

Mississippi School for the Blind



Student Handbook
2022-2023

*1252 Eastover Drive
Jackson, Mississippi 39211*

SBE Approved- May 26, 2022

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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.

2022-2023 MSDB School Calendar

July 2022						
S	M	T	W	T	F	S
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31						
August 2022						
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October 2022						
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December 2022						
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Mississippi Schools for the Deaf and the Blind

Aug 1-5	Professional Development Days
Aug 8	First Day of School for Students
Sep 5	Labor Day
Sep 7	Progress Reports
Oct 10-11	Fall Break
Oct 14	Report Cards
Nov 9	Progress Reports
Nov 21-25	Thanksgiving Vacation
Dec 22-Jan 5	Winter Break
Jan 6	Professional Development Day
Jan 11	Report Cards
Jan 16	Martin Luther King, Jr. Day
Feb 8	Progress Reports
Feb 20	Presidents' Day
Mar 13-17	Spring Break
Mar 22	Report Cards
April 7-10	Easter Break
April 12	Progress Reports
May 15	Professional Development Day
May 19	Graduation
May 25	Report Cards
May 26	Last Day of School
May 26	Professional Development Days
May 29	Memorial Day

Staff Schedule	
July 25	Head Nurse and Counselors report
Aug 1	9 month staff report
May 26	last day for 9 month staff
June 2	Head Nurse and Counselors last day

January 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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Semester 1 Instructional Days - 90
Semester 2 Instructional Days - 90
Total Instructional Days - 180
Semester 1 Teacher Days - 95
Semester 2 Teacher Days - 92
Total Teacher Days - 187

School Closed	Professional Development (no school for students)	Progress Reports/Report Cards	
Classes resume	First and Last days of school		

MSDB OUTREACH SERVICES

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Orientation and Mobility Specialist
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OVERVIEW

History

Over one hundred seventy years ago on March 2, 1848, the Institution for the Instruction of the Blind was officially established by the State Legislature (Article 9, Chapter 43 – Laws of Mississippi) with an appropriation of \$2500. Prior to this, a blind philanthropist, James Champlain, made an appeal to the legislature to use state aid to establish an institution for the blind. Since its establishment, the school has been known by several names: Institute for the Blind, Asylum for the Blind, and Mississippi School for the Blind.

The school initially served twenty-eight (28) students; presently it provides services to visually impaired and blind children throughout the State of Mississippi through its Early Intervention Program, on-campus PK-12 educational program, the Mississippi Assistive Center Jackson Central Lions Low Vision Clinic, and the Mississippi Instructional Resource Center.

Mississippi School for the Blind has occupied several locations during its long history, at one time moved to Monticello in south Mississippi to allow its facilities to be used as a hospital during the Civil War. A temporary school for black children with visual impairments was established in 1929 at Piney Woods Country Life School. Helen Keller visited this school, as well as the school on North State Street, in 1945. In 1951, a new school on Capers Avenue replaced the one at Piney Woods. In 1948, a new school for students at the North State location opened on Eastover Drive. All students moved to the Eastover site in 1980. In December 1999, MSB moved to its present location on the south side of Eastover Drive with the Mississippi School for the Deaf.

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. Students with visual impairments or blindness learn best when they are actively involved throughout the learning process.
4. Students with visual impairments or blindness should receive services from highly qualified professionals.
5. Positive relationships and mutual respect among and between students and staff should be present.
6. A commitment to continuous improvement is imperative for preparing students to be lifelong learners.
7. The expanded core curriculum should be a part of the course of study for all students with visual impairments or blindness.
8. Students receiving instruction in Braille should receive services from a TVI certified teacher with expertise in delivering braille instruction.

Governance and Purpose

The Mississippi School for the Blind (MSB) is governed by the Mississippi State Board of Education and receives guidance on its programs and services by the MSB Stakeholder's Advisory Committee. MSB is a special purpose school for students 3-21 years of age who are blind, visually impaired, or deafblind 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.

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 MSB.

The MSB 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 appropriate 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 always expected to remain on campus 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 if 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

MSB 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, but the data will also 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 Office of Combined Services.

Mississippi Assistance Center Services

MSB provides specialized instruction to students who are blind, visually impaired, or deafblind, including those with multiple disabilities. Admissions is determined on an individual basis via an Individualized Education Program (IEP) process conducted between MSB and the local school district (LEA). Students must be currently enrolled in a Mississippi local school district (LEA). Students who qualify for admissions are those who will receive educational benefit from the programs offered at MSB and whose primary disability is —visually impaired or deafblind, including those with multiple disabilities.

In the event a student's needs are beyond the scope of MSB's VI services, it is the responsibility of the local education agency (LEA) to collaborate with MSB and provide these additional services (i.e., personnel, materials, equipment, etc.).

Low Vision Evaluation

Each MSB 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. MSB students with potentially degenerative conditions will be monitored as needed by the low vision specialist per his professional judgment.

Parents of MSB 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 student to receive an examination through the Low Vision Clinic or wishes to be notified prior to their student's scheduled evaluation, a written notification must be received by the Low Vision Clinic during registration or as soon as possible.

Early Intervention Services: Ages Birth-3 years of age

The Mississippi Assistance Center (MAC) provides Early Intervention Services for babies and toddlers (Birth-3) who have been identified with vision loss. Early intervention services are provided statewide to families of blind, visually impaired, and deafblind children, including those with additional disabilities age birth to 3 years. Services are provided in the natural environment by Early Intervention Specialists who have received specialized training as Teachers of the Visually Impaired.

Customized developmental and learning activities are designed and taught during each visit. These activities and topics for families include:

- Early Communication and interaction
- Pre-braille/Braille Skills
- Daily Living Skills
- Orientation and Mobility Skills
- Functional Academic Skills
- Psycho-emotional Support
- Fine/Gross Motor Skills
- Social Development

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

Early Intervention Specialists/Teachers of the Visually Impaired (TVIs) will provide services to children ages 3-5 until transition into an appropriate program can be established.

ADMISSION & CONTINUED ENROLLMENT

MSDB has been designated by the State of Mississippi as a program that serves children whose primary disability is either a hearing loss or a vision loss. Program design and selection of staff is based on that premise. Not all children who apply are eligible to attend the MSDB. Below is a summary of MSDB's enrollment criteria.

A: All students must meet these requirements:

1. Live in the state of Mississippi;
2. Be between 3 and 21 years of age;
3. Can finger feed self, chew, and swallow most food, indicate awareness of being soiled or wet, assist with dressing, and cooperate in bathing;
4. Parent gives consent for emergency medical treatment or for a Health Care Plan, if needed;
5. Determined not to be a danger to self or others or disruptive to the educational process;
6. Does not show an uneven developmental profile and pattern of social, communication, and restricted or repetitive behaviors or interests;
7. Does not have a medical or mental health condition that prohibits the student from attending school daily;
8. Does not have a standard score of three (3) standard deviations below the mean on standardized intellectual and adaptive behavior assessments; and
9. Does not have medically related health or safety needs beyond the scope of the Health Clinic or the educational program.

B. Students who are Deaf/Hard of Hearing must also meet the following requirements:

1. Have a permanent or fluctuating hearing threshold level as evidenced by:

- a. Deaf (severe impairments in processing linguistic information through hearing with or without amplification) - OR -

Hearing impairment (permanent or fluctuating hearing impairment)
- AND -

- b. Adverse impact on educational performance.

2. The supporting evidence must contain an audiometric evaluation conducted by an audiologist (MDE license in audiology, MSDH license, ASHA- CCC, or AAA certification) or physician with expertise in audiological exams using appropriate audiological equipment explaining each of the following:

- a. type of loss,
- b. age of onset (if known),
- c. severity of loss,
- d. speech reception or speech awareness thresholds (if obtainable),
- e. speech discrimination scores (if applicable),
- f. recommendations regarding amplification,
- g. other recommended interventions, if any, including the need for assistive technology,
- h. a description of a follow-up examination and results, including how the conditions noted during the examination might interfere with educational testing and performance and recommendations for accommodations, modifications, and educational programming
- i. acoustic immittance measures,
- j. an audiogram and/or measures of auditory evoked potential, such as Auditory Brainstem Response (ABR), Auditory Steady State Response (ASSR), and Otoacoustic Emissions (OAE) that would define the hearing loss,
- k. a description of how the hearing loss impacts educational performance, and
- l. communication abilities and needs including the need for assisted communication.

MDE State Board Policy 74.19

3. Have a hearing threshold that interferes with progress in developmental skills or academic performance, social-emotional development, or linguistic and communicative skills.

4. Evidence of genetic deafness in the student's family and/or early identification of progressive hearing loss.

C. Students who are Blind/Visually Impaired must also meet the following requirements:

1. Have a documented eye condition that causes an impairment as manifested by:

a. Blind (little or no vision), - OR -

Partially sighted (significant vision loss of 20/70 or worse in the better eye after correction) -OR-

Legally blind (visual acuity of 20/200 or worse in the better eye after correction or contracted peripheral field of $<20^{\circ}$) -OR-

Other severe visual problems. - AND –

b. Adverse impact on educational performance.

2. The supporting evidence must contain a statement from an ophthalmologist or optometrist supporting eligibility that includes descriptions of visual acuity, diagnosed visual problems, a statement of how the child's visual problems affect educational performance and recommendations for educational programming.

3. Have a functional vision loss which inhibits optimal processing of information through the visual channel and requires the use of specialized techniques, textbooks, materials, or equipment.

4. An ophthalmologist and/or optometrist statement of a visually impaired diagnosis.

MDE State Board Policy 74.19

D. Students who are Deaf-Blind must also meet the following requirements:

1. Evidence of **Deaf/Hard of Hearing** as described above.

2. Evidence of **Blind/Visually Impaired** as described above.

E. General Inquiries for School Districts & Parents/Guardians:

1. Steps for enrollment at MSDB

Prior to requesting an IEP meeting to determine the Least Restrictive Environment (LRE), local school districts must fax the following information to LaQuandra Jones at (601) 984-8020:

- a. In-state eligibility determination form
 - b. In-state Individual Education Program (IEPs) or Individual Family Service Plans (IFSPs-preschool) (*past three school years*)
 - c. Ophthalmologist or Optometrist reports for students who are Blind or have Visual Impairment
 - d. Audiologist reports for students who are Deaf or have Hearing Loss
 - e. Psychoeducational Report (*an intelligence measure should be attempted*)
 - f. Related Services Assessments, if applicable
 - g. Discipline Report (*last two school years*)
 - h. Attendance Report (*last two school years*)
 - i. Medical records (*include medications*)
 - j. Academic records
 - k. Other
2. The local school district should complete their evaluation procedures prior to seeking enrollment at MSDB. An MSDB representative will contact the local district to organize the scheduling of a change of placement meeting within three (3) business days of receiving the items listed above.
3. Observation Period: The enrollee may attend MSDB for up to sixty (60) school days from the student's initial day of school to determine if continued placement at MSDB is appropriate.
4. Parents/guardians are welcome to inquire about our district. Entry is determined by the local school district when considering Individuals with Disabilities Education Act (IDEA) and state board policy requirements for special education and MSDB's general admission criteria and continued enrollment. Please contact the MSDB school counselors for information regarding academic learning and student life.

5. The Mississippi Department of Education Office of Special Education offers a Parent Outreach and Support Center that is available to assist parents at 601-359-3498.

MSDB Contact Information

Name	Title	Email	Phone
LaQuandra Jones	MSDB Director of Special Services	<u>laquandra.jones@msdb12.org</u>	601-984-8131
Pamela Jones	MSD School Counselor	<u>pamela.jones@msdbk12.org</u>	601-984-8000
Teresa Thomas	MSB School Counselor	<u>teresa.thomas@msdbk12.org</u>	601-984-8212

Failure to provide all information or falsification of information will prevent applications from being processed and/or result in disenrollment if the student is found eligible based on incomplete or inaccurate information.

MSDB Operations Manual, pp. 10-13

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, and
- Copy of the student's current report, when applicable.

ACADEMICS

MSB 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/staff who have been specially trained to work with students 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 1:30 on Friday. This schedule allows residential students to arrive home at a reasonable hour and staff to attend professional development on Friday afternoons. Commuters 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 3:45 p.m.

Bell Schedule - Monday-Thursday

7:55-8:00	-	Homeroom
8:00-8:55	-	1st Period
9:00-9:55	-	2nd Period
10:00-10:55	-	3rd Period
10:50-11:15	-	Elementary Lunch
11:00-11:55	-	4th Period
12:00-12:25	-	Secondary Lunch
12:30-1:25	-	5th Period
1:30-2:25	-	6th Period
2:30-3:30	-	7th Period

Bell Schedule - Friday Homegoing

7:55-8:00	-	Homeroom
8:00-8:40	-	1st Period
8:45-9:25	-	2nd Period
9:30-10:10	-	3rd Period
10:15-10:55	-	4th Period
11:00-11:40	-	5th Period
11:40-12:05	-	LunchElementary Lunch - 10:50-11:15
12:10-12:50	-	6th Period
12:55-1:35	-	7th Period

MSB Student Honor Code

MSB promotes academic integrity by encouraging all students to demonstrate and exhibit high standards of honesty and respect in their academic work. Violations of this honor code disrupt the community of trust necessary to support high standards of academic achievement. All MSB students will pledge and work consistently to uphold the standards and values relative to academic integrity.

MSB Honor Code Pledge:

I, _____ pledge to always maintain a high level of respect and honesty as a student representing the Mississippi School for the Blind. I understand and will uphold the Honor Code to assist our school in promoting and advancing authentic learning. I will not lie, cheat, plagiarize or be complicit with those who do. I will encourage fellow students who commit honor offenses to acknowledge such offenses to their teacher(s) or the school administration. I make this pledge in the spirit of honor and trust

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 at 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.

Two (2) days of written parental excuses will be permitted each nine weeks. This applies to all students.

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 (2 per year)
- 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 canceled 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).

MSB encourages good medical and dental care for 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. In addition, parents and dorm parents are notified of weekly assignments. Students with 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 MSB. Trip administrators, teachers, or staff members in charge will communicate expectations and the policies of the student handbook are applicable during all travels.

Violators will be referred to the principal/supervisor. All students will travel in the 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.

School Athletics

- MSB continually ensures that physical education teachers and coaches have appropriate training.
- The school promotes equality in all aspects of its athletic programs, including equal access to athletics, and fair and just treatment within both the curricular and extracurricular program. Roster sizes for sports may need to be limited as a matter of practicality. This is to ensure team members receive adequate attention for training, supervision, and preparation for competitions and that adequate resources including transportation are in place to ensure a quality experience. Effort will be made to fairly evaluate all candidates for teams.
- The school is committed to the safety and physical and emotional health of participants in the athletic program. The school demonstrates this commitment by ensuring that appropriate safety precautions are in place for all physical education activities. Furthermore, the school has appropriate response safeguards in place if a student is injured.
- The school stands firmly in opposition to performance-enhancing drugs.
- The school and its athletic program do not tolerate any form of hazing, bullying or other inappropriate behaviors.
- The school ensures that students, parents, and alumni, and others understand the expectations of sportsmanship, civility, and self-control at athletic practices and contests, much as those same characteristics are required within the more traditional academic environment.

Eligibility

- To be eligible to participate students must maintain a ***current physical*** (less than one (1) year old throughout all seasons they participate in) on file in the office prior to participation.
- To be eligible to compete in athletics, a student must remain in good academic standing per the Parent/Student Handbook. Therefore, students must maintain an overall “C” average.
- MSB will abide by individual eligibility requirements as outlined by the Mississippi High School Activities Association (MHSAA) to participate in athletics and extracurricular activities.
- MSB also competes as a member of the South-Central Association of Schools for the Blind (SCASB) and students must meet eligibility requirements to compete in athletic and extracurricular activities sponsored by this organization.

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 according to the MSDB grading policy.
- 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 principal of each school shall consider the recommendation of the teacher; the student's grade in each subject or course; the student's score on a Mississippi state assessment; attendance; and any other necessary academic information, as determined by the principal.

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. MSB 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 student'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, and
- Active Parent online parental access.

Parental Access to Grades and Information

Online access to student's grades, discipline, and attendance is available through the Active Parent portal: msbd.activeparent.net. Passwords can be obtained from the school principal or counselor. Information and school news are available through the MSB website at www.msb.k12.ms.us. Please access our school website regularly for up-to-date school information.

Parents must provide the school with all current contact information including emergency contacts to ensure student safety. MSB 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 As on the report card,
- Honor Roll: Students receiving A's and Bs 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 As on every report card
Honor Roll: Students receiving A's and Bs 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)

English Learners (ELs)

MSB is committed to providing a quality education for all students, including those whose first language is not English. The instructional goal of the English as a Second Language (ESL) program would be to provide services to English learners (ELs) to

improve or increase their English language proficiency; thus, enabling them to function independently and to participate effectively in the regular academic program. All identified ELs' primary core curricular instruction will be provided through the regular academic program. The academic needs of EL students will be met through a variety of educational strategies with emphasis placed on the development of listening, speaking, reading, and writing.

As a supplement to regular classroom instruction, EL students receive regularly scheduled instruction in English as a Second Language, with emphasis on English language acquisition skills. As students test into the ESL program, they are scheduled in ESL classes and language acquisition sessions, through pull-out, and/or push-in/inclusion. Students are served by certified teachers, ESL, and content area/mainstream teachers.

Initially, emphasis of the K-5 ESL program is on teaching "survival" language, following directions and basic conversational English. Support and assistance are provided for EL students in core curricular content for the regular program; but the ESL program does not take the place of regular classroom instruction. At the elementary and middle school levels, students are grouped according to their English language proficiency levels to individualize language acquisition instruction as much as possible. The level of English language proficiency and the individual needs of students determine the frequency and duration of ESL instruction. At the high school level, students are scheduled into an ESL class, which also counts as a language credit toward graduation.

The acronyms LEP, ESL, EL and ELL are sometimes used interchangeably.

English as a Second Language (ESL) Grading Guidelines

Procedures for grading EL students must facilitate students' success in school and the school district must ensure that EL students are not being discriminated against in the assignment of grades due to a language barrier. EL students should be expected to meet the same educational requirements as other students; however, they may need more time to do so. Federal requirements mandate that districts take affirmative steps to open their educational programs to national origin minority group students. This means that while EL students must meet the same educational requirements as other students, these requirements must be presented in a manner appropriate to EL students' cultural and linguistic needs and in a time frame that facilitates their learning.

Teachers must consider alternative assessment measures such as portfolios, special projects, and journals. MSB will adhere to the regular, district-wide grading guidelines with the following cautions when grading EL students:

- Grading English Learners in the content areas must be based on **improvement**.
- Fluent English Proficient (FEP) English Learners must be graded on improvement as well as knowledge of content. No failing grades may be given during the English Learners' progression from Level 1-Beginning through Level 3- Intermediate (LAS Links English Language Proficiency Levels: 1-Beginning, 2-Early Intermediate, 3-Intermediate, 4-Proficient, 5-Above Proficient).
- **At level 1**, Beginning, ELs are just beginning to develop productive and receptive uses of English in social, school, and academic contexts. Comprehension may only be demonstrated through nonverbal gestures or through the ELs native language rather than in English.
- **At level 2**, Early Intermediate, ELs are at the developmental stage of communication in English (social, school, and academic contexts). Language deficits delay basic communication and comprehension. At this stage, productive and receptive control of lexical, syntactic, phonological, and discourse tactics for communicating in English is emerging.
- **At level 3**, Intermediate, ELs communicate in English somewhat within grade-level appropriate language demands in social settings and classroom/academic contexts. But deficits interfere with communication and comprehension. More time, repetition and clarification are required. English Learners have a limited grasp of productive and receptive control of lexical, syntactic, phonological, and discourse tactics when addressing new or familiar topics. At level three, English Learners' language lacks adequate connections for elaboration or details.
- English Learners at English Language Proficiency **Levels 4 and 5** on the LAS Links Assessment may be graded according to common criteria for assigning grades, with necessary accommodations and modifications.
- Teachers must fully document regular contact with EL teachers regarding specific modifications for EL students, the performance of EL students and the progress of EL students. Failures for EL students must not be due to English language deficiency. English language deficiency includes reading, writing, speaking, and comprehension. If an EL student receives a failing grade, documented evidence of modifications and accommodations, including conferences with the EL teacher, SET meetings with teachers, school

administrators, support specialist/s, parents or parent representatives must be placed in the student's cumulative folder.

References: MDE English Learner Guidelines
<https://www.mdek12.org/OFP/Title-III-Part-A>

Dropout 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 their home school where their 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

- Student data sharing through school package for student records
- Email links between parents, teachers, administration, and students
- Real time access by parents to student attendance, grades, assignments via the internet through the school package for student records
- Additional support for individual students from community and parent groups
- Support for Transition back to Home Schools
- Communication with parents and students
- Emotional support throughout the
- Prompt transfer of records and data upon request of the new school
- Monitoring to ensure that students enroll in new school
- Intervention Programs
- Attendance monitoring
- Grade progress reviews throughout grading periods
- Tutorial and/or study blocks supervised by a staff/faculty member

- Ongoing communication between the faculty, administration, and residential life staff regarding individual needs

2. College and Career Planning

- On-site print and electronic college and career information, catalogs, and application materials
- Campus visits by recruiters from in-state and out-of-state colleges, universities, and other institutions of higher learning
- Transition to college, financial aid, and other workshops relevant to high school students
- 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 MSB 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

MSB'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%,

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, and
4. Strengthen the home-school-community partnership.

For information regarding the MSB Dropout Prevention Plan, please visit our website at msdbk12.org

PK-8th Grade Instructional Services

MSB is accredited by AdvancED/Cognia 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 PK-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. Students attend elective classes for Music, PE/Health, Everyday Living Skills (EDL), Library, Braille, Orientation and Mobility and Computer Technology.

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. Students are provided a choice of three (3) in addition to their required academic courses of Math, Science, Social Studies, and English/Language Arts.

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 MSB 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:

1. Compensatory academic skills - adaptations necessary for reading and writing or for other means of communication.
2. Orientation and mobility - including independent travel in residential and business areas and the use of public transportation.
3. Social interaction skills - socially appropriate behavior skills leading to successful lives.
4. Self-determination skills - skills and beliefs to pursue personal goals and self-manage one's life successfully, understanding one's strengths and limitations.
5. Independent living skills - personal hygiene, food preparation, money management, time monitoring, and organization of personal spaces.
6. Recreation and leisure skills - a repertoire of enjoyable individual and team activities that carry into adult lives.
7. Career education - knowledge of the world of work, exploration of individual strengths and interests, and the chance to learn marketable skills.

8. Assistive technology - insurance of equal access to print and internet information, feedback to teachers and others, and storage of personal data for easy retrieval.
9. 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). MSB 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:

1. determine if students are making progress;
2. identify students as soon as they begin to fall behind;
3. 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 (IEP) committee will meet to review data and determine the need for support if no progress is made after eight (8) 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:

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

9-12th Grades Instructional Services/CTE/Transitions

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

Information about Mississippi Graduation Requirements can be found here: <https://www.mdek12.org/ESE/diploma>

Mississippi students now can make their high school diploma more valuable. Starting in 2018-19, all 9th graders will choose whether they want to work toward a Traditional Diploma, or take additional classes to earn an academic, distinguished academic or career and technical education endorsement.

Each diploma option will prepare students to be successful after graduation, whether that be in the workforce, a career and technical training program, or college. Also, beginning with incoming 9th graders in 2018-19, students who earn an academic or

distinguished academic diploma endorsement from a public high school will be accepted into any of the state's public universities.

Students are encouraged to talk with their school counselor to learn more about Mississippi's Traditional high school diploma and opportunities to earn endorsements.

Traditional Diploma

- Earn 24 credits (Carnegie Units) in a selection of required classes including English, Math, Science, Social Studies, Technology or Computer Science, College and Career Readiness, Health, Art, Physical Education, and electives.
- Local school districts may add graduation requirements to the state requirements.

Traditional Diploma + Career and Technical Education (CTE) Endorsement

- Earn 26 credits
- Earn four credits from the same CTE program
- Achieve at least a 2.5 grade point average
- Score at silver level on ACT WorkKeys
- Successfully complete a dual credit course, a work-based learning experience or earn a national credential

Traditional Diploma + Academic Endorsement

- Earn 26 credits
- Score at least 17 on ACT English section
- Score at least 19 on ACT Math section
- Achieve at least a 2.5 grade point average
- Successfully complete one Advanced Placement course and AP exam, one International Baccalaureate course and exam, or one dual credit course
- Earn at least a C in the advanced course

Traditional Diploma + Distinguished Academic Endorsement

- Earn 28 credits
- Score at least 18 on ACT English section
- Score at least 22 on ACT Math section

- Achieve at least a 3.0 grade point average
- Successfully complete one Advanced Placement course and AP exam, one International Baccalaureate course and exam, or one dual credit course
- Earn at least a B in the advanced course

Alternate Diploma

Mississippi public schools offer an alternate course of study for students with Significant Cognitive

Disabilities. This course of study leads to the Alternate Diploma, which recognizes that a student has completed high school. The alternate Diploma is not equivalent to a Traditional Diploma and is not recognized by postsecondary entities that require a standard high school diploma.

Statewide Assessments

Third Grade Summative Assessment

The Literacy Based Promotion Act, Miss. Code Ann. Sections 37-177-1, *et. seq*, calls for students scoring at the lowest two achievement levels in reading on the established state assessment for third grade to not be promoted to fourth grade. The third-grade state reading assessment is the required End of Year statewide assessment, MAAP. Results from the April assessment will be used to address specific reading deficiencies of students who do not achieve a passing score. Two retest opportunities in mid-May and late July will be provided to students to support students in earning promotion to fourth grade.

Mississippi Academic Assessment Program (MAAP)

(Grades 3-8, Algebra I, English II) – Customized criterion-referenced language arts and mathematics tests that are fully aligned with the Mississippi College and Career Readiness Standards; Performance Based Assessment (PBA) format that includes multiple-choice, both short and extended responses and an essay-writing component. Algebra I and English II assessments are required for students earning a high school diploma. Administered during an online window in mid-April to mid-May. MAAP-SCI (Grades 5 & 8) - Customized criterion-referenced science assessments that are fully aligned with the 2018 Mississippi College and Career Readiness Standards for Science Administered during an online window in mid-April to mid-May. MAAP-EOC (Grades 8-11) – Customized criterion-referenced assessments in Biology I and U.S. History that are fully aligned with Mississippi science (2018) and history (2011)

Frameworks. MSDB students are required to participate in the Mississippi Academic Assessment Program (MAAP) with appropriate accommodations and modifications outlined in their IEP.

MAAP-SCI (Grades 5 & 8)

Customized criterion-referenced science assessments that are fully aligned with the 2018 Mississippi College and Career Readiness Standards for Science. Results are used for school and district accountability purposes as well as to determine individual student progress. Administered during an online window in mid-April to mid-May.

MAAP End-of-Course (EOC) (Grades 8-11)

Customized, criterion-referenced, end-of-course assessments in Biology I and U.S. History that are fully aligned with Mississippi Science (2018) and History (2011) Frameworks. Results are utilized for school and district accountability purposes as well as a graduation requirement for students earning a high school diploma. Primary administration is typically scheduled online for mid-April to mid-May with retests occurring in December and April/May.

Mississippi Academic Assessment Program - Alternate (MAAP-A)

Mississippi Academic Assessment Program - Alternate (MAAP-A) is a computer-based assessment for a student with **Significant Cognitive Disabilities (SCD)** for whom, even with accommodations, general state assessments are not appropriate. These alternate assessments, just like the general assessments, must be aligned to academic content standards that apply in Reading, Writing, and Mathematics in grades 3-8 and once in high school and in science in at least one grade in each 3-5, 6-8 and high school grade ranges.

Mississippi Kindergarten Readiness Assessment (Grades Pre-K & K) & MKAS2 (Grades K-3)

Baseline assessment to inform parents, teachers, and early childhood providers with a common understanding of what children know and can do upon entering school. Results will be used to deploy resources and instructional support for students from birth to third grade. Administered during a pre-test window in August/September and a post-test window of April/May.

ACT & ACT WorkKeys

The ACT assessment is a curriculum- and standards-based educational planning tool that assesses students' academic readiness for college. The ACT

is administered to all students classified as eleventh grade students during the academic year. Ungraded students whose birthdays link them to the cohort of students identified as eleventh grade students will also be included.

In lieu of the performance requirements established in Sections 25.3, and 25.4, a student may obtain a Silver level or higher National Career Readiness Certificate administered through the ACT WorkKeys assessment and successfully complete an industry certification or career pathway recognized by the Mississippi Department of Education. A student who achieves a Gold or Platinum level National Career Readiness Certificate administered through the ACT WorkKeys does not have to meet the additional requirement of successful completion of an industry certification or career pathway.

LAS Links (Grades K-12)

English language proficiency assessment administered to students who have been officially identified as English learners (ELs). This assessment is administered annually to monitor English learners' progress in acquiring academic English. Academic language is defined as the language required to succeed in school that includes deep understanding of content and communication of that language in the classroom environment. These understandings revolve around specific criteria related to dialogue, sentence, and word/phrase levels of language. Results are utilized for school and district accountability purposes as well as to determine individual student progress. Administered during the month of March.

Transition Services

For all students, 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 interests 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, and
- Development of a positive attitude towards work.

Career Preparation

Career preparation includes the purposeful planning of activities that help students transition from 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:

- Volunteering
- 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 their 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 Services: <https://mdek12.org/OSE/STS>

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 at Mississippi School for the Blind including Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Hospitality and Tourism.

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.

In lieu of the performance requirements established in Sections 25.3, and 25.4, a student may obtain a Silver level or higher National Career Readiness Certificate administered through the ACT WorkKeys assessment and successfully complete an industry certification or career pathway recognized by the Mississippi Department of Education. A student who achieves a Gold or Platinum level National Career Readiness Certificate administered through the ACT WorkKeys does not have to meet the additional requirement of successful completion of an industry certification or career pathway.

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 colleges or universities 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 meet the guidelines published by the chosen college.

Virtual Option Due to Illness Exposure or Outbreaks

Though our goal is to remain on campus the entire year, there may be times when an individual student, small group, or class requires a quarantine. You will receive a notification from the school explaining that your child needs to be quarantined due exposure to an illness. There may also be times when our adult supervision coverage is inadequate to meet student needs. Our goal will always be to avoid temporary closure or quarantine at all costs.

If the virtual option is needed, students will receive mostly live, virtual instruction from a certified teacher, and a classroom assistant may help virtual students through tutoring sessions. There also may be some independent work required when the teacher is not live on the screen. All virtual instruction and learning must total at least 330 minutes through the Learning Management System (LMS) called Canvas, which is the equivalent of a full day of in-person learning.

Before a student is allowed to participate in virtual learning due to an exposure or outbreak, he or she must meet the following eligibility criteria, and the student/parent must agree to abide by the policies below:

- Parents and students must sign and return the agreement in Appendix A of this plan that acknowledges receipt and acceptance of, and commitment to, the district policy pertaining to virtual learning.
- Students **MUST** have reliable internet connectivity at home, or parents should request a hotspot. If the hotspot will not work, students will be required to complete learning packets, which include the same assignments that would be given in virtual instruction.
- Students must use their school-issued device for virtual learning.
- Students **MUST** have a designated space for virtual learning that is quiet, private, and free from distractions of other household members and household noises.
- The student **MUST** maintain good attendance and be logged in on time for each class for a total of 330 minutes each day.
- Virtual students will be held to the same code of student conduct requirements as in-person students.

- All students **MUST** attend school in-person on designated assessment days (interims, benchmarks, nine-weeks exams, end-of-course exams, and state assessments).
- All students have assurance of equal access/nondiscrimination while participating in virtual learning.
- All students have the assurance of the delivery of Free Appropriate Public Education (FAPE) for students with disabilities including a:
 - a. process for conducting meetings pertaining to the evaluation and eligibility of students with disabilities.
 - b. process for monitoring and documenting student progress and services delivered to students with disabilities; and
 - c. process for ongoing communication with families, teachers, and related service providers.
- All students will have assurance of compliance with Family Educational Rights and Privacy Act (FERPA) while participating in virtual learning.

Internet hotspots will also be available to families who need them if the hotspot will work as an option for Internet access from home. Parents and students will be required to sign the MSDB Acceptable Use Policy before being issued any device. Students and parents will continue to receive training as needed on proper device usage and the online Learning Management System (LMS) called Canvas. Families who still have no Wi-Fi access after all attempts to remedy the issue will be provided learning packets, which include the same assignments that would be given in virtual instruction.

Virtual attendance will be documented as present or absent. If virtual, the student must sign in to Canvas and be present to be counted. If students use learning packets due to lack of wi-fi or have temporary wi-fi issues, each school will make one-on-one contact with a student for the day to authenticate their presence and provide daily evidence of engagement. Students must attend class for a minimum of 330 minutes of instruction per day. After five (5) unexcused absences, an attendance officer will be notified.

SUPPORT SERVICES

Free Appropriate Public Education

MSB 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 MSB 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 their 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 MSB 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;
- 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; and
- Project a date for initiation and anticipated duration of such services.

This program may be carried out either at MSB or within the local school district or combination of such. Should the IEP committee decide on placement at MSB, 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;
- 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 student'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

MSB 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

https://www.mdek12.org/sites/default/files/documents/volume-iii-final-draft-8-30-15_v1_20160708142156_284372.pdf 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 MSB 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 Least Restrictive Environment (LRE) and placement decisions are determined by an IEP committee. If the parent/guardian chooses to withdraw the student from MSB, an IEP meeting will be recommended by MSB to determine if a change in placement is the best option for the student. If a parental request is made for a student to withdraw without holding an IEP meeting prior to unenrolling, the district will follow the withdrawal procedures and then alert the forwarding local educational agency (LEA) of the parent's decision. After receiving withdrawal signatures, MSB will forward all academic records to the LEA. If the parent wishes to re-enroll the student at MSB, the LEA would need to adhere to the admissions policy before reenrollment is granted.

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 childcare 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 CODE OF CONDUCT

Classroom Misbehavior

MSB holds all students accountable for his or her behavior while attending class, participating in field trips, attending extracurricular activities or at any period that

the student is otherwise representing the MSB or is under the supervision and is the responsibility of the school.

Classroom misbehavior includes, but is not limited to, disrespect, disruption, failure, or refusal to follow directions, failure to complete classroom assignments in a timely manner, or failure to stay awake in class. The teacher is the ultimate authority in the classroom and is charged with classroom management. When an incident occurs that cannot be resolved by the instructor, it is referred to the principal.

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 - Shirts 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, durags, 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 always be worn, 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.

Positive Behavior Interventions and Supports (PBIS)

MSB 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 1 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

MSB 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 their 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 a 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

1. The list of violations below is not meant to be all-inclusive.
2. Administration will assign activities not listed to the appropriate level.
3. When a student has received three (3) Level I violations, all subsequent offenses beginning with the fourth violation will be administered at Level II.

4. 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 1 Violations

1. Not completing class work on time
2. Non-compliance
3. Disrespectful behavior
4. Use/display of profane or obscene behavior, excessive tardiness to class
5. Violation of quiet hours
6. Use of profanity, verbal or written
7. Leaving a residence hall, unauthorized
8. Inappropriate public display of affection (Acceptable: hand holding; brief friendly hug; kiss on the cheek; arm around shoulder or waist)
9. Failure to discuss rule violation with staff within 24 hours of notification
10. Blocking air flow under dorm door
11. Not completing assigned campus work service or work duty
12. Disturbing others, excessive noise, horseplay, running, etc.
13. Accidental failure to sign in or out for field trips, community service, going home on weekends, etc.
14. Misuse and/or unauthorized use of school furniture
15. Failure to meet room inspection standards
16. In residence hall, but not in room at curfew
17. Use of electrical appliances other than those designated appropriate for school use
18. Violation of the dress code
19. Behavior lacking consideration for others
20. Leaving clothes in laundry room
21. Computer or network offenses

Level 1 Consequences

1st Offense	Written or verbal warning from teacher
2nd Offense	Conference with student, notification to parents, other possible sanctions Residence Hall restrictions
3rd Offense	Parent conference, review of student record, referred to administration for intervention plan
4th Offense	Referred to administration as a Level II violation
5th Offense	Referred to administration for action (may rise to Level Two and letter to parents possible)

6th Offense Parent conference and may be referred to administration as a Level III violation

Level II Violations

1. Failure to attend required assemblies and meetings
2. Excessive disrespectful behavior
3. Unauthorized entry or exit from a room or building
4. Forging, cheating, or plagiarism on academic work or documents
5. Failing to follow safety and security procedures
6. Unauthorized entry to or exit from the cafeteria, residence hall, school building, or off-limits area of the campus
7. Gambling or gaming
8. Misuse or unauthorized use of school equipment or property
9. Actions resulting in defacement of school property (student responsible for restitution)
10. Failure to follow cafeteria or school protocol including failure to clean up after oneself in an appropriate manner, taking utensils, food, drinks, and flatware from the cafeteria, food fights, etc.
11. Disrespect or defiance of school personnel
12. Possession of pornographic, lewd, or obscene materials
13. Materials encouraging the use of illegal drugs, alcohol, or tobacco
14. Compromising hall security (e.g., propping open exit doors, exiting an alarmed door)
15. Failure to follow evacuation and emergency procedures
16. Failing to register a guest, taking a guest in the dorms' sleep area, **without permission**
17. Allowing other students in room after curfew
18. Conveying false information through **electronic, written, or verbal means**
19. Acts of minor vandalism
20. Lying to judicial court or administration
21. Deliberate failure to sign in or out
22. Indecent exposure
23. Lewd gestures, etc.
24. Computer or network offenses

Level II Consequences

1st Offense Conference with student, notification to parents, residence hall restrictions, other possible sanctions

2 nd Offense	Parent conference, review of student record, referred to administration for intervention plan
3 rd Offense	Parents notified; sanctions created deemed necessary, possible referral to Level Three violation
4 th Offense	Referred to Director of Residence Education, principal/supervisor or designee as a possible Level Three violation, parent conference required

Level III Violations

1. Stealing or vandalism
2. Drugs, smoking, and/or alcohol policy violations
3. Threats, hate crimes
4. Harassment
5. Acts of violence or fighting
6. Computer violations invasive to system or network offenses
7. Direct disobedience or insubordination
8. Vandalism, destruction, or misuse of school property
9. Behavior impeding the day-to-day operation of the school Leaving a classroom or class building without permission
10. Violation of municipal, state, or federal laws
11. Any action that constitutes a threat to self or others, including assault/battery, molestation, extortion
12. Indecent exposure, and/or other offenses of an overt sexual nature; sex between or among students, or other prohibited sexual conduct.
13. Failure to receive staff approval before leaving campus
14. Possession and/or use of burning substances (e.g., candles, incense)
15. Direct disobedience or insubordination
16. Forgery, fraud, submission of false information
17. Unauthorized use of keys
18. Documenting false information (e.g., signing out under false name, signing out for one destination, and going to another destination)
19. Vandalism, destruction, or other severe misuse of property
20. Possession, creation, distribution, or use of fake I.D.
21. Fighting, including battery (unprovoked), inflicting, or threatening bodily harm
22. Possession, use, or distribution of any tobacco products
23. Unauthorized purchase/possession, irresponsible use of and/or distribution of prescription or over the counter medications and/or inhalants
24. Unauthorized use of motor vehicle
25. Indecent behavior or exposure

26. Behavior impeding the day-to-day operation of the school and residential life
27. Facilitating the presence of unauthorized persons in the school and residential hall
28. Compromising campus security and safety, tampering with safety, emergency alarm
29. Unauthorized absence from school campus, including running away
30. Being in hall or room of the opposite sex
31. Possession of weapons, including martial arts weapons, breaking, and entering, theft, shoplifting, receiving stolen property
32. Purchase, possession of, distribution of, consumption of, or being under the influence of alcohol or other drugs
33. Misconduct during school-sponsored events
34. Exiting dorm or Independent Living House after curfew

Consequences

All Level III violations are immediately referred directly to the Superintendent and may include suspension. There is also the possibility of law enforcement involvement.

Public Display of Affection

Public displays of affection (PDA), 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 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 support 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. § 97-44-1 et seq.

Gang activity, which initiates, promotes, or advocates activities that threaten the safety or well-being 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.

Bullying or Harassing Behavior Prohibited in Schools Prohibition

No student or school employee shall be subjected to bullying or harassing behavior by school employees or students. MSB prohibits bullying or harassing behavior of students and school employees. MSB will make every reasonable effort to ensure that no person or school employee is subjected to bullying or harassing behavior by other students or other school employees.

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, or on a school bus, and that: places a student or school employee in actual and reasonable fear of harm to their person or damage to their property; or

creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. For the purposes of this section, "hostile environment" means that 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.

Conduct described in subsection (1) is considered bullying if that conduct interferes with a student's education or substantially disrupts the operation of the school.

***Bullying or harassing behavior includes cyberbullying. Cyberbullying is bullying or harassing behavior that occurs electronically.**

Bullying or harassing behavior will not be condoned or tolerated when it takes place on school property, at any school-sponsored function, on a school bus, or when it takes place off school property when such conduct materially disrupts classwork or involves substantial disorder or invasion of the rights of others.

No person shall engage in any act of retaliation or reprisal against a victim, witness, or any person with reliable information about an act of bullying or harassing behavior and/or who in good faith provides information concerning an incident of bullying.

Procedures for Reporting, Investigating, and Addressing Bullying or Harassing Behavior

A student who feels he or she has been subject to any act of bullying or harassing behavior and/or 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 a school employee, who shall immediately report the incident in writing to the Principal and/or Superintendent. Students should report bullying or harassing behavior to a school employee promptly but no later than five (5) working days after the alleged incident(s) occurred.

Reports should include: the name of the reporting person*, the specific nature and date of the misconduct, the name(s) of the victim(s) of the misconduct, the name(s) of any witness(es), the name(s) of the alleged bully, and any other information that would assist in the investigation of the report. *If a student chooses to anonymously report bullying or harassing behavior, the school's ability to act based solely on an anonymous report may be limited.

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 immediately report the incident in writing to the Principal and/or Superintendent. Reports against the Principal shall immediately be made in writing to the Superintendent, and reports against the Superintendent shall immediately be made in writing to the Chief Academic Officer at the Mississippi Department of Education. The school administration will investigate reported incidents of bullying within five (5) working days of receiving the report.

The school administration will speak with the alleged victim and alleged bully separately. Students may submit evidence for the school administration to review and a list of witnesses for the school administration to speak with. Students should preserve evidence of bullying/cyberbullying and/or harassing behavior.

All teachers, employees, volunteers, and students shall fully cooperate with the investigating and answer truthfully all inquiries relative thereto.

Upon completion of the investigation, the school administration will immediately notify the alleged victim and alleged bully regarding the outcome of the investigation and/or what discipline actions and/or other appropriate actions will be taken, if warranted. The school administration will provide notice of an incident of bullying and the outcome of the investigation and/or what discipline actions and/or other appropriate actions will be taken, if warranted, within a reasonable amount of time to a parent or guardian of the victim and a parent or guardian of the bully not to exceed five (5) working days after the completion of the investigation.

MSB recognizes the fundamental right of every student 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 harassment. "Reasonable action" includes, but is not limited to, promptly reporting the bullying or harassing behavior to a school employee and student's use of reasonable self-defense. If, after an investigation, a student is found to be a victim of bullying, such student shall not face disciplinary action on the basis that that student's use of reasonable self-defense was in response to the bullying.

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

Available counseling options for a student who is a victim of bullying or a witness to bullying or a student who engages in bullying include:

- School/District Counseling
- Conflict Resolution Training
- Anger Management Training
- Problem Solving Skills Training (proactive, constructive, relationship-building)
- Social Skills Training.

Support and intervention in response to bullying may be provided by MSB through the assistance of the any of the following agencies:

- Mississippi Department of Education
- Mississippi Department of Health
- Mississippi Department of Human Services - Juvenile Services Department
- Community/Family Public or private community-based mental health services
- Faith-based services
- Law enforcement agencies

The procedure for reporting bullying will also be posted on the school's website. False accusations or reports of bullying are prohibited and may warrant disciplinary action. Any perceived criminal conduct will be immediately reported to law enforcement. *Source: Miss. Code Ann. §§ 37-11-67 and 37-11-69 (Amended 7/2017)*

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; bandanas; sweat bands; cigarette lighters; firearms; gang paraphernalia; illegal drugs; drug paraphernalia; stolen property; knives; fireworks; cap guns; matches; laser lights; mace; incendiary materials; tobacco/E-cigarettes and any other products or accessories; paint guns; slingshots; pornographic materials; silly bands; toy weapons; or stink bombs.

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 superintendent or their 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 superintendent or designee 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 MSB 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:

1. MSB officials will provide the student with a notice of the charge of violation of school discipline and the evidence against him/her.
2. The notice of the charge may be given orally.
3. The opportunity will be given for the student to hear the charge and evidence and to offer the student an opportunity to respond.
4. 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.

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 briefly explain 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 are 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 their room, in a vehicle or other locations on campus, or on their 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, and

- 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 the 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 prerequisites 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

Restraint and/or Seclusion

In accordance with Miss. Code Ann. §§ 37-9-69 and 37-11-57, it is recognized that staff may intercede in situations wherein students are displaying physically violent behavior or are deemed to be a danger to themselves or others. The use of excessive force or cruel and unusual punishment regarding student management is prohibited. Restraint and/or seclusion shall not be utilized as a punitive measure.

Only school personnel trained in the use of restraint and seclusion should be used to observe and monitor these students. Staff engaged in monitoring students shall have knowledge of effective restraint and seclusion procedures, emergency procedures, and knowledge of how to effectively debrief students after the use of restraint or seclusion. This policy in no way shall inhibit the right of staff to reasonable self-defense in accordance with the provisions of the 5th and 14th amendments to the Constitution of the United States, or the Constitution of Mississippi, nor negate the obligation of the district to provide a safe work environment. In any situation in which a student is a danger to himself/herself or others, and it becomes necessary to contact law enforcement or emergency medical personnel, nothing in this policy guidance shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

Restraint:

Physical restraint is an emergency response after all other verbal and non-verbal de-escalation measures have failed in effectiveness. When using physical restraint for students who are a danger to themselves or others, staff should take precautions necessary to ensure the safety of the student and the staff members engaged in restraining the student.

1. Physical restraints that restrict the flow of air are prohibited in all situations;
2. The use of mechanical restraints is prohibited, except by law enforcement; and
3. The use of chemical restraints is prohibited.

Seclusion:

The use of seclusion occurs in a specially designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. The room or space used for seclusion may not be locked and staff shall be present to monitor the student. Seclusion shall cease once the student regains control of their behavior.

Only school personnel trained in the use of restraint and seclusion should be used to observe and monitor these students. Staff engaged in monitoring students shall have knowledge of effective restraint and seclusion procedures, emergency procedures, and knowledge of how to effectively debrief students after the use of restraint or seclusion.

Parental Notification:

All parents shall receive, at least annually, written information about the policies and procedures for restraint and seclusion issued by MSB.

COUNSELING SERVICES

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, and
- 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. 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 a 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 meet the guidelines published by the chosen college.

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/

POLICIES AND STATUTES

Title IX Grievance Policy

1. RIGHT TO EXPRESS CONCERNS, COMPLAINTS OR GRIEVANCES

It is the policy of the State Board of Education and the Mississippi Department of

Education to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, bullying, and discrimination.

The Mississippi Department of Education is a conduit for federal money to the local school districts and ensures the local school districts' compliance with federal financial grants. As such, MDE requires each local school district and each state school to have a grievance policy in place to address any complaints alleging discrimination under the Age Discrimination Act of 1975, Title II of the American Disability Act, Title IV of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, and Title IX of the Education Amendments of 1972. Complaints alleging discrimination by the local school district, its staff, or students should be first directed to the local school level and handled pursuant to local policy.

As specifically related to Title IX, this policy sets out the minimum steps that each state school (i.e., special school and/or district under the purview of the State Board of Education) shall take in response to a notice of alleged discrimination based on sex, including discrimination in the form of sexual harassment, which encompasses sexual violence, such as dating violence, domestic violence, and cyberstalking. The State Board of Education forbids unwelcomed sexual advances, requests for sexual favors and other verbal or physical contact of a sexual nature amounting to or constituting harassment and/or discrimination against any student under its purview.

2. DEFINITIONS

A. Sex Discrimination

The practice of treating a person differently, or less favorably, than other people or groups based on sex.

B. Allegation

An assertion that someone has engaged in discrimination based on sex.

C. Sexual Harassment

Unwanted conduct based on sex. Examples of such behavior include:

- Direct or indirect threats or bribes for unwanted sexual activity
- Sexual innuendos and comments
- Asking or commenting about a person's sexual activities
- Humor or jokes about sex or females/males in general
- Making sexually suggestive remarks, gestures, or jokes, or remarks of a sexual nature about a person's appearance
- Repeated unsuccessful attempts at gaining dates or sexual behavior
- Sexual touching, pinching, brushing, or patting
- Displaying offensive sexual illustrations in the school/work place

- Insulting and belittling a person-sexual ridicule
- Letters, notes, telephone calls, or materials of a sexual nature
- Stalking a person either inside or outside the institution
- Attempt or actual sexual assault

D. Complainant

The person who has experienced the alleged discrimination based on sex. This person is considered a complainant regardless of whether they choose to file a formal complaint under Title IX.

E. Respondent

The person accused of the alleged discrimination. This person may be a student or a school employee. If the person is an employee, the school shall adhere to the process found in Miss. Code Ann. § 37-9-59.

F. Title IX Coordinator

The individual responsible for overseeing the school's efforts to comply with its obligations under Title IX and Title IX regulations, including, but not limited to, coordinating any investigations of complaints of sex discrimination, implementation of supportive measures, and remedies where appropriate.

3. ADMINISTRATIVE PROCESS

Each state school shall have a grievance policy adopted by the governing board and accessible in both the student handbook and employee handbook. The grievance policy shall include the following:

A. Receiving and Responding to Reports

Employees who believe or have been made aware that a student has been subject to Title IX Discrimination, shall report it to the Title IX Coordinator. Failure to make such a report may result in disciplinary action up to and including termination.

The school shall respond whenever any school employee has been put on actual notice of improper behavior as defined in the school's policy. Such notice may be from an oral report of sexual harassment by a complainant or anyone else, a written report, through personal observation, through an anonymous report, or through various other means. When a complaint or report is made under the policy, the Title IX Coordinator shall: (1) confidentially contact the complainant to offer supportive measures, consider the complainant's wishes with respect to supportive measures, and inform them of the availability of supportive measures with or without filing a formal complaint; (2) explain the process for how to file a formal complaint; (3) inform the complainant

that any report made in good faith will not result in discipline; and (4) respect the complainant's wishes with respect to whether to investigate unless the designated staff member determines it is necessary to pursue the complaint in light of a health or safety concern for the community.

B. Confidentiality

The school must keep confidential the identity of any individual who has made a report or complaint of any form of prohibited sex discrimination, including any reporter, complainant, respondent, or witness, except:

1. As may be permitted by FERPA;
2. Or as required by law; or
3. To carry out the Title IX regulations, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

The confidentiality of the reporting party will be observed providing it does not interfere with the school's ability to investigate or take corrective action. If the complainant reports rape, sexual assault, child sexual abuse, or other behaviors which constitute criminal activity, school officials shall contact appropriate law enforcement agencies and the superintendent/executive director.

C. Supportive Measures

Supportive measures are short-term measures that are designed to restore or preserve access to the school's education program or activity. Supportive measures are available regardless of whether the complainant chooses to pursue any action under the school's policy, including before and after the filing of a formal complaint or where no formal complaint has been filed. They are meant to restore access to education, protect student and employee safety, and/or deter future acts.

Supportive measures are available to the complainant, respondent, and as appropriate, witnesses or other impacted individuals, and these measures should be provided based on an individualized assessment of the needs of the individual. These supports are non-disciplinary and non-punitive individualized services designed to offer support without being unreasonable burdensome.

Examples of supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort

services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

D. Formal Complaint

A “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging discrimination or sexual harassment against a respondent and request that the school investigate the allegation(s). A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information provided by the school district. The complaint document, whether physical or electronic, shall contain the complainant’s physical or digital signature. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not “the complainant” or otherwise considered a party but shall comply with applicable procedures.

E. Investigations

Once a formal complaint is filed, an investigator will be assigned and the parties will be treated equitably, including in the provision of supportive measures and remedies. Each party will receive notice of the specifics of the allegations as known, and as any arise during the investigation. The investigator will attempt to collect all relevant information and evidence. While the investigator will have the burden of gathering evidence, it is crucial that the parties present evidence and identify witnesses to the investigator so that they may be considered during the investigation.

The principal of the school, so long as the principal is neither the Title IX Coordinator, the investigator, or any other individual who may have a conflict of interest, shall serve as the decision-maker, and will facilitate a written question and answer period between the parties. Each party may submit written questions for the other party and witnesses to the decision-maker for review. The questions must be relevant to the case, and the decision-maker will determine if the questions submitted are relevant and will then forward the relevant questions to the other party or witnesses for a response. The decision-maker can then review all the responses, determine what is relevant or not relevant, and issue a decision as to whether the respondent is responsible for the alleged act.

F. Presumptions about Complainants, Respondents, and Witnesses

The school presumes that reports of prohibited conduct are made in good faith.

A finding that the alleged behavior does not constitute a violation of this school's policy or that there is insufficient evidence to establish that the alleged conduct occurred as reported does not mean that the report was made in bad faith.

The respondent is presumed to be not responsible for the alleged conduct until a determination regarding responsibility is made by the decision-maker.

G. Determination Regarding Responsibility

The decision-maker shall review the evidence provided by all parties and will make a final determination of responsibility after the investigation based on a preponderance of the evidence. "Preponderance of the evidence" means evidence that is of greater weight or more convincing that as asserted fact or facts occurred than evidence in opposition to such facts. It is evidence which as a whole shows that an assertion to be proven is more likely than not.

The decision-maker shall provide a final determination to the parties at the same time, with appeal rights provided. It will explain if any policies were violated, the steps and methods taken to investigate, the findings of the investigation, conclusions about the findings, the ultimate determination and the reasons for it, any disciplinary sanctions that will be imposed on the respondent, and any remedies available to the complainant to restore or preserve equal access.

H. Sanctions and Remedies

The school will take reasonable steps to address any violations of the policy and to restore or preserve equal access to the school's education programs or activities. Sanctions for finding of responsibility depend upon the nature and gravity of the misconduct, any record of prior discipline for similar violations, or both.

When a respondent is found responsible for the prohibited behavior as alleged, remedies shall be provided to the complainant. Remedies are designed to maintain the complainant's equal access to education and

may include supportive measures or remedies that are punitive or would pose a burden to the respondent.

Whatever the outcome of the investigation or appeal, the complainant and respondent may request ongoing or additional supportive measures. Ongoing supportive measures that do not unreasonably burden a party may be considered and provided even if the respondent is found not responsible.

I. Informal Resolution

Informal resolution is available only after a formal complaint has been filed involving parties of the same status (e.g., student-student or employee-employee), prior to a determination of responsibility, and if the complainant and respondent voluntarily consent to the process in writing. Informal resolution is not available in cases which an employee is alleged to have sexually harassed a student.

J. Parent and Guardian Rights

Consistent with the applicable laws of the State of Mississippi and absent a court order or other legal requirement to the contrary, a student's parent or guardian shall be permitted to exercise the rights granted to their child under the school's policy, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process. A student's parent or guardian shall also be permitted to accompany the student to meetings, interviews, and hearings, if applicable, during a grievance process to exercise rights on behalf of the student. The student may have an advisor of choice who is a different person from the parent or guardian.

4. APPEALS

Appeals are available after a complaint dismissal or after a final determination is made. Appeals may be made due to procedural irregularities in the investigation affecting the outcome, new evidence becoming available, or due to bias or a conflict of interest by the personnel that may have affected the outcome. The school should set a reasonable time frame to submit an appeal, but not less than 10 days nor more than 30 days. Or, if there is no administrative response to the student/parent/guardian grievance by the school, the grievance should be made to the superintendent of the school or the superintendent's designee.

Parties shall be given an opportunity to submit a written statement in support of or in opposition to the final determination. A new decision-maker shall issue a final decision at the same time to each party.

The following procedures shall be followed when submitted student/parent/guardian grievances regarding administrative decisions:

Level 1: An aggrieved party should express his or her concern to the school level administration for resolution or file a formal grievance with the school superintendent/executive director. The superintendent/executive director shall investigate allegations as soon as circumstances allow, but not later than five (5) business days from submission of the original written grievance. The administrator shall provide a written response to the aggrieved party no later than ten (10) business days after receipt of the original written grievance. If there is no administrative response to the aggrieved party within the ten (10) business days, or if the response is unsatisfactory, the aggrieved party may elevate to Level 2.

Level 2: If any party deems the resolution unsatisfactory, the party may appeal the decision by submitting a copy of the grievance and decision to the Mississippi Department of Education's Associate Superintendent responsible for oversight of the state school, along with a written statement detailing the reasons for the dissatisfaction. The Associate Superintendent shall investigate and review the matter. After review, the Associate Superintendent shall provide a written response to the parties postmarked no later than ten (10) business days following receipt of the appeal.

If there is no response by the Associate Superintendent to the appealing party within the ten (10) business days, or if the response is unsatisfactory to either party, the aggrieved party may advance the grievance to Level 3.

Level 3: The aggrieved party, after review of the written response from the Associate Superintendent, may appeal that response to the State Superintendent or the State's Superintendent's designee no later than ten (10) business days after receipt of the written communication at Level 2. The State Superintendent or his/her designee shall review the grievance and shall provide the parties a written response postmarked within ten (10) business days following the receipt of the appeal.

Level 4: The aggrieved party may appeal the response from the State Superintendent to the State Board of Education by submitting a

written request for appeal to the State Board of Education along with all documentation from Levels 1-3 no later than ten (10) business days after receipt of the State Superintendent's written response at Level 3. The State Board of Education shall review the grievance and shall provide the parties an opportunity to appear at the next regularly scheduled Board meeting to present his or her grievance and response in accordance with the Family Education Right and Privacy Act (FERPA) 20 U.S.C. 1232g, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) 20 U.S.C. 1400 *et. seq.* implementing regulations, and other federal and state laws that govern the protection of student information. If the party or parties elect not to appear personally, the parties may request the Board's review of the written documentation only. The decision of the State Board of Education shall be final.

Source: Title IX of the Education Amendments of 1972; 34 C.F.R. § 106; Miss. Code Ann. § 37 1-3 (Revised 3/2022)

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 regarding information contained in its records as prescribed by the Family Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA).

FERPA affords parents and students over eighteen (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 forty-five (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 plan 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 to 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 an eligible student when notified of the right to a hearing. If, because 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 their 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 their tasks.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill their 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 are 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 their designee) in writing within 14 days of receipt of this notice that he or she does not want any or all 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
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 Forces Act requires that MSB 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.

HEALTH SERVICES

The MSB 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 in Dorm 3 and provides services twenty-four (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/B Health Information/Medical Treatment Form allowing a student to receive

hospital care in the case of an emergency. MSB will notify parents/guardians immediately in the event of an emergency.

A physician may direct the school nurse to restrict a student's activities if deemed necessary for a speedy and complete recovery 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 always on file in the MSB/D Health Clinic. 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 to 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 their 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 MSB.

All students must have a physical and a completed Report of Medical Examination Form before checking into the residence hall. A copy of the immunization form must also be included with the cumulative school records or be delivered with all medical release forms.

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

- Record of Immunization
- MSB 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 MSB 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 MSB 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 MSB. 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 convinced 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 MSB 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.

MSB will comply with all Federal and State laws pertaining to the management of communicable diseases. The school will also follow the directives of an attending physician to determine risk factors on a case-by-case basis.

Every reasonable precaution will be taken to minimize risks to other students and school personnel. Faculty and staff will not discriminate against students with health conditions and will promote sensitivity, confidentiality, and reasonable accommodations.

If current medical knowledge indicates a student's health condition does not pose a risk to others the student will continue at MSB as normally as possible.

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

Before returning to MSB, students who have recovered from a communicable disease must acquire a medical release form from the attending physician in the student's hometown. The form must be presented to the nurse immediately when the student returns to the campus. MSB policy mandates confidentiality of student health history in compliance with medical, legal, and ethical standards of the school and State.

SCHOOL SAFETY

Campus Security

MSB values a safe learning environment and maintains a drug, alcohol, and weapons-free campus. The safety and security of students is monitored on a twenty-four (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

MSB 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. MSB will provide information and guidance to students related to their safety and well-being on campus and in the community. MSB's students and staff must always show respect and cooperate with officials.

The following are general safety precautions:

Adhere to all MSB policies and procedures; use proper Orientation and Mobility (O&M) techniques and low-vision aids (as applicable) to help ensure student safety.

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, and
- 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 extracurricular 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, and
- 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, and
- refrain from getting in any vehicle other than an MSB vehicle.

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 their 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. MSB 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

MSB rarely closes during inclement weather; however, if closure is discussed, a decision will be made by the Superintendent. 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 students 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 two (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.

MSB 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).

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.

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. 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

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 of any changes in times for pickup or dropping off students.

Commuters

Students who live within 50 miles of campus are considered commuters and are not permitted to live in the dormitories. If there are extreme, extenuating circumstances and a request is made for temporary housing, the superintendent must approve the request.

Upon arrival, commuters are to report to the cafeteria. Commuters must arrive on campus no later than 7:50 a.m. Parents are to pick up students at 3:45 p.m. Commuters may stay on campus with a residential supervisor or teacher for required practices, rehearsals, class assignments, or other educational purposes with an advanced, written parent request and approval from the residential director and/or the principal. Commuters must leave campus immediately following the designated activity unless properly authorized as an overnight visitor. The commuter 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 always courteous and respectful, and
- follow the instructions of the driver.

RESIDENTIAL EDUCATION

Purpose

Philosophy of Residential Education: The opportunity to reside on campus enhances the interpersonal, social, and educational setting that each student receives at MSB. MSB'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.

MSB encourages individual expression, but students must demonstrate self-discipline, responsibility, and effective decision-making. Residential guidelines are based on the premise that residing 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.

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, bathmats, sheets, pillowcases, 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; and
- 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 thirty (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 video tapes 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 always expected. 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 are 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 their 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.

Exterminator should inspect the residence.

Students who report suspected bed bugs on a workday when the exterminator can be dispatched within twenty four (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.

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.

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 twenty four (24) hours once bed bugs have been confirmed within their living space.

Roommates

Dormitory assignments are made by gender. Females are not allowed in halls (except during designated times with approval to visit or socialize in lobby areas under supervision) or in rooms assigned to males. Male students are not allowed in halls (except during designated times with approval to visit or socialize in lobby areas under supervision) or in rooms assigned to females. Students are not allowed to enter another student's room unless authorized by the 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 middle and high school visitors should leave by 9:00 p.m. No Food deliveries after 7:00 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 thirty (30) minutes prior to scheduled bedtime.

Commuter After-School Participation: Commuters 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, commuters 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/Inspections

MSB students returning to campus on Sundays will unload the bus at 7 p.m. 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.

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. 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.

Students will be escorted to their designated dorms after the completion of their inspection. The Residential Director will be notified if students have discrepancies regarding their inspection. The Residential Director will then notify the Superintendent and/or Principal.

Authorized MSB staff will enter student rooms in non-emergency situations such as maintenance, building code inspections, and/or to ensure the safety of room occupants or students in surrounding areas. Staff may enter rooms unannounced when there is a reasonable suspicion of violation of residence hall rules. Where there is reasonable 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.

TECHNOLOGY POLICIES

Acceptable Use Policy

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 thirteen (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 instruction 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 four (4) weeks. The student will serve two (2) 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.

MSB 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.
- MSB 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

MSB Internet policy is designed to provide an environment that is consistent with the MSB mission and vision, Mississippi Department of Education requirements, and Federal/State laws. Mississippi School for the Blind Internet refers to devices attached to the entire computer network system at MSB. 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.

MSB 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. MSB 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 technology users, students should:

- be owners of their data and 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, and
- 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 technology users, 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 technology users, 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, or
- Electronic Mail (Email).

If an MSB student uses the school's network and has a Google 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,
- refrain from transmitting or forwarding 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, and
- 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 technology users, 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, or
- 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 technology users, 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, and
- be considerate of fellow users, avoid monopolizing computer systems, connect time, and another computer resource.

MSB Internet Hardware

As MSB technology users, students must not:

- relocate computer hardware, peripherals, or cables from their current locations without specific authorization from the technology coordinator, or
- 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 to 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, and
- 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 two (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

Users 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. Users 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 re-transmit threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors.

Users shall not plagiarize copyrighted materials.

Users 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.

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

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

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

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

System Resource Limits

Users 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.

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

Users 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 their teacher or other school administrator should User accidentally access inappropriate information so MSB can take steps to prevent future access.

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

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

User Rights and Expectations

Users 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 their 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.

MSB Technology and Instructional Device Use Policy

Terms

All student users of MSB provided laptops, tablets, or other personal computing devices shall comply with MSB policies. Any failure to comply may result in termination of student user rights of possession effective immediately, and MSB may repossess the device.

Legal Title

MSB and the State of Mississippi retain legal title to the property. The student user's right of possession and use is limited to and conditioned upon full and complete compliance with this agreement, MSB Technology policies, and all MSB Acceptable Use policies and procedures as found in the MSB Student Handbook.

Rules for Electronic Devices

1. Electronic devices loaned to students shall be used only for educational purposes that directly relate to a school project or assignment, unless otherwise explicitly authorized by building administration.
2. Student users are responsible for the proper care of electronic devices at all times, whether on or off school property.

- a. Student users shall not leave the device unattended in an unlocked classroom or during an extracurricular activity.
 - b. Student users shall not lend the device to a classmate, friend, or family member. If any person damages the device, it will be the student user's (parent/guardian in the case of a student) responsibility and the damage cost policy will be in effect.
 - c. Student users shall transport the device in its protective case and sleeve.
 - d. Student users shall not leave the device in a vehicle for extended periods of time or overnight.
 - e. Student users shall not leave the device in visible sight when left in a vehicle.
3. Student users shall report a lost or damaged device to the school authorities immediately. If a device is stolen, a report shall be made immediately to local law enforcement.
 - a. If a device is damaged, lost, or stolen because of irresponsible behavior, including intentional or negligent damage or loss, the student user or the parent/guardian may be responsible for the full replacement cost. The student user or the parent/guardian will be responsible for full replacement cost of the device if not reported to MSB personnel within three (3) calendar days of missing or damaged device.
 4. Violation of policies or rules governing the use of electronic devices, or any careless use of the device may result in a student's device being confiscated and/or a student only being allowed to use the device under the direct supervision of school staff. The student shall also be subject to disciplinary action for any violations of Board policies/procedures or school rules.
 5. The student user is responsible for recharging the device's battery, so it is fully charged by the start of the next school day. Devices with no battery life shall be charged in the classroom. The student may be required to forfeit use of the device for the entire time it takes to charge it. All class work missed because of uncharged batteries shall be made up on a student's own time.
 6. The device configuration shall not be altered in any way by student users. No software applications shall be installed, removed, or altered on the device unless permission is explicitly given, in writing, by the teacher or building administrator. Any attempt to "jailbreak" and/or remove MSB protection software may result in disciplinary action.

7. The device shall only be used by the student to whom it is issued. The person to whom the device is issued will be responsible for any activity or action performed on the device.
8. The device shall be returned in acceptable working order by the last day of each school year, upon withdrawal or exit date from MSB, and whenever requested by school staff.
9. Failure to return the device by the last day of each school year, upon withdrawal or exit date from MSB, or whenever requested by school staff shall result in a full cost of replacement charge to the student user or parent/legal guardian responsible for this agreement.

Use of Personal Laptops and Tablets

Students may use their personal laptops or tablets in place of a school device. However, while on the MSB campus, students shall connect to the school's provided wireless network and not to a personal hotspot not provided by the school. Students bringing a personal device to campus, or using the device for remote learning, will be responsible for support and maintenance of the device.

Repossession

If the student user fails to fully comply with all terms of this Agreement and MSB Technology policies, including the timely return of the property, MSB shall be entitled to declare the student user in default and take appropriate legal action to secure the safe return of the device or incur full replacement.

Terms of Agreement

The student user's right to use and possession of the property terminates no later than the last day of enrollment, unless earlier terminated by MSB or upon withdrawal from MSB.

Support

Students shall contact their teachers as a first level of support for class-related work. If a student needs assistance regarding device software and hardware, they will need to send a repair request to support@msdbk12.org

Student users shall not take devices belonging to MSB to any other businesses for technical support or repair.

Fees

- First damage occurrence: Cost of repair, not to exceed \$75.00.
- Second damage occurrence: Cost of repair or potential full replacement cost, if required, and loss of take-home privileges.

Student User Data

All student users are responsible for keeping backups of important data. If a device must be repaired, there may be a need to reset it to the original settings. The technology department will not be responsible for any student user data that might be lost as a part of this process.

Unlawful Appropriation

Failure to timely return the property and use of any school device for non-school purposes, without MSB consent, may be considered unlawful appropriation of MSB property.

All students must sign and return page 109 (Signature Verification for Technology Usage), page 113 (Certification of Acknowledgement), and page 114 (MSB Equipment, Instrument, and Book Agreement).

Signature Verification for Technology Usage and Damages

Print Parent/Guardian Name(s) _____

Parent/Guardian Signature(s) _____

Date: _____

Print Student Name _____

Student Signature _____

Date: _____

I have reviewed MSB Technology policies and understand the rules and guidelines for the following:

_____ (initial) Acceptable Use Policy in the 2022-2023 MSB Student Handbook. This includes policies related to account use, network monitoring, and adherence to the Children’s Internet Protection Act.

_____ (initial) Damages – I am subject to a \$75 charge for the first report of damage. I am subject to the full replacement cost of subsequent damage / first loss / first theft.

Policy History:

Adopted and Board Approved: May 26, 2022

MISSISSIPPI STATE LAWS

The State Legislature has passed several laws 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.

- 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;
- Miss. Code Ann. § 37-3-89
School discipline and classroom management courses; requirement;
- 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
Employment recommendations; contracts; higher grade licenses; criminal record background checks
- Miss. Code Ann. § 37-9-71
Suspension or expulsion of student
- Miss. Code Ann. § 37-11-5
Fire drills instruction; emergency management; active shooter drills
- Miss. Code Ann. § 37-11-18
Automatic expulsion for weapon or controlled substance possession
- 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
- 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; prohibitions
- 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
- 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
Mississippi Compulsory School Attendance 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 expulsions
- Miss. Code Ann. § 37-15-9

Requirements for enrollment of children in public school
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 *et seq.*
Mississippi Street Gang Act
Miss. Code Ann. § 97-37-17
Weapons possession on educational property

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: _____

MSB EQUIPMENT, INSTRUMENT, AND BOOK AGREEMENT

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.

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

_____ agrees 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 MSB. 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 Item(s):