility, independence and personal growth.

### **Dormitory Life**

Living in a residence 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 residence life, the Residence Education Parents (REPs) 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.

Students who do not comply with the residential education rules and regulations will become ineligible to remain a dormitory student.

Under special circumstances, local students may be permitted to live in the dormitory. This will be based on parent's request, Mississippi School for the Blind administrative approval, and availability of space.

### **Dormitory Rooms**

Residence hall rooms are generally arranged for double occupancy. A bed, chest of drawers, desk, desk lamp, chair, and closet space are provided for each student.

Students are encouraged to decorate their rooms using good taste and judgment in cooperation with their roommates. Residence hall staff will remove items that are not in good taste. Nails and tape may not be used to put up decorations; approved adhesive may be used instead. Each dorm has rooms that are handicapped accessible.

Students may be given 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; 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, bath mats, sheets, pillow cases, blankets, mattress covers, pillows, hangers, an alarm clock, laundry products, personal care items, and school supplies.

Bedspread or comforter, laundry bag or basket, posters or pictures for the wall, and radio/CD/tape player are optional items.

To ensure the safety of students, the MSB reserves the right to prohibit specific items. The following list is not intended to be exhaustive.

Students may not possess the following in dormitories suites:

- motorized scooters; All Terrain Vehicles (ATVs)
- cooking appliances including, but not limited to: microwave oven, popcorn popper, hot plate, toaster, toaster oven, coffee makers, heating coils
- dangerous scientific equipment
- darts and dartboards
- empty alcohol containers used as decorations
- exercise weights such as dumbbells
- halogen lights

- ice chests or coolers
- refrigerator
- incense or open flame items such as candles
- martial arts equipment
- pets of any kind (unless approved by Administration)
- public signs including, but not limited to, highway, traffic, business, parking
- weapons including knives with serrated or sharpened edges, razor blades, and box cutters, etc.

### **Common Areas**

All roommates are responsible for damage unless it is clearly substantiated that only one person is responsible. Common areas may also include the T.V./Rec room, hallways, lounges, laundry room, and the student center.

### **Laundry Room**

For the convenience of students, washers and dryers are provided. Students may provide their own laundry products or use MSB-provided products. 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 Residence Education Supervisor'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 or breakfast. Dormitory staff members will determine the laundry schedules.

### **Televisions and Video Equipment**

There is a television and a DVD player in each dorm and in the Student Center. All televisions are connected to the local cable network and offer expanded cable channels. Students may not bring personal televisions to school and/or residential halls.

Students who bring personal or rented videotapes or DVDs for use in the residence hall must obtain approval from the Residential Director, Residential Supervisor, or Resident Education Parent before viewing. Staff members have the authority to prohibit viewing specific DVDs, 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 use of them. No poster, picture, advertisement, or other image shall encourage illegal drug 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, must not belittle, offend, or denigrate any individual or group as outlined in the section on harassment. The residence education staff shall determine whether an item will remain on display. Students must hang posters or other decorations with a product approved by MSB. Nails and/or tacks are not permitted.



## **Moving In**

Upon arrival, the Residential Staff will accompany each student to inspect the assigned room for recording the *Room Condition Form*. Within the first week, students may inform the Resident Education Parent if additional information should be added to the form. After the first week, any 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.

## **Moving Out**

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. Students must remove their belongings and check out of the residence halls on the last day of the school. 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**

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:

- cleaning and straightening of entire room is required and must include beds, wardrobes, desks, chairs, vents, windows, blinds, floors, woodwork, and other furniture or equipment a student has brought into the room
- ensuring that there are no unauthorized items in the room or bath and that trash has been removed
- checking to make certain that the bathroom areas are clean and free from dirty laundry and trash
- ensuring floors, sinks, toilets, showers, and countertops are clean and orderly

Cleaning equipment, supplies, and toilet tissue are available through the Residence 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 must assist with general housekeeping by cleaning up after themselves and reporting problems.

Students who fail to comply will be subject to disciplinary action. Students will clean the common areas of the residence hall.

## **Bed Bugs**

*Any student concerned about his or her residence having bed bugs should contact the Residential Director/Residential Supervisor—immediately. **Students should not clean their room or belongings until an inspector can determine if there are any signs of bed bugs. If possible, students should try to retrieve a sample bug with clear tape for the exterminator to examine.***

### *1. Exterminator should inspect the residence.*

- *Students who report suspected bed bugs on a work day when the exterminator can be dispatched within 24 hours will be asked not to relocate to any other room until their room can be inspected by the exterminator. This is CRUCIAL so that we can prevent the spread of bed bugs if they are found to be in a student's room and belongings.*
- *Students may not, at any time, deny the exterminator or staff access to their living spaces (including bedrooms, common area, kitchen, bathroom, etc.)*

- *Since bedbugs are treatable, the school will not facilitate permanent room changes for these situations.*
2. *If the exterminator cannot find any evidence of bed bugs, the room will not be chemically treated; a glue board may be installed to monitor activity. The student will be asked to continue monitoring their living space, and to notify staff immediately if there are further concerns.*
  3. *If the exterminator confirms the presence of bed bugs, the Residential Director will contact the parents and will provide the affected student(s) and their family with a detailed list of instructions for the removal and laundering of their personal items.*

*Bed bugs are a serious community issue, and ALL students are expected to comply with instructions given to them within 24 hours once bed bugs have been confirmed within their living space.*

### **Roommates**

Dormitory assignments are made by gender. Females are not allowed on halls or in rooms assigned to males. Male students are not allowed on halls or in rooms assigned to females. Students are not allowed to enter another student's room unless authorized by Resident Education Parent. Violation of this policy is a severe offense and subject to disciplinary action.

Residential 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 Residential Director. 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 Residential Director will make the final decisions regarding room assignments.

### **Residential Education Terminology**

**Study Hours:** A predetermined period when students are accounted for and required to be focused only on schoolwork/homework. Study hours are Monday through Thursday (4pm-5pm) or other designated hours as defined by the Residential Director, depending on other extended day activities.

**Curfew:** A specific time when all students are accounted for and are required to be inside their assigned dorm.

**Lights Out:** A specific time when students are required to turn out the lights and go to bed. Specific bedtimes will be assigned per age group.

**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.

**Residence Hall Visitors:** All visitors to residence halls (including parent(s)/guardian(s)) should check in and receive a Visitor's Pass issued by the Residence Education Parent on duty.

MSB reserves the right to deny permission for persons, other than the student's parent(s)/guardian(s), to visit the student. Residence 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 the residence halls by 8:00 p.m., and the middle and high school visitors should leave by 9:00 p.m.

**No Food deliveries after 7 p.m.**

**Telephone Use:** Telephones are available for student use in the dorms. All cell phones and personal electronic devices must be turned in to REPs 30 minutes prior to scheduled bedtime.

**Day Students' Participation:** Day students are welcome to participate in all after-school activities at MSB. They may go to the residence halls after school only if permission to do so has been obtained from the Director of Residential Services or the Residential Education Supervisor and if the request is on file in the appropriate Principal's office.

Parent(s)/guardian(s) 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(s) from the Director of Residence Services.

Permission requests should be received at least a week before the expected stay. Exceptions may be made in case of emergency. 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 resident students.

### **Student Activities**

A calendar of activities developed by the Residential Director for the students will include activities such as board and table games, intramural sports, dances, parties, movie nights, concerts, and plays. Trips in and out of town will be possible for shopping, entertainment, concerts, museum visits, or other activities.

Most of the activities offered by MSB are free of charge; however, at other times, students will be responsible for cost and/or fees. Students' suggestions for activities are encouraged to be conveyed to the Resident Education Parent(s).

### **Room Searches**

Authorized Mississippi School for the Blind 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 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. 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.

### **Narcotic Detection Canine Searches**

The use of law enforcement narcotic canines is a tactic designed to dramatically illustrate that neither school authorities nor law enforcement agencies will tolerate illicit drugs or other scent-detectable contraband on campus. Narcotic 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 narcotic detection canine will be considered reasonable suspicion. 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 narcotic detection canine searches.

### **Mississippi School for the Blind Residential Protocols for Students Returning to the Dormitories on Sundays to Ensure a Healthy and Safe Living-Learning Environment**

1. Students returning to campus will unload the bus at 7pm behind Dorm 1. After students unload the bus, the staff member(s) will escort the students to the Student Center for inspection of their luggage, baggage and/or belongings.
2. Residential students will be present during the inspection. Each student will be in a private area located in the Student Center to ensure that privacy remains confidential.
3. Residential Staff Member(s) and the Residential Supervisor will inspect all students' luggage, baggage and/or belongings to ensure no weapons, drugs and/or illegal items are on campus.
4. Students will be escorted to their designated dorms after the completion of their inspection. Residential Director will be notified if students have discrepancies regarding their inspection. The Residential Director will then notify the Superintendent and/or Principal.

## **Technology Guidelines**

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### **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.

## **COPPA**

The Children's Online Privacy Protection Act (COPPA), effective April 21, 2000, applies to online collection of personal information from children under the age of 13, such as full name, home address, email address, telephone number or any other information that would allow someone to identify or contact the child.

The Final Rule issued by the Federal Trade Commission spells out what a Web site operator must include in a privacy policy, when and how to seek verifiable consent from a parent, and what responsibilities an operator must protect children's privacy and safety online.

## **Electronic Devices**

Students may bring a cell phone or other personal communication devices (PCDs) for use while they are on campus at MSB. However, these devices may **NOT** be used during the school day **unless approved by the principal**. These devices may be used in the dorm before and after study hours.

Dormitory students may bring electronic devices for video and audio enjoyment such as iPods, iPads and other tablets and laptop PC's, **if they use headphones or earbuds**.

These devices are to be transported home on homegoing days. These items will be collected by the dormitory parent and will be kept in the front office until departure time.

When headphones or earbuds are used, these items may also be carried on out-of-town school trips, only if approved by the trip sponsor(s).

## **Electronic Device Infractions**

**First infraction - the device is confiscated for one week.**

Second infraction - the device will be confiscated for 4 weeks. The student will serve two days of in school suspension/dormitory restriction.

Third infraction - the device will be confiscated for the remainder of the school year. The student will serve three days of in school suspension/dormitory restriction.

**Mississippi School for the Blind does not accept responsibility for lost or misplaced electronic devices. MSB will not be held responsible for any fees associated with the use of personal devices.**

**Possession of cell phones and other electronic equipment is strictly prohibited in any room during testing. Violation of this policy during state mandated testing shall invalidate the student's test. If an electronic device is confiscated for unauthorized use, it will be returned only to the parent or legal guardian.**

## **Internet Access**

Each day room in the Residence Halls is wired for Internet access. Guidelines for Internet usage are as follows:

- Connecting to the Internet via phone jacks is forbidden  
Mississippi School for the Blind provides high speed Internet ports and wireless access for this purpose
- Parents should refrain from calling students during academic class time, scheduled activities, and 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 on our website and/or registration packet.

## Network and Computer Usage

**The Mississippi School for the Blind 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.**

Mississippi School for the Blind Internet refers to devices attached to the entire computer network system at the Mississippi School for the Blind. Mississippi School for the Blind 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 ATM lines that are a part of the larger statewide network. The Mississippi Department of Education-wide area network provides filtering services for MSB Internet.

Mississippi School for the Blind Internet facilities and network connections are for providing educational computing 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 can use and perhaps abuse the school computer system. The Mississippi School for 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 an activity such behavior is not permissible. For questions related to appropriate use contact the Technology Director.

## Student Responsibilities

As MSB Microsoft Office 365 Internet account holders, students should:

- be owners of their data
- be responsible for ensuring that their data is adequately protected against unauthorized access
- keep their account passwords confidential (Instructors will have access to student account passwords for assisting students with access.)
- remember passwords and refrain from writing them down
- change their passwords frequently or contact the technology coordinator for assistance with password changes, passwords will be reset if needed to allow instructors to assist students
- avoid using their own names or those of parents or friends as passwords that could be guessed easily
- deny access to their accounts by others for any reason (exceptions are granted to instructional staff at MSB)
- log out of their accounts and shut down their computers when leaving the computer labs or the computers provided to them in the dorms and student center.
- perform maintenance on their accounts periodically by deleting old files, this applies to any files only on MSB computers, those on the students' One drive will be determined by space available.
- refrain from using computers and networks to access, download, upload, create, reproduce, and/or distribute files containing vulgar language and/or obscene materials
- assure the legal and ethical use of the school computers and user accounts
- refrain from using the school's computer systems for personal financial gain
- report violations of these guidelines to the technology coordinator

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

As MSB Microsoft Office 365 Internet account holders, students must not:

- engage in any activity that is intended to circumvent computer security controls
- attempt to crack passwords, discover unprotected files, or decode encrypted files
- create, modify, or execute programs designed to surreptitiously penetrate or hack computer systems access the accounts of others with the intent to read, browse, modify, copy, or delete files and directories

## **Unauthorized Use of Software**

As MSB Microsoft Office 365 Internet account holders, students must not:

- violate copyright laws
- download, possess, or use software (executable) designed to destroy data, provide unauthorized access to computer systems, or disrupt computing processes, in any way
- use viruses, worms, Trojan horses, or any other invasive software; such activity is expressly forbidden

## **Electronic Mail (Email)**

If an MSB student uses the school's network and has a Microsoft Office 365 email account, the student must:

- be aware that MSB administration has authorization to read and approve both incoming and outgoing email before distribution
- understand that use of the MSB Internet does not guarantee privacy
- use the MSB provided Microsoft Office 365 student email account to communicate with faculty, staff, and administration (for educational purposes only)
- recognize that MSB Internet is provided for educational purposes and to widen the communication channels between students, parents, faculty, staff, and administration
- not transmit or forward fraudulent, harassing, or obscene messages and files
- refrain from transmitting or forwarding jokes, chain letters, advertisements, mass mail, or SPAM to school mail systems or accounts of individual users
- abstain from harassment via MSB computer systems including the use of insulting, sexist, racist, obscene, or suggestive e-mail.

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

As MSB Microsoft Office 365 Internet account holders, students must not:

- attempt to gain unauthorized access to either MSB computers or to remote computers since such attempts are illegal under criminal law and subject to prosecution
- house personal websites on the MSB computer system without specific permission from the technology coordinator
- attempt to degrade the performance of the MSB computer system or subvert it in any way
- crash the system deliberately
- play computer games or engage in recreational computing on any computer owned by MSB except for educational purposes and only with instructor supervision

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

As MSB MicroSoft Office 365 Internet account holders, students must:

- avoid activities around workstations that may result in damage to the computer, printer, software, or information
- not eat and/or drink at computer workstations
- conserve and protect the resources of MSB computer systems by refraining from using or wasting valuable, limited resources
- be considerate of fellow users, avoid monopolizing computer systems, connect time, and another computer resource

## **MSB Internet Hardware**

As MSB MicroSoft Office 365 Internet account holders, students must not:

- relocate computer hardware, peripherals, or cables from their current locations without specific authorization from the technology coordinator
- attempt to service any hardware without written authorization from the technology coordinator

## **MSB Internet Policy Enforcement**

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

- investigate alleged abuses of computer resources
- access the electronic files of its users as part of that investigation if there are indications that computer privileges have been violated
- limit the access of users found to be using computer systems improperly
- recommend administering disciplinary actions to the school administrators for violations of MSB policies that may include the loss of some or all computer privileges and/or other disciplinary actions
- act as a technical advisor to school administrators when they hear all cases involving student misuse of MSB Internet privileges
- deny student access temporarily pending review when there is reasonable suspicion that student use may harm or do damage in the interim
- 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
  - Level III violations may include one or more of the following: loss of all network privileges, loss of privilege of personal computer on campus, suspension, or dismissal

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

### **Personal Safety**

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.

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

### **Illegal Activity**

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.

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.

User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.

User shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.

User shall not access, transmit, or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.

User shall not access, transmit, or retransmit information that harasses another person or causes distress to another person.

### **System Resource Limits**

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.

User agrees not to download large files unless it is necessary. If it is necessary to download large files, User agrees to download the file at the time when the system is not being heavily used.

User agrees not to download or install unauthorized software on school computers. This includes students, teachers, staff, and administrators.

User shall not damage computers, computer systems, or computer networks (hardware or software).

User agrees not to post chain letters or engage in “spamming” (sending an annoying or unnecessary message to large number of people).

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 always.

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.

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.

User shall not engage in any Internet activity harmful to or reflecting negatively on the MSB.

### **User Rights and Expectations**

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.

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 either 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.

Users should log off at the end of each workday or the conclusion of the class session.

Parents of minor users shall have the right to inspect the contents of the minor User's files.

Under no circumstances should a User provide his/her password to another person or use another person's password.

MSB will fully cooperate with local, state, and 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 Policy.

**Mississippi School for the Blind ACCEPTABLE INTERNET 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 and 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 ON NEXT PAGE)

**Mississippi School for the Blind ACCEPTABLE INTERNET USE POLICY**

**PARENT OR GUARDIAN CONTRACT**

**(This is a legally binding document.)**

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 disciplined 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, and 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: \_\_\_\_\_

Evening Phone Number: \_\_\_\_\_

**All students must sign and return Acceptable Use Policy as well as the certification of acknowledgement below.**

**All parents must sign and return Acceptable Use Policy as well as the certification of acknowledgement below.**

**CERTIFICATION OF ACKNOWLEDGEMENT**

**I have read the Mississippi School for the Blind (MSB) Student Handbook and understand that all students must follow all policies.**

**I understand that if any policy is violated disciplinary measures will be based upon the type of violation as outlined in the handbook.**

**Student Signature: \_\_\_\_\_**

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

**Parent/Guardian Signature: \_\_\_\_\_**

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

**USING SCHOOL EQUIPMENT AT HOME**

Under certain limited conditions specified in the IEP, students may check out special equipment and/or books to use at their homes. School items of this nature may be checked out by students and/or parents by signing an Equipment, Instrument, and Book Agreement.

**Mississippi School for the Blind**  
**EQUIPMENT, INSTRUMENT, AND BOOK AGREEMENT**

To help the Mississippi School for the Blind (MSB) students assume more responsibility for their own actions, MSB is implementing the following agreement:

I \_\_\_\_\_ agree to the following:  
(student's name)

I will make every reasonable effort to ensure the safety of this equipment/instrument/book checked out to me. ALL general maintenance of the equipment/instrument/book(s) will be the responsibility of the Mississippi School for the Blind. The item in question remains the property of MSB and must be returned in a timely fashion.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

Name and Asset Number of Items: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# STUDENT HANDBOOK



Mississippi School for the Deaf  
1253 Eastover Drive  
Jackson, MS  
[www.msd.k12.ms.us](http://www.msd.k12.ms.us)



## **MISSISSIPPI BOARD OF EDUCATION**

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## **MISSISSIPPI SCHOOL FOR THE DEAF ADMINISTRATION**

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Dr. Leigh Warren, Director of MAC, MS Assistance Center  
Mrs. Jessica McMahon, Principal  
Mrs. Tashana Carter, Director of Career Technical Educations-Transitions  
Mrs. Christie Rowcliff, Interim Director of Support Services  
Mrs. Cheryl Kaler, Secondary Guidance Counselor  
Mrs. Leona Jennison, Elementary Counselor  
Vacant, Director of Transition  
Mrs. Amanda Parker, Director of School Advancement-Public Relations  
Mr. Arness Georgetown, Director of Discipline  
Mr. Jamel White, Director of Residence Education  
Mrs. Shelly Jacobs, Director of Residence Education Overnight Services

## **NOTICE OF NON-DISCRIMINATION**

**The Mississippi 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.**

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## **Governance and Purpose**

The Mississippi School for the Deaf is governed by the Mississippi State Board of Education. The Mississippi School for the Deaf is a special purpose school for students 3-21 years of age who are deaf or hard of hearing and are referred by their local school district for evaluation/eligibility in consideration of a placement decision. MSD is a collaborative service provider that assists school districts in their provision of a Free Appropriate Public Education for their students, through statewide field services.

## **PHILOSOPHY STATEMENT**

The Mississippi School for the Deaf advocates self-improvement through the education of all Deaf and Hard-of-Hearing students by utilizing a bilingual philosophy that places an emphasis on the linguistics of both American Sign Language and English.

## **MISSION STATEMENT**

The Mississippi School for the Deaf strives to be a diverse bilingual community. In partnership with families, MSD will provide exemplary education in a nurturing, engaging, and challenging environment to help ensure our students achieve personal excellence and become productive citizens.

## **Vision**

**Empower Your Future!**

## **BELIEF STATEMENTS**

All people have equal value.

All students can learn and are lifelong learners.

ASL English Bilingual Education (AEBE) is a basic right of Deaf and Hard of Hearing students. ASL and English are two separate languages.

Both Deaf and Hearing interactions are vital to students' bicultural development.

Students benefit when parents and families are involved in the educational process, as all adults are vital educators.

A safe, secure, inviting, and healthy school environment is essential for learning.

All students need to be immersed in a creative, challenging environment that encourages risk-taking that enhances their social, emotional, and intellectual skills.

Students have the right to have their individual needs met through learning opportunities that promote optimum success.

Students should have cultural awareness, respect, and sensitivity when choosing a natural mode of communication with peers, staff, family, and the diverse multicultural society.



## **SUPERINTENDENT'S MESSAGE**

The Mississippi School for the Deaf (MSD) welcomes students to a diverse community of lifelong learners. MSD strives to promote the development of each student's maximum potential by providing specialized services, materials, and technology.

As we begin another educational year with programs of excellence, MSD adheres to a philosophy of bilingual education and strives to demonstrate mutual respect for all people. MSD has worked diligently over the past several years to incorporate research-based AEBE (ASL/English Bilingual Education) strategies, which will improve the education of our students.

### **Programming Goals:**

All programs and services will be student centered.

A bilingual-bicultural environment where cultures and languages are mutually respected and encouraged with high expectations will be our focus. Promote a family-friendly environment and a positive customer service attitude.

A qualified, proactive staff that creates a learning environment that challenges students to achieve their highest potential.

An empowered community that interacts and provides leadership focusing on the best interest of the students at MSD.

It is my hope that the contents of this handbook will guide you in the policies and procedures of MSD. Take time to read its contents. Should you have any questions or concerns, please contact the school at 601-984-8000.

Sincerely,

*Sandra G. Edwards*

Sandra G. Edwards, Ed.D.

## **General Information**

The Mississippi School for the Deaf was established to serve deaf and hard of hearing students who reside in the State of Mississippi. Services are provided in the homes for children between the ages of 0-3 through the SKI\*HI program. Academic programming on campus serving children ages 2 – 20 years of age by the start of the school year as prescribed by Miss. Code Ann. § 37-15-9(1).

The Mississippi School for the Deaf specializes in instruction for students who are deaf and hard of hearing. Admissions is determined on a case by case basis via an IEP (Individualized Education Program) process and determination of MSD to be the least restrictive environment.

## **MISSISSIPPI ASSISTANCE CENTER SERVICES Outreach and Child Find Services**

### **Assessments**

The Mississippi Assistance Center (MAC) more specifically the MACHL within the MAC provides appropriate assessments for MSD students as well as local school districts and families of children with a hearing loss or a suspected hearing loss. Appropriate assessments will drive the establishment of appropriate educational services. These assessments include audiological, Cognition, Academic, and Social Emotional. These assessments are provided in the Mississippi Assistance Center (MACHL division) located on the campus of the Mississippi School for the Deaf. The MAC can be contacted by phone at 601-984-8000 or toll free at 1-844-332-3464.

### **Early Intervention Services SKI\*HI: Ages Birth-3 years of age**

The Mississippi Assistance Center (MAC) provide Early Intervention Services for babies and toddlers (Birth-3) who have been identified with a hearing loss. Early intervention services are provided statewide to families of deaf and hard of hearing children age birth to 3 years. Services are provided in the natural environment by parent advisors who have received training in the use of the SKI\*HI Early Intervention Model for delivery of services.

The SKI\*HI Early Intervention resource manual contains information and activities for families on these topics:

- Early communication and interaction
- Audition
- Hearing Aids/Cochlear Implants
- Aural-Oral Language
- Sign Language
- Psycho-emotional support
- Deaf/Hard of Hearing Mentors

Other information is provided to parents on the use and care of hearing aids/cochlear implants; development of auditory skills; establishment of meaningful, two-way communication; and, the development of language skills.

There are occasions where the SKI \*HI program will provide services to children age 3-5 until transition into an appropriate program can be established.

### **General Admission Information for the Mississippi School for the Deaf**

Once a referral and/or a request for services is received by a Local Educational Agency or parent the Special Education Volume One-Child Find process is begun.

Applications for admissions to the Mississippi School for the Deaf are processed through the Mississippi Assistance Center (MAC).

Students must be currently enrolled in a Mississippi local school district. Students who qualify for admissions are those who will receive educational benefit from the programs offered at MSD and whose primary disability is a hearing loss.

Because MSD specializes in services for deaf and hard of hearing students, services for other unique disabilities may not be readily available at MSD. In the event a child has educational needs beyond the scope of MSD's services it may be necessary for the local education district to provide additional services (i.e. personnel, materials, equipment, etc.).

MSD may also provide Outreach Support Services to the district.



If a student has a documented history of threats to self or others, suicidal gestures, serious bodily injury to others, overdose, etc., MSD will request a formal mental health evaluation by a licensed psychologist or psychiatrist. The student will not be admitted to Mississippi School for the Deaf until the evaluation is received. This evaluation should state in writing the student is: not a danger to himself or others and is complying with the recommendations of the mental health professional. While placement on campus may not be appropriate at the time, the child may still be eligible for MSD Outreach Services.

### **Steps for Admissions Consideration**

- Parents or the local education agency (school district) may initiate contact to seek information regarding admissions. Contact the Mississippi Assistance Center at 601-984-8000 or 1-844-332-3464 and request information regarding admissions.
- Information will be gathered for either the Child Find Form (if the child currently has no special education ruling) or the Initial Contact Form (for children with a current IEP).
- Information will be emailed or mailed (according to the parent's wishes) to the parents and district. The documents include the Developmental History and an Authorization to Release Information so the school/district may legally release information.
- The local district may request a comprehensive evaluation, after which the MSD staff will present its findings and suggestions to the local school district staff and the parents.
- Parents should be prepared:
  - To complete a current Developmental History
  - Provide an updated immunization form (Mississippi 121) if the immunization records are not up to date at the current placement.
  - Provide a copy of the child's Birth Certificate and Social Security card on or before registration
  - Any relevant medical records or medical action plans at registration
  - Official Withdrawal Papers from the previous school on the day of registration determined jointly in cases where more time is needed to prepare for a student.

- School District Employees should be prepared:
  - To provide verification of the child's eligibility, including:
    - Multidisciplinary Evaluation Team Documentation
    - Current and complete comprehensive evaluation and Assessment Team Report (ATR)
    - Local Educational Agency Individualized Education Program, which must include participation from MSB/MSD/MAC and contains Identification Information

### **General Eligibility Requirements**

Admission to any educational program or service offered by MSD is determined by an established list of criteria.

- The primary disability of the student must be hearing impairment.
- The age of the student must be between birth and twenty (20) for either the Early Intervention program or the onsite pre-school through high school program.
- The student must meet all of the following to ensure a Least Restrictive Environment and for a successful transition: These requirements do not apply to the pre-school program.
  - Must be able to adjust socially and psychologically to the school environment as evidenced by his/her presenting no deficits in the ability to adhere to student code of conduct that will interfere with themselves or other students and their opportunities to learn. This adjustment is particularly important for students residing at MSD. This requires students to participate in lengthy bus rides to and from school each week and be away from their families all week.
  - Must require a visual/spatial language approach in order to access the curriculum and state standards.
  - Must demonstrate the following prerequisite skills or the ability to develop these skills during an extended evaluation period:
    - Schedule-trained in toileting for academic and residential programming.
    - Accepts solid food or attempts to feed self with a spoon and drinks from a cup.

- Needs only moderate assistance in bathing, dressing, and grooming.
- Expresses basic needs.
- Must be able to move about on his/her own in a safe manner with only a minimum amount of assistance.

## **Costs**

Families pay no tuition, room, or boarding costs at the Mississippi School for the Deaf. Legislative appropriations support the costs for attendance at MSD. Families are responsible for expenses such as prescription medications, personal hygiene items, laundry supplies, spending money, and individual expenses.

## **Withdrawal of Students**

If a student is to be withdrawn from school, please notify the office as soon as possible (preferably several days in advance). Teachers should not be interrupted during teaching time to process paperwork necessary to withdraw a student.

# **Instructional Services**

## **Educational Programming**

Mississippi School for the Deaf is a fully accredited elementary and secondary program (Pre-K through 12). The school was established by the Mississippi Legislature in 1854 and is designed to focus on the unique learning needs of children and youth who are deaf or hard of hearing. Every student receives instruction and guidance from teachers and staff who have been specially trained to work with children and youth who are deaf or hard of hearing.

Courses of study offered are comparable to those of any accredited public school. In addition, students receive instruction and services through coursework provided related to specific needs associated with students who are deaf or hard of hearing. School counseling and other related services, including language/speech therapy, occupational therapy, physical therapy, and audiological training are included in the array of services available for students who qualify.

The basic premise of MSD 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.

### **Accreditation**

MSD is accredited by AdvancED (Regional) and Conference on Educational Administrators at Schools and Programs for the Deaf (CEASD) accrediting bodies. Educational programming is comparable to any school district in the State of Mississippi. The MSD employs highly qualified instructors to provide students with objectives found in the Mississippi Curriculum Frameworks which includes the College and Career Readiness Standards adopted by the Mississippi State Board of Education.

### **Daily Schedule**

Student school hours are from 8:00 to 3:30 Monday through Thursday and from 8:55 through 1:40 on Friday. This schedule allows residential students from throughout the state to arrive home at a reasonable hour. Commuter students who leave campus via bus or other transportation at the end of the school day will not be permitted to return to campus once they have exited school grounds unless they are attending a school event or arrangements have been made for dormitory stay due to athletic practices and games. Day students may not be dropped off on campus before 7:30 a.m. and should be picked up by 3:45 p.m.

### **Pre-School: Ages 3-4**

MSD preschool program follows early childhood education requirements set forth by the State of Mississippi while incorporating American Sign Language/English strategies and ideals.

The program provides an intensive language-rich and listening environment where children learn through active hands-on experiences.

It utilizes multiple resources and programs to assess and further the growth of language through American Sign Language, listening, and speaking skills.

The program employs cutting edge strategies developed for the implementation of a quality AEBE program and provides transition support to the elementary educational programming at MSD or to the students Local Education Agency (LEA).

### **Elementary School: Grades K-5**

Students in Pre-K through the fifth grade have an opportunity to access the MS College and Career Readiness Standards in all content areas. An Individualized Education Program (IEP) is provided for every child. Support services including speech therapy, audiological services, psychometric services, counseling, and occupational therapy are available based on assessment and the IEP. Appropriate modifications such as the use of interpreters, captioned films and learning strategies developed specifically for deaf and hard of hearing students are provided to support the student's access to and success with the curriculum.

Exposure to communication is important at all ages but critical during the pre-school and elementary years. It is our ultimate goal that communication includes American Sign Language (ASL), both written and spoken English, as well as the newest means of communication through technology.

Staff members, deaf and hearing, work together to provide both ASL and English role models as we strive to have our students become bilingual. The students will acquire competency in both languages.

### **Secondary Program: Grade 6-12**

The goal of the middle school program is to provide every student opportunity to obtain an appropriate education based on the individual student's abilities and interests. Students receive instruction on the Mississippi College and Career Readiness Standards in all content areas. This ensures that each student is presented with experiences to develop skills and attitudes needed for transition into and success in post-secondary education and adult life.

## Mississippi High School Diploma

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. MSD students must select and successfully complete courses required by the Mississippi Board of Education and pass applicable State assessments.

### Mississippi Diploma Options

\*Begins with incoming freshmen of 2018-2019\*

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all students. The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

### TRADITIONAL DIPLOMA OPTION

#### Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma must identify an endorsement prior to entering 9th grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

| Curriculum Area                | Carnegie Units | Required Subjects  |
|--------------------------------|----------------|--|
| English                        | 4              | · English I<br>· English II  |
| Mathematics                    | 4              | · Algebra I  |
| Science                        | 3              | · Biology I  |
| Social Studies                 | 3½             | · 1 World History<br>· 1 U.S. History<br>· ½ U.S. Government<br>· ½ Economics<br>· ½ Mississippi Studies |
| Physical Education             | ½              |  |
| Health                         | ½              |  |
| Art                            | 1              |  |
| College and Career Readiness   | 1              | · Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.  |
| Technology or Computer Science | 1              |  |
| Additional Electives           | 5 ½            |  |
| <b>Total Units Required</b>    | <b>24</b>      |  |

There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

#### Requirements

- Student must identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:

- Have a 2.5 GPA
- Passed or met all MAAP assessment requirements for graduation
- On track to meet diploma requirements
- Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

#### Recommendations

- For early graduation, a student should successfully complete an area of endorsement.
- A student should take a math or math equivalent course the senior year.

## ALTERNATE DIPLOMA OPTION

| Curriculum Area             | Carnegie Units | Required Subjects  |
|-----------------------------|----------------|--|
| English                     | 4              | · Alternate English Elements I-IV  |
| Mathematics                 | 4              | · Alternate Math Elements I-III<br>· Alternate Algebra Elements  |
| Science                     | 2              | · Alternate Biology Elements<br>· Alternate Science Elements II  |
| Social Studies              | 2              | · Alternate History Elements (Strands: U.S. History and World History)<br>· Alternate Social Studies Elements (Strands: Economics and U.S. Government) |
| Physical Education          | ½              |  |
| Health                      | ½              | · Alternate Health Elements  |
| Art                         | 1              |  |
| Career Readiness            | 4              | · Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)  |
| Life Skills Development     | 4              | · Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)   |
| Additional Electives        | 2              |  |
| <b>Total Units Required</b> | <b>24</b>      |  |

### Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All students are required to participate in the Mississippi Assessment Program-Alternate Assessment (MAAP-A) with a score TBD.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

## CAREER AND TECHNICAL ENDORSEMENT

| Curriculum Area                | Carnegie Units | Required Subjects  |
|--------------------------------|----------------|--|
| English                        | 4              | · English I                      • English II  |
| Mathematics                    | 4              | · Algebra I  |
| Science                        | 3              | · Biology I  |
| Social Studies                 | 3½             | · 1 World History                      • ½ Economics<br>· 1 U.S. History                      • ½ Mississippi Studies<br>· ½ U.S. Government |
| Physical Education             | ½              |  |
| Health                         | ½              |  |
| Art                            | 1              |  |
| College and Career Readiness   | 1              | · Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.                                      |
| Technology or Computer Science | 1              |  |
| CTE Electives                  | 4              | · Must complete a four-course sequential program of study  |
| Additional Electives           | 3 ½            |  |
| <b>Total Units Required</b>    | <b>26</b>      |  |

### Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - \* One CTE dual credit or earn articulated credit in the high school CTE course
  - \* Work-Based Learning experience or Career Pathway Experience
- \*Earn a State Board of Education-approved national credential

## ACADEMIC ENDORSEMENT

| Curriculum Area                | Carnegie Units | Required Subjects   |
|--------------------------------|----------------|---|
| English                        | 4              | • English I • English II  |
| Mathematics                    | 4              | • Algebra I + two (2) additional math courses above Algebra I   |
| Science                        | 3              | • Biology I + two (2) additional science courses above Biology I  |
| Social Studies                 | 3½             | • 1 World History • ½ Economics<br>• 1 U.S. History • ½ Mississippi Studies<br>• ½ U.S. Government      |
| Physical Education             | ½              |   |
| Health                         | ½              |   |
| Art                            | 1              |   |
| College and Career Readiness   | 1              | • Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1              |   |
| Additional Electives           | 7½             | • Must meet CPC requirements for MS IHLs  |
| <b>Total Units Required</b>    | <b>26</b>      |   |

### Additional Requirements

- Earn an overall GPA of 2.5.
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements.
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for nonremediation at most community colleges and IHL college-ready courses in senior year, or the SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
  - One AP course with a C or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a C or higher and take the appropriate IB exam. One academic dual credit course with a C or higher in the course

## DISTINGUISHED ACADEMIC ENDORSEMENT

| Curriculum Area                | Carnegie Units | Required Subjects   |
|--------------------------------|----------------|---|
| English                        | 4              | • English I • English II  |
| Mathematics                    | 4              | • Algebra I + two (2) additional math courses above Algebra I   |
| Science                        | 4              | • Biology I + two (2) additional science courses above Biology I  |
| Social Studies                 | 4              | • 1 World History • ½ Economics<br>• 1 U.S. History • ½ Mississippi Studies<br>• ½ U.S. Government      |
| Physical Education             | ½              |   |
| Health                         | ½              |   |
| Art                            | 1              |   |
| College and Career Readiness   | 1              | • Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence. |
| Technology or Computer Science | 1              |   |
| Additional Electives           | 8              | • Must meet CPC requirements for MS IHLs  |
| <b>Total Units Required</b>    | <b>28</b>      |   |

### Additional Requirements

- Earn an overall GPA of 3.0.
- Courses must meet Mississippi IHL CPC-recommended requirements.
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
  - One AP course with a B or higher and take the appropriate AP exam
  - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
  - One academic dual credit course with a B or higher in the course



## **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 MSD. 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 MSD 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 teacher.

## **Multi-Tiered System of Support**

A Multi-Tiered System of Supports is in place to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention (Mississippi Department of Education, 2016). Mississippi School for the Deaf will follow the three-tier instructional model. The tiers consist of:

- Tier 1: Quality classroom instruction based on the Mississippi College and Career Readiness Standards
- Tier 2: Focused supplemental instruction
- Tier 3: Intensive interventions designed to meet the needs of individual students

If strategies at Tier 1 and Tier 2 are unsuccessful, collaboration will take place with the students' teachers to develop intervention for Tier 3. Interventions will be designed to address deficits, research based, implemented as designed, and supported by data.

Teachers use progress monitoring information to:

- determine if students are making progress
- identify students as soon as they begin to fall behind
- modify instruction early enough to ensure each student gains essential skills

Monitoring of student progress will be ongoing and will be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments. No more than two weeks after interventions begin, grade level meetings will occur to conduct a review of assessment data to determine if the interventions were successful. If the interventions were determined to be unsuccessful, grade level meetings will occur every two weeks to analyze assessment data and discuss student progress.

The student will be referred for a comprehensive assessment if no progress is made after eight weeks.

Each student who exhibits a substantial deficiency in reading at any time must be given intensive reading instruction and intervention immediately following the identification of the deficiency. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level.

Students will receive intensive interventions if any of the following apply:

- The student failed one grade in grades 1-3.
- The student failed two grades in grades 4-12.
- The student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
- A student is promoted under the Good Cause exemption of the Literacy-Based Promotion Act.

## **Promotion and Retention**

### Minimum Standards for Advancement

The policy provides students an opportunity to advance from grade to grade based on their mastery of the Mississippi College and Career Readiness standards for students seeking a Traditional Diploma. Students are expected to achieve mastery of each grade in the sequence in which it is offered. Decisions for promotion or retention should be based upon the following performance standards:

- Students should demonstrate mastery of the required content for each course. Mastery is defined as an average of sixty percent (60%) proficiency in all learning activities and subjects. The sixty percent standard will be applied to all assessments written, performed, or observed.
- Content for the grade is defined as those objectives described in the Mississippi College and Career Readiness Standards, and specialized curricula for each school related to the unique population.
- Significant Cognitive Disabled students must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an individualized education program (IEP) committee on an individual basis. Students will complete the course of study as prescribed in their transition plan.

### **Grading Policy**

The Mississippi School for the Deaf will adhere to the following policy for determining and reporting grades or progress for students with disabilities-

- The grading system utilized is a 10-point grading scale.
- Grades given will be based on the mastery of Mississippi College and Career Readiness Standards and objectives/benchmarks outlined on the IEP using the 10-point grading system. The student's progress report and report card will reflect these grades. At the end of each nine (9) weeks (or more often as outlined on the IEP), the Report of Progress for each instructional goal and short term instructional objective/benchmark outlined in the IEP will also be completed and forwarded to the parent(s). Any student enrolled in a traditional diploma course of study who does not meet course requirements, even though accommodations and modifications have been implemented in accordance with the student's IEP, may receive a failing grade. If it is obvious, however, that the student with a disability cannot function appropriately in the outlined course of study, the student's IEP should be revised.
- Alternate Curriculum - Grades will be based on mastery of the Mississippi Extended Curriculum outlined in the Individualized Education Program. The student may be assigned to a higher grade based on age appropriateness without completing all objectives as outlined on the IEP. Incomplete objectives will be addressed in the IEP during ESY and/or the following year. MSD students in the alternate curriculum starting at the ninth-grade will be earning credits toward an alternate diploma (not equivalent to a traditional

diploma) as opposed to a traditional diploma if she/he meets the objectives as outlined on his/her IEP and attendance requirements according to MSD student handbook. Carnegie units will be earned as outlined in the Mississippi Diploma Options-Alternate Diploma requirements for Mississippi Extended Curriculum.

### **Grading Scale and Reports**

Written reports of student progress will be mailed to the student's parent(s)/guardian(s) at the end of the each nine-week period grading and each semester grading period. The parent(s)/guardian(s) 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 MSD grading scale is as follows:

|   |          |     |
|---|----------|-----|
| A | 90-100   | 4.0 |
| B | 80-89    | 3.0 |
| C | 70-79    | 2.0 |
| D | 60-69    | 1.0 |
| F | 59-below | 0   |

The lowest passing grade is a 60. The grading policies for each class are determined by the teacher and are communicated to the student through syllabi or through instructor policy and are distributed at the beginning of each semester or year. 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 excused absences that have 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 guidance counselor and approved by the principal.

## **Grade Challenges**

The faculty maintains all grades for students. If a student disagrees with an assigned final grade, he/she must request a meeting with the teacher. If a student believes that the grade is in error or demonstrably inconsistent with the teacher's grading policy, then the student may file a letter explaining the challenge of the grade to the principal indicating 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 the teacher and the student to make a final recommendation to the Superintendent. The Superintendent's decision can be appealed to the State Board of Education.

Any student enrolled in regular education courses who does not meet course requirements, even though accommodations and modifications have been implemented in accordance with the student's IEP, may receive a failing grade. If it is obvious, however, that the student with a disability cannot function appropriately in a regular education class, the student's IEP should be reviewed.

## **Grades for Athletic Eligibility**

In order to participate in interscholastic athletics, the student must demonstrate satisfactory progress towards mastering MS College and Career Readiness Standards and/or IEP competencies or objectives. Students must have at least a "C" cumulative average or its equivalence in academic courses. A student that fails to maintain a "C" average at the end of any nine-week term will be declared ineligible. The student will remain ineligible through the next progress report period. At that time, should the student re-establish a "C" average then athletic eligibility will be granted. If the student does not meet the "C" average required for athletic eligibility he/she will remain ineligible until the end of the quarter or until a "C" average is obtained at the next grading interval. The students and parents will be informed of their ineligibility.

## **Progress Communication**

To keep parents informed of their child's progress in school, MSB will provide:

- progress reports at each midterm
- report cards every nine weeks

- teacher/parent conferences
- email and telephone to parents when warranted
- PowerSchool online parental access

### **Parental Access to Grades and Information**

Online access to student's grades, discipline, and attendance is available through the PowerSchool portal. Passwords can be obtained from the school principal or counselor. Information and school news is available through the MSD website at [www.msd.k12.ms.us](http://www.msd.k12.ms.us). Please access our school website regularly at [www.msd.k12.ms.us](http://www.msd.k12.ms.us) for up-to-date school information.

Parents must provide the school with all current contact information including emergency contacts to ensure student safety.

MSD is striving to "go green". Parents/guardians should provide the school with an email address to receive information via email if one is available.

### **Promotion**

A student may be promoted only based on academic achievement or demonstrated proficiency of the subject matter of the course in accordance with applicable Mississippi College and Career Readiness Standards. In addition, students in grade 3 must demonstrate proficiency by meeting the passing standard on MS Academic Assessment Program or on a state-approved alternate assessment.

In determining promotion, the MSD administration and/or IEP team shall consider the recommendation of the student's teacher; the student's grade in each subject or course; the student's score on a Mississippi assessment instrument administered and any other necessary academic information, as determined by the MSD administration.

### **Attendance**

The State of Mississippi, as expressed by the Compulsory School Attendance Statute, has established responsible attendance habits as a priority for all Mississippi students.

A compulsory-school-age child as defined by Miss. Code Ann. § 37-13-91(2)(f). Parents need to support the school by having their student arrive to school on time.

When a compulsory age student has accumulated five unexcused absences, the school shall report the absences to the appropriate school attendance officer in accordance with Miss. Code Ann. § 37-13-91 (6).

In accordance with Miss. Code Ann. § 37-13-91(4), a compulsory-school-age child has an absence that is more than thirty-seven percent (37%) of the instructional day must be considered absent the entire school day.

A complete list of all excused absences may be found at Miss. Code Ann. § 37-13-91(4). The principal or superintendent must approve pre-arranged absences. The parent/guardian should inform the school in writing at least two days prior to the absence. No excused pre-arranged absences will be granted during  
Parents are expected to notify the front office of their child's absence the day of the absence. If a child does not attend school due to an illness, surgery, or mental or physical incapacity, the school will require an excuse signed by a doctor.

### **Excessive Absences**

Frequent and prolonged absences are in violation of the Compulsory School Attendance Statute. Excessive absences, whether excused or unexcused, may result in a change of placement, unearned credit, or retention as determined by the IEP Committee.

### **Excused Absences**

An excused absence is an absence from school for all day(s) or for any number of periods of the day under circumstances granted by law or recognized by the school. These include:

- death in the immediate family
- religious observances
- college visitation
- serving as a legislative page or assignment at an election poll

- participation in official organized events sponsored by the 4-H or Future Farmers of America
- transportation cancelled due to weather
- Any weather emergency observances
- verified court appearances
- authorized school activity with prior approval of the Superintendent or designee
- illness or injury that prevents the student from being physically able to attend school

A complete list of all excused absences may be found at Miss. Code Ann. § 37-13-91(4).

We encourage good medical and dental care for our students. If appointments must occur during the school day, it is recommended that the appointment times be rotated to avoid missing the same class repeatedly.

### **Make-Up Work for Absences**

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 for each day of an absence, the student has one (1) day in which to complete the make-up work. (Example: A student has three days to complete make-up work for a three-day absence.) Exceptions can be made at the discretion of the teacher, principal, and/or guidance counselor to give students extended time if needed. Failure to complete and turn in assignments within the stipulated time shall result in a grade of zero for the assignment.

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.



## **Activity Participation after Absence**

A student may not participate in extracurricular activities, practices, employment, or after-school functions unless the student attends the last four periods of that school day. Students absent all day due to illness may not attend any extracurricular activity that day. If extenuating school or family circumstances result in a student's failure to be present the required periods, an exception can be made by the MSD administration.

## **Emergency Closing and Delays**

MSD rarely closes during inclement weather; however, if closure is discussed, a cooperative decision by the Superintendents of MSD and MSB is required. If buses from local school districts arrive early to pick up students, MSD will release them. Public schools will not transport students if the road conditions are not safe. MSD does not encourage parents to bring their student(s) to school if their local school district is closed. Students will receive excused absences for inclement weather when their daily buses do not transport, run on a 2-hour delay, or pick up students for early dismissal.

Should there be a need to inform the public of information regarding MSD and inclement weather, the Superintendent's office will contact WAPT, WLBT, and WJTV. MSD will also contact all parents through phone, email listserv, and our website for weather updates.

## **Tardy to Class**

Teachers will keep a record of tardiness to their class. After the third tardy a formal warning will be given and the principal will be notified. The fourth tardy to a class will result in in-school suspension. If the student is late to the first period class, he/she needs to report to the front office for a pass. This will remove them from the absentee list.

## **Homework**

The purpose of assigning homework is to reinforce skills learned during class. In addition, parents and dorm parents are notified of weekly assignments.

Good communication between teachers and parents/dorm parents is the expectation of MSD.

### **Extended School Year (Summer Program)**

The Extended School Year (ESY) services are special education and related services provided to a child with a disability beyond the typical school year, at no cost to the parent.

The Extended School Year (ESY) services are not considered a summer school program, a child care service, or an automatic program provision from year to year. The program is intended for those students who have been determined by an Individualized Education Program (IEP) committee as needing the educational services provided during the school year to be extended into the summer to receive full benefit from their educational programs. Services may be required for some, but not all, children with disabilities enrolled at MSD. Services and eligibility are not determined by the child's disability category but are determined on an individual case-by-case basis.

There are three (3) qualifying criteria used to determine a child's need for ESY services. They are:

- **Pattern of Regression-Recoupment**
  - Regression-Recoupment: Refers to a child's loss of skills addressed on the child's IEP after at least two (2) breaks in instruction without regaining the documented level of skills within a period of time equal to the amount of time of the breaks up to a maximum of four (4) weeks.
- **Critical Point of Instruction**
  - Critical Point of Instruction 1: Refers to a need to maintain a child's skills to prevent a loss of general education class time or an increase in special education service time.
  - Critical Point of Instruction 2: Refers to a point in the acquisition or maintenance of a critical skill during which a lengthy break in instruction would lead to a significant loss of progress.

- Extenuating Circumstances
  - Extenuating Circumstances: Refers to special situations that jeopardize the child's receipt of a FAPE unless ESY services are provided.

The IEP Committee must consider all three qualifying criteria in determining the need for ESY services. The review of data should indicate that a break in instruction would be detrimental to the child's instructional progress.

### **Dropout Prevention Plan**

While attrition will occur with each class that enrolls at state special schools governed by the State Board of Education, students come to the school anticipating success, having completed a significant admissions process. While a residential school is not for everyone, the programming, select faculty, and special residential experiences will support continued involvement and success for all enrolled students. The goal of the school is graduation and pursuit of further learning.

A student who fails to meet standards for attendance, academics and/or behavior will be returned to his/her home school where his/her right to access an appropriate public education lies. Any students with special education needs will be assisted in accordance with their Least Restrictive Environment and federal/state law.

1. College and Career Planning
  - a. On-site print and electronic college and career information, catalogs, and application materials
  - b. Campus visits by recruiters from in-state and out-of-state colleges, universities, and other institutions of higher learning
  - c. Transition to college, financial aid, and other workshops relevant to high school students
  - d. Guest speakers and artists who are professionals working in relevant fields of interest among the students
2. Intervention Programs
  - a. Attendance monitoring
  - b. Grade progress reviews throughout grading periods

- c. Tutorial and/or study blocks supervised by a staff/faculty member
  - d. Ongoing communication between the faculty, administration, and residential life staff regarding individual needs
3. School, Family, and Community Partnerships
- a. Student data sharing through school package for student records
  - b. Email links between parents, teachers, administration, and students
  - c. Real time access by parents to student attendance, grades, assignments via the Internet through the school package for student records
  - d. Additional support for individual students from community and parent groups
4. Support for Transition back to Home Schools
- a. Communication with parents and students
  - b. Emotional support throughout the decision-making process
  - c. Prompt transfer of records and data upon request of the new school
  - d. Monitoring to ensure that students enroll in new school

### **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 correctly footnoted or other reference to the source is provided. Ignorance of the rules is no excuse for plagiarism.

Students are responsible for communicating his or her need for clarification or help to the teacher if the obligation to footnote or reference is not understood.

MSD 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:

- cheating on assignments, tests, or other similar evaluations
- plagiarism, violation of copyrights
- other similar types of violations

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. 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 and content mastery sessions. Teachers are also available during their planning period when requested in advance.

Dorm Students: The Residence Education Director will designate study hours. 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.

### **Textbooks and Other Media – Electronic and Print**

Textbooks and other media (e.g., music, CDs, tapes, prints, library books) are the property of MSD 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 MSD property is lost or damaged, the replacement cost will be the responsibility of the student.

## **Support Services**

### **Free Appropriate Public Education**

The Mississippi School for the Deaf provides a free, appropriate public education to all children who have been determined to be eligible for special education and whose parents reside in the State of Mississippi, including children who are between the ages of three (3) and twenty (20) years;

- Including children from the date of their third birthday; and
- Including youth who are twenty (20) years of age on or before September 1st, even if they will turn twenty-one (21) years of age during the school year

Free Appropriate Public Education (FAPE) means appropriate special education and related services provided at public expense, without cost to the parent, and under public supervision and direction. It is binding for all public agencies who receive payments under Part B of IDEA. A FAPE includes an appropriate preschool, elementary or secondary public education in the child's Least Restrictive Environment (LRE) and is provided in conformity with the child's Individualized Education Program (IEP).

### **Individual Education Program (IEP)**

Students may attend MSD for many reasons, all related to the need for more intensive services than those currently available in their local district. This is especially true in the areas of language development other communication needs, adaptive technology, daily living skills, vocational and transition skills, social skills, and the use of cochlear implants and/or hearing aids.

Students at MSD should have an Individualized Education Program (IEP) to address his or her individualized education. The Individuals with Disabilities Education Act (IDEA) and State Board of Education (SBE) Policy 74.19 have established the Individualized Education Program (IEP) as the structure for planning and implementing individualized services and supports for children with disabilities.

The IEP is collaboratively written by an IEP Committee, comprised of the parent(s)/guardian(s), the child with a disability (if appropriate), a MSD administrator/agency representative, representatives from the child's home school district, the teacher(s), and other members as needed. The IEP is written to describe the unique needs of a child, and develops the specially designed instruction, related services, and accommodations and modifications needed to provide a child with a disability a Free Appropriate Public Education (FAPE).

The IEP must be designed to:

- Indicate what the child is expected to be able to achieve within one (1) year;
- Provide high expectations and educational benefit for children with disabilities;
- Ensure access to the general education curriculum and standards in the general classroom, to the maximum extent possible
- Provide effective transition services to promote successful postsecondary experiences including college and career to prepare children with disabilities to lead productive and independent adult lives.
- Project a date for initiation and anticipated duration of such services.

This program may be carried out either at MSD or within the local school district or combination of such.

### **Change in Placement Due to Behavior-Manifestation Determination**

Students with disabilities have special protections under the Individuals with Disabilities Education Act (IDEA) when they exhibit behaviors that violate the code of conduct, or exhibit behaviors that require an extended removal from the current educational setting.

In these cases, the Individualized Educational Program (IEP) Committee must determine if the behavior(s) are a manifestation of the student's disability or if the proposed disciplinary action constitutes a change in their educational placement. Decisions that impact placement must be made by the IEP Committee prior to any change in educational placement.

In making decisions concerning discipline procedures for a child with a disability, the public agency must consider the following factors:

- The proposed length of the removal from the current placement;
- If the behavior is a manifestation of the child's disability;
- Whether the behavior is due to the failure of the public agency to implement the child's IEP, including program modifications such as a BIP.
- Did the child, at school, on school premises, or at a school function carry or possess a weapon; Possess, sell, or use illegal drugs; and/or Inflict a serious bodily injury on another person?

Discipline of a student who violates the student code of conduct permits the removal of the student from the general school setting for up to ten (10) school days over the course of a school year. The student with a disability may not be removed from the general school setting for more than ten (10) consecutive or cumulative school days without providing services following the tenth day of removal. For each incident after the tenth day or removal, it is the responsibility of the IEP Committee to determine if there is a relationship between the child's disability and the behavior precipitating a disciplinary action. In order to consider the behavior in question a manifestation of the child's disability, the relationship must be direct and substantial to the child's disability.

The removal to this setting must not exceed more than forty-five (45) school days without a review of the IEP and placement determination by the IEP team.

### **Due Process**

The Mississippi School for the Deaf will ensure that all students and their parent(s)/guardian(s) are provided due process with respect to the provision of a free, appropriate public education as outlined in PROCEDURES FOR STATE BOARD POLICY 74.19 VOLUME III: Procedural Safeguards Dispute Resolution Confidentiality <http://www.mde.k12.ms.us/OSE/PP>

Information regarding Procedural Safeguards is provided to each parent at least annually. In the event of disagreements between the family and the school, it is hoped that these can be worked out through the IEP process or through subsequent discussions with the Mississippi School for the Deaf administration.

In the event that the IEP committee members are unable to resolve disagreements, a request may be made with the Mississippi Department of Education, Office of Special Education Parent Hotline: 1-877-544-0408.



## **Withdrawal of Students**

The student's LRE and placement decision will be determined by the IEP committee for students with an IEP. Upon enrollment, the IEP committee of the student determines the projected date for initiation, anticipated duration of services.

If parental request is made for a student to withdraw and return to the home school within the state of Mississippi, the IEP committee must convene and determine if this placement is appropriate. The IEP team will revise the IEP prior to student transfer to reflect such placement.

If a student is to be withdrawn from MSD and will transfer to a school in another state, the principal or designee should be notified by the parent/guardian as soon as possible to ensure all necessary withdrawal documentation is completed.

## **Counseling Services**

The school counselor assists in providing and facilitating the provision of a variety of services for the students. The counselor is available to students and parents by appointment or in the event of an emergency. Confidentiality shall be observed in all counselor-student relations.

### **Objectives of Counseling Program**

The overall objectives are to assist students in (1) adjusting to the MSD environment, and (2) making the most of the MSD educational experience. 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:

- encouraging and supporting students' efforts to develop themselves holistically, with an appropriate focus on their intellectual, social, physical, and emotional development
- assisting students to utilize their abilities effectively, both inside and outside the classroom
- 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
- discuss strategies for good communication, interpersonal skills, goal setting, decision-making, and planning with students
- assist students to develop and continuously evaluate appropriate educational plans address individual strengths and interests, and progressing toward long-range educational and career goals
- assisting students in developing a mature level of self-awareness and self-responsibility in dealing with personal, social, and academic concerns
- provide access to information needed to make appropriate decisions in the college selection process
- provide files of information on colleges as well as other resources including books and software
- assist students and their parents in completing the various components of the college selection process, including testing, applications, and financial aid information
- provide registration forms and information the ACT
- assist in improving test-taking skills
- assist in preparing for college applications
- support in student search for scholarships through the provision of information, resources, and applications
- maintain academic records
- ensure cumulative records contain all grades earned at MSD and generate the official MSD transcript

### **Schedule Changes**

Each spring preceding the next school year, junior/senior high students select courses to fulfill their program of study. MSD develops a master schedule based on the students' 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 classes and the academic needs of the students.

Schedule change requests must be made within the first week of the semester in which the course begins. Special circumstances may warrant a change in schedule and must be approved by the IEP Committee.

## **Exam Schedules**

The guidance counselor will establish a schedule for the administration of semester exams so that no student has more than three tests scheduled on any school day.

Teachers must administer all tests according to the schedule or must have prior approval from the principal to deviate from the approved schedule.

## **College Testing Programs**

All juniors are required to take the ACT in the spring. The first examination of all juniors is paid for by the states. However, students are encouraged to take the ACT as often as possible in order to attain the highest score possible. Registration packets and dates for testing 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 beyond the single examination provided by the state. The counselor will assist and work with the principal to provide reasonable and allowable accommodations as identified by the student's IEP.

## **Dual Enrollment**

Upon approval by 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 high school students to earn college credit while in high school. Only students with a 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.

To be admitted to the Dual Enrollment Program, students must have the following:

- fourteen (14) completed Carnegie Units
- meet prerequisites for specific classes at the participating college or university

- ACT composite score of sixteen (16)
- letter of recommendation from the school counselor

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.

### **Non-Discriminatory Evaluation Policy**

Evaluation materials and placement procedures utilized by MSD will be, to the maximum extent possible, selected and administered so as to be racially or culturally non-discriminatory.

### **Least Restrictive Environment**

MSD will, to the maximum extent appropriate, educate disabled students with non-disabled students in their age groups. A continuum of alternative placements based on the individual student's IEP will be provided.

Placement of students will be determined at least annually or as required by law.

In selecting the least restrictive environment for each student, consideration will be given to any potentially harmful effects on the student or on the quality of services needed. In the event that an enrolled student can function socially, emotionally, and mentally on a par with non-disabled students of a similar chronological age, he/she will be given that opportunity in accordance with his/her IEP.

## **DISCIPLINARY MANAGEMENT**

### **Teacher as Authority in the Classroom; Student Who Causes Disruption; and Development of Behavior Modification Plans**

The Mississippi School for the Deaf is governed by the State Board of Education recognizes that the teacher as the authority in classroom matters and supports that teacher in any decision in compliance with the written discipline code of conduct. Such recognition shall include the right of the teacher to remove from the classroom any student who, in the professional judgment of the teacher, is disrupting the learning environment, to the office of the principal or assistant principal.

The principal or assistant principal shall determine the proper placement for the student, who may not be returned to the classroom until a conference of some kind has been held with the parent, guardian or custodian during which the disrupting behavior is discussed and agreements are reached that no further disruption will be tolerated. If the principal does not approve of the determination of the teacher to remove the student from the classroom, the student may not be removed from the classroom, and the principal, upon request from the teacher, must provide justification for his or her disapproval.

A student who causes a disruption in the classroom, on school property or vehicles, or at school-related activities may be subject to discipline actions.

School officials, the reporting teacher, and the student's parent will develop a behavior modification plan for a student who causes a disruption in the classroom, on school property or vehicles, or at school-related activities for a second time during the school year.

The superintendent, principal, assistant principal, or any district administrator may discipline a student for misconduct. Each administrator has the authority to determine the appropriate disciplinary action, including in-school suspension, out of school suspension, conferencing with student, and in some cases expulsion.

Students are subject to discipline during any time that they are either under or subject to the jurisdiction of MSD, while participating in or going to or from any school-related activity, at any place where an athletic contest or event is taking place, during the course of any field trip, during the course of any trip or activity sponsored or supervised by MSD, while under the supervision or direction of any teacher, principal, or other authority of MSD, or when such conduct does or may threaten to interfere with or disrupt the educational process or poses a threat to the safety of the student or others. School administrators may remove students from participation in school related activities for disciplinary reasons. Parents will be notified of disciplinary actions regarding their student.

**The Mississippi School for the Deaf does not allow corporal punishment of any student.**

### **ITEMS PROHIBITED ON SCHOOL PROPERTY**

Possession of the following items on school property, a school bus, or at a school-related activity is prohibited:

|                        |                        |               |
|------------------------|------------------------|---------------|
| Alcoholic beverages    | Bandanas, sweat bands  | Toy weapons   |
| Ammunition             | Cigarette lighters     | Knives        |
| Stolen property        | Firearms               | Fireworks     |
| Gambling paraphernalia | Gang paraphernalia     | Cap guns      |
| Gun jewelry            | Illegal drugs          | Matches       |
| Noise making devices   | Drug paraphernalia     | Laser lights  |
| Mace                   | Incendiary materials   | Tobacco       |
| Paint guns             | Personal defense spray | Water pistols |
| Pornographic materials | Silly bands            | Slingshots    |
| Stink bombs            | e-cigarettes           |               |

**Contraband property confiscated by school officials will be returned only to the parent or legal guardian. School personnel will not be held responsible for prohibited items, which have been confiscated.**

## **NOTIFICATION OF LAW ENFORCEMENT OFFICIALS**

Commission of any of the following misconduct shall result in notification of law enforcement officials by the principal or his/her designee:

- aggravated assault resulting in serious physical injury
- sexual assault/battery
- sexual offense
- rape
- indecent liberties with a minor
- assault involving use of a weapon
- possession of a firearm in violation of the law
- possession or use of a weapon in violation of the law
- possession, sale, or use of any controlled substance in violation of the law
- simple assault upon any school employee
- murder
- other violent acts (action resulting in death or physical harm or attempt to cause death or physical harm to another) or threats of violent acts

**The principal making the report or participating in any judicial proceeding resulting thereof, shall be presumed to be acting in good faith and, as such, shall be immune from any civil liability that might otherwise be incurred or imposed.**

## **ZERO TOLERANCE POLICY**

**MSD has a zero-tolerance policy towards the possession and/or use of firearms on any school property or at any school function or school-related activity. Any student found to be in violation of this policy shall be subject to expulsion.**

### **Miss. Code Ann. 37-11-18**

Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law, a knife, handgun, other firearm or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on educational property as defined in:

Section 97-37-17, Mississippi Code of 1972, shall be subject to automatic expulsion for a calendar year by the superintendent or principal of the school in which the student is enrolled; provided, however, that the superintendent of the school shall be authorized to modify the period of time for such expulsion on a case by case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board.

If a student has committed an infraction where Zero Tolerance applies, only the IEP Committee may determine the placement of a special education student in the alternative setting. Should the parents disagree with the placement decision, due process procedures afforded under IDEA will be followed.

The IEP Committee will also determine if the student has met the goals outlined on the IEP, which would allow the student to return to an appropriate placement other than the alternative setting.

### **Disciplinary Procedures**

**Probation:** a period of time set by an administrator during which a student is given an opportunity to improve behavior exhibited in prior violations of school policy. The administrator 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, or to correct residential life behavioral problems during the probationary term will be evaluated for appropriate actions.



## **General Suspension for Ten (10) Days or Less**

Suspension: the administrative removal of a student from class attendance at the Mississippi School for the Deaf for a specified period of time due to violations of school policy. If the student receives an out-of-school suspension, the student may not come to campus for any reason for the number of days assigned.

The Superintendent may suspend a student from MSD 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:

MSD 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. If the facts indicate the student's guilt, the Superintendent will determine the appropriate term of suspension.

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. MSD will inform the parent/guardian(s) of the suspension prior to the student leaving campus. Within five school days of the informal hearing with the student, MSD officials will send written notification to the student and parent/guardian(s) specifying the reasons for the suspension.

Suspended students may not attend school-sponsored functions on or off campus during the suspension. Such exclusions include field trips, competitions, social events, etc.

A student suspended from school may make up work. To take advantage of this opportunity, the student must comply with the timelines specified in MSD policies for making up work. Failure to contact teachers and make specific arrangements will waive the right to make up the work.

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. Parent/Guardian(s) will be requested to consult with the MSD 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 completing 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 MSD 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 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.

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.

### **Change in Student Placement**

A change in placement only occurs if there is a serious violation to the code of conduct and (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 considering other 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 MSD 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 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:

- carries or possess a weapon to or at school, on school premises, or to or at a school function;
- 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; or
- 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 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 MSD proposes to take specified serious disciplinary actions. The IEP Team, as determined by the parent and MSD, 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:

- the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability
- the conduct in question was the direct result of the MSD's failure to implement the student's IEP

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

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 MSD 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 behavioral 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 the IEP Committee determines it is needed.

## **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 MSD 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 MSD agree otherwise. This applies to removals of up to 45 school days for special circumstances, such as drugs, weapons, and 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 MSD 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 MSD 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 are 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. The procedural safeguards will also be provided as required in 34 C.F.R. § 300.504 and *Miss. Admin. Code 7-3:74.19*, State Board Policy Chapter 74, Rule 74.19, § 300.504.

## **DISCIPLINARY PROCEDURES**

The Mississippi School for the Deaf 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, students, and parent(s)/guardian(s) who understand their responsibilities to others and are mindful of laws, rules, and policies that govern student behavior.

Disciplinary measures employed by MSD 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. MSD will follow relevant Federal and State statutes and regulations to convene IEP Committees.

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 Deaf 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, complete assignments on time, abide by the Student Code of Conduct, and respect the rights and freedoms of others.

MSD students shall demonstrate honesty, integrity, and respect in all school-related and sponsored activities, whether on or off the campus.

## Level I 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. When a student has received three (3) Level I violations, all subsequent offenses beginning with the fourth violation will be administered at Level II. When an incident occurs involving multiple violations on the same level, staff may count each violation separately or consider the incident as one violation at a higher level for determining the consequence(s). These violations and consequences apply to both the academic and residential setting.

| Level One Violations  | Level One Consequences  |
|---|---|
| <p>1.1 Attendance Violations—Not at assigned location:</p> <ul style="list-style-type: none"> <li>a. Failing to attend mandatory meetings, study hours</li> <li>b. Missing the Bus</li> <li>c. Violating study hour guidelines</li> </ul> <p>1.2 Behavior Lacking Consideration of others:</p> <ul style="list-style-type: none"> <li>a. Breaking line in the cafeteria</li> <li>b. Disturbing others</li> <li>c. Profanity</li> </ul> <p>1.3 Damage to Property, Accidental:</p> <ul style="list-style-type: none"> <li>a. Damaging individual, school, public property</li> <li>b. Misusing and/or unauthorized use or abuse</li> </ul> <p>1.4 Failure to Follow Written Protocol:</p> <ul style="list-style-type: none"> <li>a. Carrying food or beverages on bus</li> <li>b. Failing to meet dress code</li> <li>c. Eating or drinking in the library</li> </ul> <p>1.5 Technology Offenses (Computer, Network, Phone):</p> <ul style="list-style-type: none"> <li>a. Eating or drinking at school computers</li> <li>b. Violating MSD Internet regulations</li> <li>c. Committing Personal Communication Device offenses</li> <li>d. Committing Listening Device offenses</li> <li>e. Committing land line phone violations</li> <li>f. Technology acceptable use violations</li> <li>g. Mass email for non-school purposes</li> <li>h. Monopolizing computers/equipment</li> <li>i. Wasteful use of equipment/printers/paper/supplies</li> <li>j. Use of personal hotspot on MSD equipment</li> </ul> | <p>Campus Work Task = CWT</p> <p>1<sup>st</sup> Offense: Written Warning<br/>           2<sup>nd</sup> Offense: One (1) detention session<br/>                             Parent(s) notified<br/>           3<sup>rd</sup> Offense: One (1) CWT<br/>                             1 detention session<br/>                             Parent(s) notified<br/>           4<sup>th</sup> Offense: See Level II.</p> <p>Level One Offenses will be carried over until the end of the year. After repeated offenses student may be placed on probation.</p> <p>Habitual offenses (more than three) of the same violation may merit up to a two (2) day suspension.</p> <p>Personal Communication Device (PCD) offenses are in addition to above prescribed consequences:</p> <p>1<sup>st</sup> Offense: PCD will be confiscated one day and a conference is held. (Level I)<br/>           2<sup>nd</sup> Offense: PCD will be confiscated for one week. (Level I)</p> |



## Level II 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. When a student has received three (3) Level II violations, all subsequent offenses will be administered at Level III. When an incident occurs involving multiple violations on the same level, staff may count each violation separately or consider the incident as one violation at a higher level for determining the consequence(s). These violations and consequences apply to both the academic and residential setting.

| Level Two Violations - Academics   | Level Two Consequences   |
|--|--|
| <p><b>2.1 Attendance Violations—Not at assigned location:</b></p> <ul style="list-style-type: none"> <li>a. Cutting class (includes absences due to missing the bus)</li> <li>b. Failing to attend mandatory assemblies, meetings, educational programs, and field trips</li> <li>c. Leaving class without permission or campus pass</li> <li>d. Entering or exiting campus buildings without authorization</li> </ul> <p><b>2.2 Behavior Lacking Consideration of others:</b></p> <ul style="list-style-type: none"> <li>a. Disrespecting or defying school personnel</li> <li>b. Harassing another individual</li> <li>c. Behaving inappropriately in a romantic relationship</li> <li>d. Exposing oneself indecently</li> <li>e. Making lewd gestures (profane or obscene behavior, etc.)</li> <li>f. Using profanity, verbal or written against others</li> </ul> <p><b>2.3 Damage to Property, Deliberate:</b></p> <ul style="list-style-type: none"> <li>a. Committing acts of minor vandalism</li> <li>b. Defacing school property</li> <li>c. Misusing or unauthorized use of property</li> </ul> <p><b>2.4 Dishonesty</b></p> <ul style="list-style-type: none"> <li>a. Cheating or other academic dishonesty (first offense)</li> <li>b. Conveying false information</li> <li>c. Lying to staff, faculty or administration</li> <li>d. Signing out more times than authorized during the day</li> </ul> <p><b>2.5 Failure to Follow Written Protocol:</b></p> <ul style="list-style-type: none"> <li>a. Failure to clean up after oneself in cafeteria</li> <li>b. Taking utensils, food, drinks, and flatware from cafeteria</li> <li>c. Materials encouraging the use of illegal substances</li> <li>d. Exhibiting materials in windows visible from the outside</li> <li>e. Failure to sign in or out of campus</li> <li>f. Leaving dorm room when sick or absent from class</li> <li>g. Using inappropriate content in student work</li> <li>h. Violating the Student Code of Conduct and Honor Code</li> </ul> <p><b>2.6 Multiple Level I Violations</b></p> <p><b>2.7 Safety or Legal Issues:</b></p> <ul style="list-style-type: none"> <li>a. Failing to follow evacuation and emergency procedures</li> <li>b. Failure to report lost ID badge</li> <li>c. Possessing pornographic, lewd, or obscene materials</li> </ul> <p><b>2.8 Technology Offenses (Computer, Network, Phone):</b></p> <ul style="list-style-type: none"> <li>a. Committing MSD Internet violations</li> <li>b. Violating Personal Communication Device offenses (Cell Phone)</li> <li>c. Committing Listening Device offenses</li> <li>d. Making landline phone violations</li> <li>e. Technology acceptable use violations</li> <li>f. Failure to logoff of school computers</li> <li>g. Use of email for fraudulent, financial gain, or other inappropriate purposes</li> <li>h. Streaming/large downloads/games that degrade performance</li> <li>i. Misuse of printers and equipment</li> </ul> | <p>CWT Campus Work Service = CWS</p> <p>Academic Dishonesty (First Offense): Grade of “0” on class assignment, 2 weeks campus restriction, 10 hours campus works service, parents notified, loss of Honors status.</p> <p>Other Offenses:</p> <p>1<sup>st</sup> Offense 1 CWT<br/>2 hours CWS Parent(s) notified</p> <p>2<sup>nd</sup> Offense 2 CWT<br/>1 detention session<br/>2 hours CWS Parent(s) notified</p> <p>3<sup>rd</sup> Offense 4 hours CWS<br/>1 week of dorm restriction<br/>Parent(s) notified</p> <p>4<sup>th</sup> Offense Referred to the Principal or the Principal as a Level Three violation</p> <p>Level Two violations will be carried over into the next semester. After repeated offenses the student may be placed on probation.</p> <p>Habitual offenses (more than three) of the same violation may merit up to a two (2) day suspension. The administration reserves the right to increase consequences as deemed necessary.</p> <p>Academic Dishonesty violation results in loss of honors status in addition to consequences.</p> <p>Personal Communication Device (PCD) offenses are in addition to above prescribed consequences:</p> <p>3<sup>rd</sup> Offense: PCD will be confiscated for two weeks. (Level II)</p> <p>4<sup>th</sup> Offense: PCD will be confiscated for four weeks (Level II)</p> |

## Level III Violations and Consequences

The following list of violations is not meant to be all-inclusive. Other than habitual minor offenses, level III violations will result in probable dorm restriction, suspension, dismissal or expulsion. Administration will assign activities not listed to the appropriate level. These violations and consequences apply to both the academic and residential setting.

| Level Three Violations   | Level Three Violations  |
|--|---|
| <p>3.1 Attendance Violations—Not at Assigned Location:</p> <ul style="list-style-type: none"> <li>a. Being on the hall or in the room of the opposite sex</li> <li>b. Exiting after curfew</li> <li>c. Violating visitation guidelines regarding students in a romantic relationship</li> </ul> <p>3.2 Behavior Lacking Consideration of Others:</p> <ul style="list-style-type: none"> <li>a. Behavior impeding school and dorm operations</li> <li>b. Gross violations of PDA guidelines</li> <li>c. Causing a false emergency alarm</li> <li>d. Direct disobedience or insubordination</li> <li>e. Indecent behavior or exposure</li> <li>f. Misconduct during school-sponsored events</li> <li>g. Profanity, gross or obscene language or actions</li> </ul> <p>3.3 Dishonesty:</p> <ul style="list-style-type: none"> <li>a. Academic Dishonesty (second offense)</li> <li>b. Being knowingly present when policy violations are occurring and not notifying school personnel</li> <li>c. Documenting false information</li> <li>d. Lying to the administration</li> </ul> <p>3.4 Safety or Legal Issues:</p> <ul style="list-style-type: none"> <li>a. Actions unsafe for self and/or others</li> <li>b. Assault</li> <li>c. Being picked up by the police</li> <li>d. Breaking and entering</li> <li>e. Compromising campus security and life safety</li> <li>f. Conspiring to violate school policy</li> <li>g. Contributing to the delinquency of a minor student h. Creation, distribution, possession of fake I.D.s</li> <li>i. Extortion</li> <li>j. Facilitating unauthorized persons on campus including banned former students</li> <li>k. Fighting, including battery</li> <li>l. Forgery, fraud, submission of false information</li> <li>m. Gambling or gaming</li> <li>n. Harassment</li> <li>o. Molestation</li> <li>p. Multiple and/or simultaneous Level II violations</li> <li>q. Possession and/or use of banned materials</li> <li>r. Purchase, possession, use, distribution of tobacco products</li> <li>s. Purchase possession, abuse of prescription or over the counter (OTC) drugs/inhalants</li> </ul> | <p>3.4 Safety or Legal Issues (continued):</p> <ul style="list-style-type: none"> <li>t. Purchase/possession/use of a dangerous weapon (including martial arts), explosives/ammunition/fireworks/firearms</li> <li>u. Purchase, possession, use of, distribution of, or being under the influence of alcohol</li> <li>v. Purchase, possession, use of, distribution of, or being under the influence of illegal drugs</li> <li>w. Riding in a vehicle without proper permission by parents</li> <li>x. Signing out walking and getting in a vehicle for transportation without proper authorization</li> <li>y. Theft, shoplifting, or receiving stolen property</li> <li>z. Threatening bodily harm</li> <li>aa. Transporting a student in a vehicle without proper authorization</li> <li>bb. Unauthorized absence from campus, including running away</li> <li>cc. Unauthorized use of public property</li> <li>dd. Using inappropriate content in student work</li> <li>ee. Vandalism, destruction, or other severe misuse of property</li> <li>ff. Violating municipal, state, or federal law</li> </ul> <p>3.5 Technology Offenses:</p> <ul style="list-style-type: none"> <li>a. MSD Net or Dorm Net violations</li> <li>b. Personal Communication Device offenses</li> <li>c. Listening Device infractions</li> <li>d. Telephone violations</li> <li>e. Hacking, unauthorized access or use</li> <li>f. Cyberbullying/harassment/Obscene use</li> <li>g. Attempt to degrade, crash or modify network/equipment</li> <li>h. Relocate equipment without permission</li> <li>i. Housing website on MSD server</li> </ul> <p>3.6 Multiple Level II Violations</p> <p>3.7 Habitual Minor Infractions</p> |
|  | <p><b>Level Three Consequences</b></p>  |
|  | <p><b>Academic Dishonesty (Second Offense):</b> A failing grade will be recorded for the class, the parents will be notified, and the student may be suspended or dismissed.</p> <p>Students who have disciplinary infractions reaching the point of all Level III violations will be placed on disciplinary probation.</p> <p>All Level III Violations are referred to the Superintendent or designee for action and dependent upon the severity of the infraction may include dorm restriction, suspension, dismissal, and/or expulsion and possible law enforcement involvement.</p>   |

**PBIS (Positive Behavior Interventions and Support)**

Positive behavior interventions and support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (tier 1: school-wide), secondary (tier 2: small group), and tertiary (tier 3: individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Providing different types of support matched to each student's needs is referred to as a multi-tiered system of support (MTSS). General descriptions for each tier as described in the Implementation Blueprint Part 1 are provided below:

| Tier   | Prevention Description   |
|--|--|
| <p><b>I.</b><br/><b>Primary</b><br/>(Tier 1, Universal)</p>    | <p>Preventing the development of new incidents/ occurrences of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom).</p>  |
| <p><b>II.</b><br/><b>Secondary</b><br/>(Tier 2, Targeted)</p>  | <p>Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.</p>  |
| <p><b>III.</b><br/><b>Tertiary</b><br/>(Tier 3, Intensive)</p> | <p>Reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.</p> |

## **Respect for Persons, Property, and Privacy**

Students are expected to be fully and always respectful of other people, including faculty, staff, other students, and guests on campus. Examples of inappropriate behavior that might violate this expectation include:

1. Use of language not deemed respectful or in good taste.
2. Engaging in inappropriate physical contact or improper demonstrations of affection or attraction.
3. Any form of harassment, hazing, or bullying, whether verbal or nonverbal.
4. Taking any property without the owner's express consent is considered theft. This policy includes the access to contents of backpacks or bags without specific permission to do so. The cost of willful damage to School property will be charged to a student's personal account.
5. Any form of vandalism or abuse of the School's or another's personal property is unacceptable. Trespassing on property not owned by the School is also a violation of this standard. The cost of willful damage to School property will be charged to a student's personal account.
6. Violating any federal, state, or local laws.
7. Engaging in behavior which jeopardizes the welfare or good nature of the School or any members of the School community.
8. Students should be aware that certain activities outside of School hours or off School property may result in loss of School privileges or other disciplinary action up to and including dismissal. Examples of such outside conduct are: violations of laws; underage purchase of alcohol; drug use, sale or possession; or use or misuse of digital content which does or could compromise the welfare of any member of the School community or the reputation or function for the School.
9. Students are expected to remain on campus at all times except when leaving campus is scheduled, accompanied by staff, or approved by the School.
10. Girls and boys must respect the absolute privacy of each other's residential campuses

## **Free Speech, Assembly, and Publication**

Students are entitled to freedom of expression and publication of their views and opinions as long as the expression does not disrupt and/or interfere with normal school operations and discipline. Profane, vulgar, racist, or harassing words by their nature disrupt the educational environment and may not be used. Students are responsible, when assembling, for exhibiting appropriate behavior and following the reasonable time, place, and manner restrictions of the school.

## **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 ensure 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 and property.

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 ensure that their children have a successful and safe living and learning environment.

## **Appearance and Dress**

The administration and faculty expect all students to dress in a manner which reflects favorably upon the efforts of the total educational community to provide the best learning experience possible for each student. 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 to observe basic regulations. All students are expected to wear uniforms. Students will be required to wear uniforms Monday - Thursday each week. On Fridays students may wear casual clothes. The following provides additional information regarding attire on campus.

1. Hair shall be groomed so as not to extend below the eyebrows or cover the eyes.
2. Hair and nails shall not be groomed in class.
3. Hair and body shall be free from obnoxious odors, clean, and neat in appearance.
4. Shoes, sandals, or boots shall be worn **at all times** with shoes being laced and tied. No cleats or tennis shoes with wheels.
5. No tank tops, halters, tops with spaghetti straps or tops that expose the midriff, with hands raised above the head, shall be worn. Appropriate underclothing shall be worn. No clothing considered and designed as underclothing, shall be worn as an outside garment. Underclothing shall not be exposed while worn underneath an outside garment.
6. Belts shall be buckled and students shall wear shirts completely tucked in so that the waistband of the pants is visible.
7. Picks, combs, rollers, and other styling devices shall not be worn in the hair.
8. Unless prescribed for medical reasons, sunglasses are not allowed in the building.
9. Hats, caps, toboggans, head scarves, bandanas, wrist bands, sweat bands,

hairnets, or shower caps, stocking caps, or do rags are not allowed to be worn during the academic day. This rule applies to both boys and girls.

10. No see-through clothing shall be worn.
11. Students may wear shorts, provided the length is no shorter than 4" above the knee.
12. Girls' skirt and dress length must meet the 4" inch rule as stated above.
13. Neither female nor male students shall be permitted to wear rings or studs in their noses, tongues or other body parts. Dog tags must be worn inside of clothing.
14. Skin-tight pants and biking shorts shall not be worn.
15. No pants with holes are permitted. No pajama pants are permitted.
16. Overall straps and suspenders shall be fastened and worn over the shoulders.
17. Leggings must be worn with the appropriate skirt or other covering.
18. Pants should be worn appropriately at the waist. **Sagging pants will not be tolerated.**
19. Students with tattoos may be requested to keep them covered.
20. Clothing with suggestive, vulgar, indecent, or disruptive slogans/pictures is not permitted.
21. Clothing advertising alcoholic products, tobacco products, or drugs is not permitted.
22. A student shall not wear any clothing or present himself in a manner (such as cuts in the eyebrows, one pants leg or sleeve rolled up) that would identify him/her with gang or any other illegal activity.
23. Further, a student shall not wear any clothing advertising gang-related signs, colors, or written gestures.
24. Wallet chains are not allowed.
25. Trench coats or duster style coats are not allowed.
26. **Any dress or personal appearance that the administration feels is disruptive or presents a safety hazard to the instructional process will be dealt with on an individual case basis.**

### **School Uniform Requirements (Monday-Thursday)**

Girls: khaki pants/shorts/jumper/skirt/skirt/with uniform blouse /golf shirt (If your child wears a skirt, please provide a pair of shorts to wear underneath during P.E.) socks/sport shoes (used daily for P.E.)

Boys: khaki pants/shorts with an approved school uniform golf shirt/ socks/sport shoes (used daily for P.E.)

## **Notes:**

**Students may wear casual clothing each Friday; however, the clothing must follow all guidelines. Please make sure your child has seasonally appropriate attire.**

## **Campus Visitors**

Visitors, parents, friends, solicitors, or anyone else coming on any campus or into any school building for any reason must first report directly to the school office to obtain permission from the principal or school office personnel to visit or make personal contact with students or teachers.

Visitors will be issued a visitor's pass only after being approved. **No classroom visits or observations are allowed during instructional time without prior arrangements.**

Staff members shall routinely check with visitors to confirm that they have permission from the office to visit. If permission has not been secured, the teacher should immediately escort the visitor to the principal's office.

## **Publications**

Publications of the school may include newspapers, newsletters, a yearbook, a literary magazine, or other media. The school administration and faculty will direct the nature and function of school-sponsored publications. The final product must reflect and fulfill the MSD philosophy and mission.

## **Student Organizations and Clubs**

Students will be permitted to form and join lawful groups for common purposes that are consistent with the philosophy and mission of MSD. Clubs will be co-curricular with their purpose to serve the educational purpose of MSD. 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 department supervisor 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-MSD Printed Material**

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

## **Media Policies**

MSD has a positive working relationship with the news media in order to promote the school and its mission. The office of public relations is responsible for coordinating media coverage for events. 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 MSD must comply.

## **TECHNOLOGY**

### **Electronic Devices-Cell Phones and BYOD (Bring Your Own Device)**

Students may bring a cell phone or other personal communication devices (PCDs) for use while they are on campus at MSD. These devices may NOT be used during the school day and should be rendered to the front office during class time unless approved by the principal for use during class time. These devices may be used in the dorm before and after study hours.

Dormitory students may bring radios and tape players, if they use earphones, to be transported home on homegoing days. These items will be collected by the dormitory parent and will be kept 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).

**Possession of cell phones and other electronic equipment is strictly prohibited in any room during testing. Violation of this policy during State-mandated testing shall invalidate the student's test.**

**Please see Infractions for PDA's in the Code of Conduct table.**



## **Standard Telephone and Internet Access**

Each Day Room in Residence Halls is wired for telephone/videophone and Internet access. Guidelines for phone and Internet usage are as follows:

- MSD does not provide phones for individual rooms
- MSD has available Video-Relay Services that provided free long distance calling for all deaf students in each dormitory and academic buildings
- connecting to the Internet via phone jacks is forbidden. MSD provides high speed Internet ports for this purpose
- parents should refrain from calling students during academic class time, scheduled activities, and 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 on our website and/or registration packet.

## **Network and Computer Usage**

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

MSD Internet facilities and network connections are for the purpose of providing educational computing 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 MSD Internet resources properly and for the purpose designated by the Legislature. All existing Federal and State laws as well as MSD 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 for the Deaf 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 MSD Appropriate Use Policy may not expressly prohibit a particular activity, such behavior is not permissible. For questions related to appropriate use contact the Technology Director.

## **Student Responsibilities**

As MSD Internet account holders, students should:

- be owners of their data
- be responsible for ensuring that data is adequately protected against unauthorized access
- keep their account passwords confidential
- remember passwords and refrain from writing them down
- change their passwords frequently
- avoid using their own names or those of parents or friends as passwords that could be guessed easily
- deny access to their accounts by others for any reason
- log out of their accounts and shut down their computers when leaving
- perform maintenance on their accounts periodically by deleting old files
- refrain from using computers and networks to access, download, upload, create, reproduce, and/or distribute files containing vulgar language and/or obscene materials
- assure the legal and ethical use of the school computers and user accounts
- refrain from using the school's computer systems for personal financial gain
- report violations of these guidelines to the technology coordinator

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

As MSD Internet account holders, students must not:

- engage in any activity that is intended to circumvent computer security controls
- attempt to crack passwords, discover unprotected files, or decode encrypted files
- create, modify, or execute programs designed to surreptitiously penetrate or hack computer systems
- access the accounts of others with the intent to read, browse, modify, copy, or delete files and directories

## **Unauthorized Use of Software**

As MSD Internet account holders, students must not:

- violate copyright laws
- download, possess, or use software (executable) designed to destroy data, provide unauthorized access to computer systems, or disrupt computing processes, in any way
- use viruses, worms, Trojan horses, or any other invasive software; such activity is expressly forbidden

## **Electronic Mail (email)**

If a MSD student uses the school's network and chooses to have an email account, the student must:

- be aware that MSD administration has authorization to read both incoming and outgoing email
- understand that use of MSD Internet does not guarantee privacy
- use the MSD provided student email account to communicate with faculty, staff, and administration (for educational purposes only)
- recognize that MSD Internet is provided for educational purposes and as a means to widen the communication channels between students, parents, faculty, staff and administration
- not transmit or forward fraudulent, harassing, or obscene messages and files
- refrain from transmitting or forwarding jokes, chain letters, advertisements, mass mail, or SPAM to school mail systems or accounts of individual users
- abstain from harassment via MSD computer systems including the use of insulting, sexist, racist, obscene, or suggestive e-mail.

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

As MSD Internet account holders, students must not:

- attempt to gain unauthorized access to either MSD computers or to remote computers since such attempts are illegal under criminal law and subject to prosecution.
- house personal websites on the MSD computer system without specific permission from the technology coordinator
- attempt to degrade the performance of the MSD computer system or subvert it in any way

- crash the system deliberately
- play computer games or engage in recreational computing (MUDDing, BBSing, etc.) on any computer owned by MSD

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

As MSD Internet account holders, students must:

- avoid activities around workstations that may result in damage to the computer, printer, software, or information
- not eat and/or drink at computer workstations
- conserve and protect the resources of MSD computer systems by refraining from using or wasting valuable, limited resources
- students should be considerate of fellow users, avoid monopolizing computer systems, connect time, and other computer resources

### **MSD Internet Hardware**

As MSD Internet account holders, students must not:

- relocate computer hardware, peripherals, or cables from their current locations without specific authorization from the technology coordinator.
- attempt to service any hardware without written authorization from the technology coordinator

### **MSD Internet Policy Enforcement**

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

- investigate alleged abuses of computer resources
- access the electronic files of its users as part of that investigation if there are indications that computer privileges have been violated
- limit the access of users found to be using computer systems improperly
- administer disciplinary actions as directed by school administration for violations of MSD policies that may include the loss of some or all computer privileges and/or other disciplinary actions
- act as a technical advisor to school administrators when they hear all cases involving student misuse of MSD Internet privileges
- deny student access temporarily pending review when there is reasonable suspicion that student use may harm or do damage in the interim
- 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
- Level III violations may include one or more of the following: loss of all network privileges, loss of privilege of personal computer on campus, suspension, or dismissal

### **Acceptable Use Policy**

The Mississippi School for the Deaf (MSD) 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 MSD must comply with the MSD'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 MSD. 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 MSD'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 MSD.

### **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 MSD receives these discounts for Internet Access through the E-Rate program and is therefore in compliance with the CIPA.

### **COPPA**

The Children's Online Privacy Protection Act (COPPA), effective April 21, 2000, applies to online collection of personal information from children under the age of 13, such as full name, home address, email address, telephone number or any other information that would allow someone to identify or contact the child. The Final Rule issued by the

Federal Trade Commission spells out what a Web site operator must include in a privacy policy, when and how to seek verifiable consent from a parent, and what responsibilities an operator has to protect children privacy and safety online.

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

### **Personal Safety**

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 MSD authorities any attempt by other Internet users to engage in inappropriate conversations or personal contact.

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

### **Illegal Activity**

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.

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 firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials.

User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.

User shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.

User shall not access, transmit or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.

User shall not access, transmit or retransmit information that harasses another person or causes distress to another person.

### **System Resource Limits**

User shall only use the MSD system for educational and career development activities and limited, high quality self-discovery activities as approved by MSD faculty for a limited amount of time per week.

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.

User agrees not to download or install unauthorized software on school computers. This includes students, teachers, staff and administrators.

User shall not damage computers, computer systems or computer networks (hardware or software).

User agrees not to post chain letters or engage in “spamming” (that is, sending an annoying or unnecessary message to large number of people).

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.

User agrees to immediately notify his/her teacher or other school administrator should User accidentally access inappropriate information so MSD can take steps to prevent future access.

User will not make any attempt to defeat computer or network security on the MSD network or any other server or network on the Internet.

User shall not engage in any Internet activity harmful to or reflecting negatively on the MSD.

## **User Rights and Expectations**

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.

There is absolutely no expectation of privacy on the MSD network. Activities at any workstation or transmission and receipt of data can be monitored anytime either 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.

Faculty and staff users should log off at the end of each workday.

Parents of minor users shall have the right to inspect the contents of the minor user's files.

Under no circumstances should a user provide his/her password to another person or use another person's password.

MSD 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 MSD is a privilege, not a right. There will be consequences for any user who fails to comply with the Acceptable Use Policy for the MSD. 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. 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 MSD will fully cooperate with local, State and Federal officials in any investigation related to illegal activities conducted through the user's Internet Policy.



## MSD ACCEPTABLE USE POLICY STUDENT CONTRACT

(This is a legally binding document.)

### Directions

After reading the Terms and Conditions of the Mississippi School for the Deaf 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 Deaf.

### CONTRACT

I have read the Mississippi School for the Deaf (MSD) 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 MSD at any time. I understand that should I commit any violation of the MSD 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 MSD 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 ON NEXT PAGE)

## MSD ACCEPTABLE USE POLICY PARENT OR GUARDIAN CONTRACT

(This is a legally binding document.)

As the parent or guardian of this student, I have read the Mississippi School for the Deaf (MSD) 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 MSD at any time.

I understand that, if my child violates any of the Terms and Conditions of the policy, he/she will be disciplined based on the type of violation made. I understand that should my child commit any violation of the MSD 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 MSD 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 MSD has taken available precautions to eliminate controversial material. However, I also recognize it is impossible for the MSD 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 MSD.

I hereby give my permission for MSD to provide computer network and Internet access to my child and consent to the monitoring of my child's computer and Internet activities by MSD. 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: \_\_\_\_\_

Evening Phone Number: \_\_\_\_\_

# SCHOOL SAFETY AND TRANSPORTATION

## Safety and Security

Safety and security are universal responsibilities. MSD will provide information and guidance to students related to their safety and well-being on campus and in the community. MSD'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 MSD policies and procedures
- to help ensure student safety and to protect personal property in the Residence Halls students should:
  - refrain from leaving large sums of money in their rooms
  - identify personal belongings, including clothing
  - protect luggage and locker keys and do not lend them to anyone
  - lock valuable items in wardrobes or luggage
  - unplug and store electrical appliances properly after use (e.g., hair dryers, curling irons, irons)
  - memorize emergency evacuation routes and participate in practice drills
  - help secure the dormitories by keeping doors closed and locked

## On Campus

To ensure safety while on campus, students should:

- report to school staff any threats to students and/or staff that could jeopardize the well-being or safety of anyone
- restrict themselves to common areas of the campus identified during orientation
- refrain from loitering around buildings closed during non-operational hours
- seek guidance from MSD staff regarding access to appropriate areas
- keep purses, backpacks, or other personal items in their possession, do not leave them unattended
- exhibit good sportsmanship when participating in extra-curricular activities
- walk with another MSD student at night
- walk on sidewalks and stay in well-lit areas
- be aware of surrounding activities when you are outdoors
- report suspicious persons on campus to the staff or campus police

## Off Campus

To ensure safety while off campus, students should:

- report to school staff any threats to students and/or staff that could jeopardize the well-being or safety of anyone
- be aware of all surroundings when using ATMs
- stay in designated walkways and established routes
- walk in groups of two or more
- restrict destinations and activities to those stated when signing out of the dorm
- refrain from getting in any vehicle other than an MSD vehicle
- remember that they represent MSD within the community

## MSD Safety/Crisis Management Plan and MSD Safety Manual

The School Safety and Crisis Management Response Team is responsible for creating and updating the **MSD/MSB Safety/Crisis Management Plan** and **MSD/MSB Safety Manual**, which are distributed to all administration, 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 MSD 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 are authorized to take preventative, investigative, and remedial actions.

## Student Transportation to and From School

Parents or other individuals(s) authorized by the parent must transport Residence students to and from campus. On weekends and holidays students should make arrangements to leave campus in advance of the day of departure. Specific times will be set for students to depart from campus.

All students must go home during the weekends and holidays designated in the MSD calendar.

### **Car Rider Students**

Upon arrival, day students are to report to the cafeteria. Day students must arrive on campus no later than 7:55 a.m. Parents are to pick up students at time of dismissal.

A day student may stay on campus for an extra-curricular event with residential supervisor, teacher/coach, and parent permission for required practices, rehearsals, class assignments, or other educational purposes. 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 Residence 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:

- all bus drivers shall report student misconduct promptly to the appropriate Principal or Director of Residence Education
- a prompt due process investigation will ensue and, based upon information, disciplinary actions deemed appropriate will be administered. Parents will be notified

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:

- report to the assigned bus pick-up on time
- use extreme caution when loading and unloading from the bus
- 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

- keep head, arms, legs, body, and personal possessions out of the aisle of the bus and inside the windows
- be courteous and respectful at all times
- follow the instructions of the driver

## **CAMPUS SERVICES**

### **Food Services**

The Mississippi School for the Deaf provides meals at no cost to all students. To maximize available resources, MSD 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 MSD can receive reimbursement for meals served to students who qualify for free or reduced meals. Not only does this information enable MSD to receive Federal school lunch funds and donated commodities, the data will provide demographics for use in grant applications.

Students must conduct themselves appropriately in the dining room. Shirts and shoes are required and hats must be removed. Listening to radios, etc., and playing musical instruments is not permitted. Throwing food, leaving one's tray, or in any way making a mess for others to clean up will result in disciplinary action.

### **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.

Mail on the MSD campus is provided for students through the Residence Education staff. Packages received may be picked up in the Residence 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 Deaf  
1253 Eastover Drive  
Jackson, MS 39211

## **Religious Services**

MSD 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(s) 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 MSD activities.

## **Financial Services**

Students are encouraged to not carry large sums of cash. A student account can be arranged through staff assigned in residence halls. MSD does not assume responsibility for monitoring student financial practices. Students must handle personal finances in accordance with parental wishes and using good judgment.

## **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 non-academic hours. This service is important to the overall reputation of the school. The quality of the work done by the students exemplifies pride in MSD.

## **Campus Work Service**

MSD students will contribute to the school through campus work service. While duties may vary widely depending on human resources needed at MSD and duties appropriate for students, both residential and day students may fulfill campus work service assigned to them. The appropriate administrators will coordinate campus work service.

## **Health Services**

The MSD/B Health Clinic has formulated policies designed to enhance the health and well-being of all students. Included in these policies are room inspections, nutritious meals, lights-out regulations, activity programs, physical fitness programs, and required medical information from each student.

The Health Clinic is located in Dorm 3 and provides services 24 hours a day from Sunday at 3:00 p.m. through Friday, 3:00 p.m. In the case of a non-homegoing weekend, the clinic remains operational throughout the weekend. A registered nurse will examine students and coordinate appointments with a local doctor. While the nurse can administer allergy shots, 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 Residence Education Parent should be informed.

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 **MSD Health Information/Medical Treatment Form** allowing a student to receive hospital care in the case of an emergency. MSD 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 or for the general welfare of the school community. Students are expected to comply with the directives. Students who do not obey such restrictions or confinements will result in unexcused absences for the days missed from class.

**Parents are responsible for all medical costs including costs for prescription medicines and will assume all financial obligations incurred by their child in health-related situations including cost for over the counter medications. Visits to the doctor's office will be billed to the parents.**

### **Medication and Illness Policies and Procedures**

All narcotic medication must be packaged in a blister pack. All prescriptions for narcotic medication must be filled by Marty's Pharmacy in Flowood, MS.

A **working** phone number must be on file in the MSB/D Health Clinic at all times. It is imperative that parents can be reached in the event of student illness.

If a student is admitted to the Health Clinic and Clinic staff determine that the student should be sent home, nurses will attempt to contact the student's parents.



If a parent cannot be contacted after eight (8) hours, the Superintendent will make the decision to call DHS for assistance or send the student to a hospital emergency room. The parents will pay hospital expenses.

No medications sent from home to the school can be put in suitcases or backpacks. Medications must be registered with the chaperone on the bus and signed into the medication bag, which will be delivered directly to the clinic upon return to campus.

**Parents are encouraged to schedule routine medical and dental visits when students are home for breaks or holidays.**

### **Required Medical Information**

School Asthma Plan (SAP) for students diagnosed with asthma: Miss. Code Ann. § 37-11-71 requires each student with asthma have a current school asthma plan on file for use by the school nurse, teachers and staff. The parents of the child are required to **annually** have the child's health care provider develop and sign the SAP. The SAP must include: (1) child's name, (2) date, (3) school, (4) age, (5) physician's signature, (6) instructions to the school if coughing or wheezing and indicate dosage and delivery method details, and (7) whether the student administers his or her own medication or school personnel may administer medication. The plan must also indicate whether pre-medication is required and shall indicate dosage and delivery method details.

All medical information is confidential. Parents must complete all medical forms required for admission to MSD.

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:

- Record of Immunization
- MSD Health Information/Medical Treatment Form
- Report of Medical Examination Form
- Administering Prescription Medication to Students Form
- Health Insurance Portability and Accountability Act of 1996

Parents must notify the principal/supervisor, clinic staff, or Residence education staff immediately regarding changes in medications, guardianship, insurance, address, and

employment. Photocopies of prescription cards should be attached to medical forms.

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

All medications, both prescription and over the counter must be registered with the nurse except students who meet the requirements to possess and self-administer prescription asthma or anaphylaxis medication pursuant to Miss. Code Ann. § 37-11-71. A student may self-administer prescription anaphylaxis medication if MSD is provided a written (1) parental authorization, (2) parental release of liability, and (3) the required doctor's statement pursuant to Miss. Code Ann. § 37-11-71.

A student with asthma may self-administer prescription asthma medication if MSD is provided a written (1) parental authorization, (2) parental release of liability, (3) school asthma plan completed by the prescribing physician authorizing self-administration and (4) the required doctor's statement pursuant to Miss. Code Ann. § 37-11-71. 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 MSD. The nurse will follow up or oversee the administration of the medication. Failure to comply with the doctor 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.

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.

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, minor cold) does not justify an excused absence. 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.

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.

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 MSD with a doctor’s excuse or appropriate written statement from a parent.

Violation of the above may result in an unexcused absence and disciplinary action.

MSD 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 reasonable accommodations.

If current medical knowledge indicates a student’s health condition does not pose a risk to others the student will continue at MSD 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 MSD, 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. MSD policy mandates confidentiality of student health history in compliance with medical, legal, and ethical standards of the school and State.

## **Residential Education Services**

Philosophy of Residential Education: The opportunity to reside on campus enhances the educational experiences students receive at MSD. The Residential Education program reflects the goals of MSD. MSD 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 Education**

Living in a residence 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 residence life, the Residence Education Parents (REPs) 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.

Students who do not comply with the residential education rules and regulations will become ineligible to remain a dormitory student.

## **Dormitory Rooms**

Residence hall rooms are generally arranged for double occupancy. A bed, chest of drawers, desk, desk lamp, chair, and closet space are provided for each student.

Students are encouraged to decorate their rooms using good taste and judgment in cooperation with their roommates. Neither nails nor tape may be used to put up decorations; wall putty and/or cement tape may be used instead.

Each dorm has rooms that are handicapped accessible.

Students may be given permission to rearrange their furniture, but all MSD 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; 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, bath mats, sheets, pillow cases, blankets, mattress covers, pillows, hangers, an alarm clock, laundry products, personal care items, and school supplies.

The elementary dorms have been renovated to include theme bedding and murals; therefore, bedding will not be necessary for elementary students.

Bedspread or comforter, laundry bag or basket, posters or pictures for the wall, and radio/CD/tape player are optional items.

To ensure the safety of students, the Mississippi School for the Deaf reserves the right to prohibit specific items.

The following list is not intended to be exhaustive. Students may not possess the following in dormitories suites:

- motorized scooters; All Terrain Vehicles (ATVs)
- cooking appliances including, but not limited to: microwave oven, popcorn popper, hot plate, toaster, toaster oven, coffee makers, heating coils
- dangerous scientific equipment
- darts and dartboards
- empty alcohol containers used as decorations
- exercise weights such as dumbbells
- halogen lights
- ice chests or coolers
- refrigerator
- incense or open flame items such as candles
- martial arts equipment

- pets of any kind
- public signs including, but not limited to, highway, traffic, business, parking
- weapons including knives with serrated or sharpened edges, razor blades, and box cutters, X-acto knives

## **Common Areas**

All roommates are responsible for damage unless it is clearly substantiated that only one person is responsible. Common areas may also include the T.V./rec room, hallways, lounges, laundry room, and the student center.

## **Laundry Room**

For the convenience of students, washers and dryers are provided but students must provide their own laundry products. 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 Residence Education Supervisor'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. Dormitory staff members will determine the laundry schedules.

## **Televisions and Video Equipment**

There is a television and a DVD player in TV/rec room of each dorm and in the Recreation Building. 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. Students may not bring personal televisions to school and/or residential halls.

Students who bring personal or rented videotapes or DVDs for use in the residence hall must obtain approval from the Director of Residence Education, Residence Parent Supervisor, or Resident Education Parent before viewing. Staff members have the authority to prohibit viewing specific 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 use of 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, must not belittle, offend, or denigrate any individual or group as outlined in the section on harassment. The Residence education staff shall determine whether an item will remain on display. Students must hang posters or other decorations with a product approved by MSD. Nails and/or tacks are not permitted.

### **Moving In**

Upon arrival, the Residence life staff will accompany each student to inspect the assigned room for the purpose of recording the **Room Condition Form**. Within the first week, students may inform the Residence Education office if additional information should be added to the form.

After the first week, any 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.

### **Moving Out**

At the end of the year, staff will inspect the room with the student(s) to assess damages that might have occurred. MSD will determine charges and communicate them to students and their parents in writing prior to release. Students must remove their belongings and check out of the Residence halls on the last day of the school. The room must be clean and the **Room Condition Form** completed by the Resident Education Parent. (There will be a charge of \$25.00 for failure to check out.) During checkout the Resident Education Parent will assess fines for room or furniture damages.

### **Housekeeping in Dormitories**

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:

- cleaning and straightening of entire room is required and must include beds, wardrobes, desks, chairs, refrigerators, vents, windows, blinds, floors, woodwork, and other furniture or equipment a student has brought into the room
- ensuring that there are no unauthorized items in the room or bath and that trash has been removed

- checking to make certain that the bathroom areas are clean and free from dirty laundry and trash
- ensuring floors, sinks, toilets, showers, and countertops are clean and orderly

Cleaning equipment, supplies, and toilet tissue are available through the Residence Education Parent's office. If desired, students may provide their own cleaning supplies that may be kept in individual rooms. MSD does not provide soap, shampoo, or other personal hygiene items. All who live in the dormitories 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.

## **Bed Bugs**

Any student concerned about his or her residence having bed bugs should contact the school immediately. **Students should not clean their room or belongings until an inspector can determine if there are any signs of bed bugs. If possible, students should try to retrieve a sample bug with clear tape for the exterminator to examine.**

1. Exterminator should inspect the residence.

- Students who report suspected bed bugs on a work day when the exterminator can be dispatched within 24 hours will be asked not to relocate to any other room until their room can be inspected by the exterminator. This is CRUCIAL so that we can prevent the spread of bed bugs if they are found to be in a student's room and belongings.
- Students may not, at any time, deny the exterminator or staff access to their living spaces (including bedrooms, common area, kitchen, bathroom, etc.)
- Since bedbugs are treatable, the school will not facilitate permanent room changes for these situations.

2. If the exterminator cannot find any evidence of bed bugs, the room will not be chemically treated; a glue board may be installed to monitor activity. The student will be asked to continue monitoring their living space, and to notify staff immediately if there are further concerns.

3. If the exterminator confirms the presence of bed bugs, the school will contact the parents and will provide the affected student(s) and their family with a detailed list of instructions for the removal and laundering of their personal items. Bed bugs are a



serious community issue, and ALL students are expected to comply with instructions given to them within 24 hours once bed bugs have been confirmed within their living space.

## **Roommates**

Dormitory assignments are made by gender. Females are not allowed on halls or in rooms assigned to males. 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.

Residence 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 Residence Education will make all final decisions regarding room assignments.

## **Residential Education Terminology**

**Study Hours:** A predetermined period of time when students are accounted for and required to be focused only on schoolwork. Study hours are Sunday through Thursday- 6:00-7:30 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 doors are locked to the outside and students are to not leave the residential hall for the night.

**Lights Out:** A specific time when students are required to turn out the lights and go to bed.

**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, MSD 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 and should have a written statement from his/her parent(s)/guardian(s), the authenticity of which has been verified and on file in the Residence Education Director's office.

The final approval for unsupervised trips is at the discretion of the Director of Residence Education and the superintendent.

Students should submit a request to the Residence Education Parent Supervisor each time he or she wishes 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.

**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(s) and from the parent(s)/guardian(s) of the student to be visited. The Director of Residence Education may verify the permission statements by telephone. The Director of Residence Education or the dormitory supervisor should receive permission statements by noon Tuesday, via U.S. mail. Parent(s)/guardian(s) of the student being visited are responsible for transporting the visiting child to and from school and should sign out the student.

**Checking Out of Residence Hall:** A student may check out of a residence hall no later than 7:00 p.m. in the company of an adult who is on the approved checkout list. Prior to checking out, a signed and verified parent(s)/guardian(s) permission statement must be on file and the Residence 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. MSD 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(s)) must check in and receive a Visitor's Pass issued by the Residence Education Parent on duty. MSD reserves the right to deny permission for persons, other than the student's parent(s)/guardian(s), to visit the student. Residence 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 the residence halls by 8:00 p.m. and secondary school visitors should leave by 9:00 p.m.

**Telephone Use:** Videophones are available for student use in the dorms.

**Day Students' Participation:** Day students are welcome to participate in all after-school activities at MSD. They may go to the residence halls after school only if permission to do so has been obtained from the Director of Residential Services or the Residential Education Supervisor 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. MSD will not be responsible for providing transportation home for any day students that remain on campus.

**No food deliveries after 8:30 p.m.**

### **Student Vehicle Policy**

The welfare of all students is of utmost concern to the school. Vehicle policies reflect our stance that bringing a vehicle to school should be taken seriously and is a privilege, not a right. MSD considers the primary purpose for having a vehicle on campus to facilitate visits to and from home. The school also recognizes that there may be other occasions for a student's use of a personal vehicle. To accommodate these occasions, MSD has developed the **Vehicle Permission Form**. This form must be completed for all students in possession of a Driver's License even if you do not expect to ever bring a car to campus. The **Vehicle Permission Form** provides parents with the forum to identify their student's limits. Parents may further restrict those limits or if needed, change the information on the form at any time during the school year by notifying the residence hall office in writing. The school reserves final authority to restrict or deny use of the student's vehicle. Motorcycles are strictly prohibited.

Students shall immediately and completely register any vehicle brought to campus. Complete registration is:

- filling out a registration card for the Director of Residence Education
- providing proof of insurance (copy of card) to the Director of Residence Education

Failure to immediately and completely register any vehicle brought to campus or update any changes in the registration may result in the vehicle being sent home for 30 school days or the termination of vehicle privileges for the remainder of the school year if the vehicle is not registered. The student assumes responsibility for accurate, complete, and timely communication pertaining to the vehicle.

Student cars are required to be in the designated MSD parking area. Students are expected to comply with all Jackson Police Department rules, policies, and guidelines. Students who fail to maintain a high level of regard for vehicle rules and safety, including, but not limited to parking procedures and being ticketed, may be instructed to return their vehicles home either for a designated period of time or for the remainder of the school year. Vehicle privileges may be withdrawn by MSD if the school considers a student's operation of a vehicle to be a danger to self or others, if the vehicle is improperly registered or parked, or if its operation is a detriment to school order.

A school official may search any vehicle owned or operated by a student if he or she has reasonable suspicion that there may be a violation of the school's printed regulations and/or Mississippi law. The parent or legal guardian of the MSD student assumes full legal and financial responsibility in matters of their vehicle. The risks involved are those of the owner and operator, not MSD.

All students, whether drivers or passengers, need to keep in mind these vehicle policies:

- no student shall drive another student's vehicle
- no student shall drive a vehicle without written (i.e. sign-out) permission from a residence hall staff member or school administrator (including moving a vehicle from one parking lot to another)
- no student shall ride in a personal vehicle with another student without written consent from both parents/guardians.
- vehicles should be considered off-limits in the absence of written or verbal permission from an MSD staff member
- students may not "hang-out" at/in vehicles
- students, or their guests, may not drive the vehicle of a student or guest
- students may not drive a staff member's vehicle
- students shall demonstrate courtesy and consideration of others including, but not limited to, vehicle stereo volume

Vehicle use will be granted based on the information given in the Student Handbook. During the school week (Sunday 7:30 p.m. through Friday 2:00 p.m.) student vehicle use is restricted and students should not expect to be granted vehicle use.

## **Student Activities in the Dorm**

A calendar of activities developed by the Residential Director for the students will include activities such as board and table games, intramural sports, dances, parties, movie nights, concerts, and plays. Trips in and out of town will be possible for shopping, entertainment, concerts, museum visits, or other activities.

Most of the activities offered by MSD are free of charge. An Extracurricular Activity Fee of \$35.00 a month will be used to fund any special activities or trips. Student suggestions for activities are sought and encouraged through various committees or by simply passing on the suggestion to one of the staff.

## **Room Searches**

Authorized MSD 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 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. 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.

**Authorized MSD staff may also search parked cars and lockers should there be reasonable suspicion that violations of school policy or criminal law are occurring.**

## **Scent Detection Canine Searches**

The use of law enforcement scent canines is a 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 suspicion.

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 MSD personnel, will conduct all scent detection canine searches.

## **Policies and Statutes**

### **Anti-Bullying Policy**

#### Definitions:

Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic, that takes place on school property, at any school-sponsored function, online, or on a school bus.

Bullying includes, but is not limited to:

- Placing a student or school employee in actual and reasonable fear of harm to his or her person
- Damage to his or her property
- Creates or is certain to create a hostile environment\* by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

Conduct that substantially interferes with a student's education or substantially disrupts the operation of a school is considered bullying.

\*Hostile environment means the victim subjectively views the conduct as bullying or harassing behavior, and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Cyberbullying is bullying or harassing that occurs through electronic communications and/or devices. Cyberbullying can occur in many different forms such as messaging, posting, cyberstalking, and impersonation. Cyberbullying may include, but is not limited to:

- Messages in any form which may include but is not limited to: text, image, audio, or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner.
- Any electronic communication which disrupts or prevents a safe and positive educational environment may also be considered cyberbullying.

The words “bullying”, “cyberbullying”, and “harassment” may be used interchangeably.

#### Prohibitions:

An act of bullying by an individual student, group of students, parents, employee, or other person against a student or school employee is expressly prohibited on school property, online, at school-related functions, or on a school bus. This policy applies not only to those directly engaged in an act of bullying but also to anyone, who by their indirect behavior, condones or supports an act of bullying.

Any act of reprisal and/or retaliation against a victim, a witness, or any other person, with reliable information and/or who in good faith provides information about bullying or harassing behavior is prohibited.

No employee shall permit, condone, or tolerate bullying. False accusations or reports of bullying are prohibited.

Students and staff are prohibited from using personal communication devices or school property to bully, harass, or stalk another.

#### Reporting:

Any person who believes he or she has been the victim of bullying or anyone with knowledge that a student or school employee has been subjected to bullying or harassing behavior shall report the alleged acts immediately to an appropriate school official [Principal or Dormitory Director]. A student may report bullying anonymously; however, the school’s ability to take action based solely on an anonymous report may be limited.

All Mississippi School for the Deaf employees shall be alert to possible situations, circumstances, or events that might include bullying.

A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.

A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official [Principal or Dormitory Director].

Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

A student has a fundamental right to take reasonable actions as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing.

The Mississippi School for the Deaf will annually provide education and information to students regarding bullying or harassment, including this policy, the harmful effects of bullying, and other applicable initiatives to prevent bullying.

Students who make a cyberbullying report should preserve evidence of cyberbullying. For example, a student may save or bring a copy of an email, text message, picture, or other electronic transmission that the student believes was intended to defame, intimidate, harasses, harm, insult, or humiliate.

**Action:**

Upon receipt of a complaint or report of bullying, school officials, or a designated third party will act to investigate all complaints of bullying within 24 hours of the report and will discipline or take appropriate action against anyone who is found to have violated this policy.



Investigation and action taken will be consistent with the school's policy on harassment, violence, or other action causing harm to another.

Consequences for students may include loss of privileges, discipline, suspension and/or dismissal.

Consequences for employees who permit, condone, partake, or tolerate bullying or intentional false reporting of bullying may result in disciplinary action up to termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but are not limited to, exclusion from school district property and events and/or subject to appropriate sanctions as determined and imposed by the Mississippi School for the Deaf Superintendent.

Disciplinary measures may not be taken against a student, who after an investigation, is found to be a victim of bullying and used reasonable self-defense in response to the bullying.

Discipline for bullying of a student with disabilities will comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act 20 U.S.C. § 1400 *et seq.*

Any perceived criminal conduct will be reported immediately to local law enforcement.

## **Harassment Policy**

### **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, he or she is encouraged to report the incident or complaint in writing to an administrator. Filing of a complaint or reporting harassment in any manner will not affect an individual's status, future employment, work assignments, or grades.

Complaints alleging discrimination or harassment must be handled in accordance with the procedures set forth in the Mississippi Department of Education Board Policy Part 3, Chapter 99, Rule 99.1.

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. When any individual become aware of suspected abuse, a report of the incident must be made to the Mississippi Department of Human Services and law enforcement. 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 MSD 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.

### **Reporting Sexual Harassment**

It is the policy of the Mississippi School for the Deaf to maintain an environment that is free from sexual harassment.

No student shall harass other students, employees, or other persons on campus or during any school function off campus through sexual conduct or communications. (The term "employee" also includes non-employees and volunteers who work under the control of school employees.)

If you should become a victim of sexual harassment or discrimination please report the incident to your principal or dormitory director. Complaints alleging discrimination or harassment must be handled in accordance with the procedures set forth in the Mississippi Department of Education Board Policy Part 3, Chapter 99, Rule 99.1. ALL complaints of sexual harassment, sexual discrimination or sexual misconduct will be investigated with the assistance of Human Resources and the MDE Legal Department.

## **False Reporting of Sexual Harassment**

A student who gives a false report that a staff member or another student has sexually harassed a student or has knowingly given false information, will be considered to have engaged in student misconduct and will be subject to disciplinary action.

## **Right to Express Concerns, Complaints or Grievances**

Complaints alleging discrimination or harassment must be handled in accordance with the procedures set forth in the Mississippi Department of Education Board Policy Part 3, Chapter 99, Rule 99.1.

### 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:** 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:** 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, or other personal concerns or filing a false complaint of sexual harassment.

These stipulations apply whether the harassment is between people of the same, or of a different gender.

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.

### **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.

## **Gang Activity and Secret Societies Policy**

It is unlawful in the State of Mississippi to organize fraternities, sororities, or secret societies in the public high schools. It is also unlawful for a public-school student to be a member of, belong to, or participate in such organizations, and to solicit student membership in such organizations. Students in violation of this policy are subject to suspension or expulsion.

Schools governed by the Mississippi State Board of Education are committed to maintaining a safe school environment for their students and staff. Students are expected to adhere to the school standards of conduct that promote well-being and supports the learning process. Gang activity will not be tolerated in any form. Gang-related activities in the school, on school property or vehicles, or at school-related activities are prohibited. Where gang activity is suspected or confirmed a complaint will be filed in accordance with the “Mississippi Street Gang Act” pursuant to Miss. Code Ann. § 97-44-1et seq.

Gang activity, which initiates, promotes, or advocates activities that threaten the safety or wellbeing of persons or property on school grounds or which disrupts the school environment are harmful to the educational process. The use of hand signals, graffiti, or the presence of apparel, jewelry, accessory, or manner of grooming which, by virtue of color, arrangement, trademark, symbol, or any other attribute which implies membership or affiliation with such a group, presents a clear and present danger and is to be discouraged by school officials. Students displaying interest, involvement, or affiliation with a gang shall be subject to disciplinary action and will be encouraged to seek involvement in authorized school organizations to enhance self-esteem and promote activity that can have a positive impact on the student.

## **Alcohol and Drug Prevention Policy**

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

The purchase and use of alcohol by minors is against the law. MSD 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. If students choose to become involved in alcohol-related incidents and threaten the opportunities the state of Mississippi has extended to them, MSD will respond in a firm, yet fair, disciplinary manner.

Possession of Alcohol: a student having alcohol or empty alcohol containers in his/her room, in a vehicle or other locations on campus, or on his/her person on campus or off

campus if at a school sponsored event. 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 MSD.

Use of Alcohol: the consumption of alcohol determined by direct observation, a student emitting the odor of alcohol, or a positive reading on an alcohol breath or blood 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.

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 a student has consumed alcohol and he/she denies it, MSD officials may ask him/her 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.

Once determined that the student used, purchased, possessed, or distributed alcohol, the MSD administration will notify parents and schedule an IEP Review/Revision conference. The student will be subject to at least a five-day suspension. The student will be given oral or written notice of the charges against him and, if charges are denied then an explanation of the evidence the authorities have and an opportunity to present his side of the story.

Expectations for the student while on suspension and following suspension will be communicated during the conference.

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.

## **Students Under the Influence**

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:

- the student's parents will be notified
- the student's alcohol level may be tested
- if the alcohol level is above 0.0, the student will be referred to the principal or the Director of Residential Services for disciplinary procedures to be initiated
- if the behavior creates urgent concern, the student may be transported to the emergency room at the cost of the parents

Students refusing the test may be subject to disciplinary action. 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 MSD members.

MSD provides 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 Federal and State laws that make it illegal to use, 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 MSD.

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

The campus of MSD is a tobacco-free environment. Cigarettes, including vapor cigarettes, 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 MSD, the same drug-free policies exist for all MSD administration, faculty, staff, and students. Possession constitutes a violation and will be referred to administration as a Level Three violation.

## **SMOKE FREE POLICY**

Consistent with the provisions of 20 U.S.C. § 6083, **MSD bans the use of all tobacco products in all school buildings in the district and on all school vehicles by all persons at all times.** This ban extends to all employees, students, and patrons attending school sponsored athletic events and meetings. The ban extends to school-owned or operated vehicles and facilities.

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

In addition to tobacco, alcohol, and drugs, MSD prohibits the following items from campus: vapor cigarettes, electronic cigarettes/cigars/pipes, and accessories (e.g., pipes, holders, rolling papers, lighters, matches are not allowed).

Any natural herbs, seeds, or plants that are used for the purpose of altering state of mind in students are strictly prohibited.

Items that are used outside of their intended purpose to alter the state of mind in students are considered prohibited items. Students will be subject to disciplinary action accordingly.

### **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 independently report the abuse and/or seek assistance. This student shall then be immune from disciplinary action.

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 and evaluation determined as necessary. Failure to comply with the evaluation or treatment will mean full disciplinary action from MSD. Parents are responsible for any costs incurred as a result of a substance abuse evaluation and treatment.



## SUICIDE PREVENTION POLICY

This policy is designed to provide intervention services for students needing preventative counseling and immediate protection.

The school establishes this policy in an effort to take positive steps toward reducing student suicide through:

1. Prevention. To provide in-service training to all school district employees with information about the recognition of the signs of suicidal behavior; including, but not limited to, early identification and delegation of responsibility for planning and coordination of suicide prevention efforts.
2. Intervention. To take affirmative action when an immediate referral is warranted and to understand the emergency procedures when a referral is made and to provide support for students.
3. Posttension. To respond to suicide or suicide attempt, utilizing the district's crisis response, documentation, and reporting procedures.

Suicidal Attempt: The student will be taken to the health clinic if he or she is able; otherwise, the nurse will go to the student. The staff member who is calling should give specific information on the location of the student. The nurse will measure and assess blood pressure, pulse, respiration, and begin cardiopulmonary resuscitation/first aid as indicated. A staff member should remain with the student at all times and other staff members and students should move out of the area. Contact with the superintendent occurs at this time. The superintendent will assign a staff member to contact the parent/guardian.

The nurse will:

- determine if a life-threatening situation exists and delegate a staff member
  - to activate the medical response system (EMS-9-1-1) and meet the emergency vehicle. The nurse will continue to monitor vital signs every 5 minutes until the arrival of rescue personnel
- will contact POISON CONTROL at MS Poison Control at the University Medical Center, 800-222-1222 for assistance with any drug overdose/chemical ingestion
- will obtain name/description of medication/chemical, amount taken, and time taken (if possible provide the health care provider the container)
- will save all vomitus and send to the health care provider

- will give EMS personnel all health-related information and where to transport the student for medical care
- advise ER/mental health provider with the current observations and assessments

A copy of the Permission to Treat and Health Care Provider Medical Record is to be sent with the student to the health care facility. The nurse will complete this if time permits, otherwise another staff member will be assigned this task.

Best practices for assisting a student who has made a suicide attempt are:

- detain student, getting assistance, if student is acting out or presents risk to self/others
- don't touch the student if touch increases agitation
- don't allow the student to come between you and the door
- don't remain alone with a student who becomes aggressive

If a mental health counselor employed by MSD is onsite he/she will respond immediately for student support. The nurse will remain with the student to monitor medical status if deemed necessary. Counselor may assume responsibility for remaining mental health intervention.

Keep student under direct surveillance until dismissed directly to the responsible party or EMS response personnel.

Imminent Suicide Plan:

- specificity-consider high risk if there is a detailed plan
- lethality-consider high risk when a student perceives action to be lethal
- availability-consider high risk if implement is readily assessable
- proximity-consider as higher risk with increased distance from rescuers

EX: Student in a high place with a threat to jump.

Mental Health counselor should complete a mental health intervention. The superintendent will be notified when a threat is made and policy will be set into motion.

Otherwise:

Staff members should encourage student to communicate feelings and concerns using a non-judgmental manner to maintain student dignity.

- actively listen to student and acknowledge student's feelings
- speak in calm, steady voice as well as sign in a calming nature
- try to maintain eye contact with the student

- reflect student's feelings back to him/her
- use touch, if appropriate and do so in a gradual way
- ask directly about suicidal intent
- DO NOT collude with the student; concerns need to be shared with pertinent persons in the student's life
- provide as much privacy as possible and discourage onlookers
- introduce concepts of hope
- acknowledge student's feelings
- remind student of the temporary nature of crisis
- reinforce desire that student stay alive
- refer for immediate medical/mental health assessments

MSD nursing staff will work with medical personnel on medical/physical concerns. MSD mental health counselor will follow up with mental health services and make contact with the parent of responsible party of observations noted and recommendations for future interventions and assist, as needed in facilitating a mental health evaluation. If the Responsible Party is inaccessible, the counselor will work with designated school officials to reach an emergency contact.

Keep students with imminent suicidal plans under direct surveillance until dismissed directly to the responsible party or appropriate surrogate.

#### Non-Imminent Suicidal Ideation:

- refer to the MSD mental health counselor
- encourage student to verbalize feelings and concerns using non-judgmental communication to allow student to maintain dignity
- clarify / reflect / summarize feelings, but never say you understand feelings when you do not
- reassure that feelings are important
- DO NOT collude with the student as to confidentiality - concerns need to be shared with pertinent persons in the student's life
- introduce concepts of hope
- acknowledge student's feelings
- remind student of the temporary nature of crisis
- reinforce desire that student stay alive
- refer for immediate medical/mental health assessment

Keep students with imminent suicidal plans under direct surveillance until dismissed directly to the responsible party or appropriate surrogate.

## **Family Education Rights and Privacy Act (FERPA)**

The schools governed by the Mississippi State Board of Education will protect the confidentiality of all previous or currently enrolled students with regard to information contained in its records as prescribed by the Family Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA).

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.

These rights are:

The right to inspect and review the student’s education records within 45 days after the day the Mississippi School for the Deaf receives a request for access.

Parents or eligible students should submit to the Superintendent (or their designee) a written request that identifies the record(s) they wish to inspect. The Superintendent (or school official) will make arrangements for access and notify the parent or 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, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the Superintendent/Executive Director (or their designee), clearly identify the part of the record they want changed and specify why it should be changed.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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. If, as a result of the hearing, the school still decides not to amend the record, the parent or eligible student has the right to insert a statement in the record setting forth his or her views.

The right to provide written consent before the school 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 school and/or 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 school official may also include a volunteer or a person, company, consultant or other party or contractor with whom the school and/or Mississippi Department of Education has outsourced to perform an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, or therapist); or a parent or student volunteering to serve 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, the school discloses education records with appropriate notification to parents and eligible students to officials of another school district or college in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

- a) An educational agency or institution may disclose directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the agency or institution of:
  - (1) The types of personally identifiable information that the agency or institution has designated as directory information;
  - (2) A parent's or eligible student's right to refuse to let the agency or institution designate any or all of those types of information about the student as directory information; and

(3) The period of time within which a parent or eligible student has to notify the agency or institution in writing that he or she does not want any or all of those types of information about the student designated as directory information.

Any disciplinary actions affecting attendance is included in the student's permanent record and cumulative folder. The school will forward education records, including disciplinary records, to other schools or colleges in which the student seeks or intends to enroll.

The school may disclosure directory information about students without consent. 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, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and height or members of athletic teams, degrees and awards received, and the most recent previous educational agency or institution attended.

The school may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student under certain conditions set forth in the FERPA regulations. Personally identifiable information includes, but is not limited to, the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

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

The parent or eligible student has the right to refuse to let the school designate any or all types of information about the student as directory information. The parent or eligible student must notify the Superintendent (or his/her designee) 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.

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**

Schools governed by the Mississippi State Board of Education respect 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 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.

## **SECTION 504/AMERICANS WITH DISABILITIES ACT (ADA)**

**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 Deaf.

To ensure the school's compliance with Section 504, as it applies to students with disabilities, the following procedures have been adopted.

MSD's Section 504/ADA contact person is the campus principal. The contact information is as follows:

Campus Principal  
1253 Eastover Drive  
Jackson MS, 39211  
601-984-8000

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 welcomed. 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 MSD'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 MSD 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.

MSD 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.

## 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.

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|-----------------------------|---|
| Miss. Code Ann. § 37-3-51   | Notification of Department of Education of conviction of certificated person of certain felonies of sex offense   |
| Miss. Code Ann. § 37-3-81   | School Safety Center established by the Mississippi Department of Education   |
| Miss. Code Ann. § 37-3-84   | Confiscation of illegal firearms; reward  |
| Miss. Code Ann. § 37-3-89   | School discipline and classroom management courses; requirement; approval   |
| Miss. Code Ann. § 37-3-93   | School Crisis Manage Program; quick response teams; toll free telephone service for reporting school violence   |
| Miss. Code Ann. § 37-7-323  | Application and enforcement of general criminal laws of state.  |
| Miss. Code Ann. § 37-9-14   | General duties and powers of superintendent of school district  |
| Miss. Code Ann. § 37-9-17   | Fingerprinting and criminal background checks for applicants  |
| Miss. Code Ann. § 37-9-71   | Suspension of pupils  |
| Miss. Code Ann. § 37-11-5   | Instruction in fire drills and emergency management   |
| Miss. Code Ann. § 37-11-18  | Expulsion of student possessing controlled substance or weapon or committing violent act on school property.  |
| Miss. Code Ann. §37-11-18.1 | Expulsion of habitually disruptive students aged 13 years or older upon third occurrence of disruptive behavior within school year.   |
| Miss. Code Ann. § 37-11-19  | Suspension or expulsion of student damaging school property; liability of parent or custodian   |
| Miss. Code Ann. § 37-11-20  | Intimidation, threatening or coercion of students for purpose of interfering with attendance of classes   |
| Miss. Code Ann. § 37-11-21  | Abuse of superintendent, principal, teacher, or bus driver  |
| Miss. Code Ann. § 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 |
| Miss. Code Ann. § 37-11-35  | Penalties for failure to file reports pursuant to   |
| Miss. Code Ann. § 37-11-37  | Public high school fraternity, sorority, or secret society; definition  |
| Miss. Code Ann. § 37-11-39  | Public high school fraternity, sorority or secret society; illegality   |
| Miss. Code Ann. § 37-11-41  | Public high school fraternity, sorority or secret society; membership or participating in activities  |
| Miss. Code Ann. § 37-11-43  | Public high school fraternity, sorority or secret society; duties of boards of trustees   |
| Miss. Code Ann. § 37-11-49  | Wearing of approved eye protective devices required during participation in certain vocational, industrial arts, and chemical-physical laboratory courses of instruction  |
| Miss. Code Ann. § 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.  |
| Miss. Code Ann. § 37-11-55  | Code of Student Conduct   |

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| Miss. Code Ann. § 37-11-57               | Immunity of school personnel from liability for carrying out action in enforcing rules regarding control, discipline, suspension and expulsion of students |
| Miss. Code Ann. § 37-13-91               | Compulsory school attendance requirements, generally; enforcement of law   |
| Miss. Code Ann. § 37-15-3                | Storage of cumulative folders; access to records; disposition of records upon transfer of student between schools; destruction of records                  |
| Miss. Code Ann. § 37-15-6                | Central reporting system for information concerning expulsions from public schools, access to information  |
| Miss. Code Ann. § 37-15-9                | Requirements for enrollment of children in public schools  |
| Miss. Code Ann. § 43-21-151              | Requirement to Notify Youth Court of Expulsions  |
| Miss. Code Ann. § 93-5-26                | Rights of non-custodial parents  |
| Miss. Code Ann. § 97-44-1 <i>et seq.</i> | Mississippi Street Gang Act  |
| Miss. Code Ann. § 97-37-17               | Weapons possession on educational property   |

**All students must sign and return page 66 (AUP Policy) as well as the certification of acknowledgment below.**

**All parents must sign and return page 67 (AUP Policy) as well as the certification of acknowledgment below.**

### **CERTIFICATION OF ACKNOWLEDGEMENT**

I have read the Mississippi School for the Deaf (MSD) Handbook and understand that all students must follow all policies.

I understand that if any policy is violated disciplinary measures will be based upon the type of violation as outlined in the handbook.

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

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_