

Mississippi School for the Deaf



Student Handbook 2022-2023

*1253 Eastover Drive
Jackson, Mississippi 39211*

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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
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
August 2022						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
September 2022						
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18	19	20	21	22	23	24
25	26	27	28	29	30	
October 2022						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
November 2022						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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	

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GOVERNANCE AND PURPOSE

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

PHILOSOPHY STATEMENT

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

MISSION STATEMENT

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

VISION

EMPOWER YOUR FUTURE!

BELIEF STATEMENTS

- All people have equal value.
- All students can learn and are lifelong learners.
- ASL English Bilingual Education (AEBE) is a basic right of Deaf and Hard of Hearing students. ASL and English are two separate languages.
- Both Deaf and Hearing interactions are vital to students' bicultural development.
- Students benefit when parents and families are involved in the educational process, as all adults are vital educators.
- A safe, secure, inviting, and healthy school environment is essential for learning.
- All students need to be immersed in a creative, challenging environment that encourages risk-taking that enhances their social, emotional, and intellectual skills.
- Students have the right to have their individual needs met through learning opportunities that promote optimum success.
- Students should have cultural awareness, respect, and sensitivity when choosing a natural mode of communication with peers, staff, family, and the diverse multicultural society.

GENERAL INFORMATION

The Mississippi School for the Deaf was established to serve deaf and hard of hearing students who reside in the State of Mississippi. Services are provided in the homes for children between the ages of 0-3 through the SKI*HI program.

Academic programming on campus serving children ages 2 - 20 years of age by the start of the school year as prescribed by Miss. Code Ann. § 37-15-9(1).

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

MISSISSIPPI ASSISTANCE CENTER SERVICES

Outreach and Child Find Services

Assessments

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

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

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

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

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

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

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

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

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

GENERAL CRITERIA FOR ADMISSION & CONTINUED ENROLLMENT

The Mississippi Schools for the Deaf and the Blind (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.

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, and
 - 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
 - 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°)

-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 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 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.

Cost

Families pay no tuition, room, or boarding costs at the Mississippi School for the Deaf.

Legislative appropriations support the costs for attendance at MSD. Families are responsible for expenses such as prescription medications, personal hygiene items, laundry supplies, spending money, and individual expenses.

INSTRUCTIONAL SERVICES

Educational Programming

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

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

The basic premise of MSD academic life is that students can attain academic success when all participants, including parents, students, faculty, staff, administration, and the surrounding community work together to create a support system allowing students to take advantage of this specialized setting.

Accreditation

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

Daily Schedule

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

Bell Schedule
8:00-8:55

Monday-Thursday
1st Period

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

Pre-School: Ages 3-4

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

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

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

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

Elementary School: Grades K-5

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

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

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

Secondary Program: Grade 6-12

The goal of the middle school program is to provide every student the opportunity to obtain an appropriate education based on the individual student's abilities and interests. Students receive

instruction on the Mississippi College and Career Readiness Standards in all content areas. This ensures that each student is presented with experiences to develop skills and attitudes needed for transition into and success in post-secondary education and adult life.

Mississippi High School Diploma

Students and parents should refer to high school graduation requirements and college entrance requirements. Pursuit of classes to enhance a college or university major is suggested. MSD students must select, and successfully complete courses required by the Mississippi Board of Education and pass applicable state assessments.

Mississippi Diploma Options

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) - (Questar 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 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.

MSDB students also participate in ACT, ACT WorkKeys, and other college entrance examinations.

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.

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

Multi-Tiered System of Support

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

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

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

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

Teachers use progress monitoring information to:

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

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

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

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

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

- A student is promoted under the Good Cause exemption of the Literacy Based Promotion Act.

Promotion and Retention

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

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

In 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

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

Grading Scale and Reports

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

The MSD grade point scale is as follows:

A	90-100	4.0
B	80-89	3.0

C	70-79	2.0
D	60-69	1.0
F	59-below	0

The lowest passing grade is a 60. The grading policies for each class are determined by the teacher and are communicated to the student through syllabi or through instructor policy and are distributed at the beginning of each semester or year. Progress reports, phone calls, and other

methods of communicating with parents will provide any additional reports that evaluate each student on related issues such as attitude, completion of projects, and homework.

Incomplete Grades

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

Progress Communication

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

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

Parental Access to Grades and Information

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

Parents must provide the school with all current contact information including emergency contacts to ensure student safety. MSD is striving to "go green." Parents/guardians should provide the school with an email address to receive information via email if one is available.

Grade Challenges

The faculty maintains all grades for students. If a student disagrees with an assigned final grade, the student must request a meeting with the teacher. If a student believes that the grade is in error or demonstrably inconsistent with the teacher's grading policy, then the student may file a letter explaining the challenge of the grade to the principal indicating the steps the student has taken up to this point. Within ten (10) business days of receiving the letter, the principal will meet, either jointly or separately, with the teacher and the student, to make a final recommendation to the Superintendent. The Superintendent's decision can be appealed to the State Board of Education.

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

Grades for Athletic Eligibility

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

Promotion

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

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

Attendance

The State of Mississippi, as expressed by the Compulsory School Attendance Statute, has established responsible attendance habits as a priority for all Mississippi students. A compulsory-school-age child is defined by Miss. Code Ann. § 37-13-91(2)(f). Parents should support the school by having their student arrive to school on time.

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

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

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

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

Students may have up to two (2) excused parental absences per nine weeks grading period. Parents must notify the office in writing no later than the day the student returns for the absence to be considered a parental excuse. All other absences require medical or legal documentation to be submitted to the office on the day the student returns to school for the absence to be considered excused.

Excessive Absences

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

Excused Absences

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

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

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

MSD 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.

Make-Up Work for Absences

Students with excused absences may make up tests, class work, exams, lab work, or assignments

without penalty. Students must schedule make-up work immediately upon return to class following the absence. The amount of time provided for make-up work to be completed and turned in for credit will be for each day of an absence, the student has one (1) day in which to complete the make-up work. For example: A student has three days to complete make-up work for a three-day absence.

Exceptions can be made at the discretion of the teacher, principal, and/or guidance counselor to give students extended time if needed. Failure to complete and turn in assignments within the stipulated time shall result in a grade of zero for the assignment.

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

Activity Participation after Absence

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

Emergency Closing and Delays

MSD rarely closes during inclement weather; however, if closure is discussed, the decision will be made by the MSDB Superintendent. If buses from local school districts arrive early to pick up students, MSD will release them. Public schools will not transport students if the road conditions are not safe. MSD will allow parents to bring their student(s) to school if conditions are safe. Students will receive excused absences for inclement weather when their daily buses do not transport, run on a 2-hour delay, or pick up students for early dismissal. Virtual options may be available and will be determined on a case-by-case basis.

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

Tardy to Class

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

Homework

The purpose of assigning homework is to reinforce skills learned during class. In addition, parents and dorm parents are notified of weekly assignments. MSD expects good communication between teachers and parents/dorm parents.

English Learners (ELs)

Mississippi Schools for the Deaf and the Blind are 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. Mississippi Schools for the Deaf and the Blind 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
http://www.mde.k12.ms.us/docs/federal-programs/english-learner-guidelines-regulations---fundinnguidance-and-instructional-supports_20180518.pdf?sfvrsn=2

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 a n 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 students with disabilities enrolled at MSD. Services and eligibility are not determined by the student's disability category but are determined on an individual case-by-case basis by the student's IEP committee according to the regulations of the Individuals with Disabilities Education Act (IDEA) and policy and procedures set forth by the Mississippi Department of Education.

Dropout Prevention Plan

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

1. College and Career Planning
 - a. On-site print and electronic college and career information, catalogs, and application materials
 - b. Campus visits by recruiters from in-state and out-of-state colleges, universities, and other institutions of higher learning
 - c. Transition to college, financial aid, and other workshops relevant to high school students
 - d. Guest speakers and artists who are professionals working in relevant fields of interest among the students
2. Intervention Programs
 - a. Attendance monitoring
 - b. Grade progress reviews throughout grading periods
 - c. Tutorial and/or study blocks supervised by a staff/faculty member
 - d. Ongoing communication between the faculty, administration, and residential life staff regarding individual needs
3. School, Family, and Community Partnerships
 - a. Student data sharing through school package for student records
 - b. Email links between parents, teachers, administration, and students
 - c. Real time access by parents to student attendance, grades, assignments via the Internet through the school package for student records
 - d. Additional support for individual students from community and parent groups
4. Support for transition back to Home Schools
 - a. Communication with parents and students
 - b. Emotional support throughout the decision-making process
 - c. Prompt transfer of records and data upon request of the new school
 - d. Monitoring to ensure that students enroll in new school

The full MSDB Dropout Prevention Plan can be read in its entirety at msdbk12.org.

Academic Expectations and Honesty

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

Students are expected to complete outside assignments alone unless the teacher grants permission prior to the work beginning. When using a primary or secondary source in writing a paper, students must use footnotes or references.

Rewriting ideas from another source in your own words is plagiarism if not correctly footnoted or other reference to the source is provided.

Students are responsible for communicating their need for clarification or help to the teacher if the obligation to footnote or reference is not understood. MSD expects academic honesty from all students. Decisions regarding academic honesty fall to the teacher. To ensure due process, teachers will report suspicion or other indications of dishonesty to the principal/supervisor and the student within ten (10) calendar days of the date of the assignment. Violations may fall into the following categories:

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

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

Tutorials and Required Study Hours

Students are provided extra opportunities to receive needed academic support through participation in tutorial and content mastery sessions. Teachers are also available during their planning period when requested in advance.

Dorm Students: The Residence Education Director will designate study hours. Students will respect the quiet atmosphere needed for studying and/or rehearsals/practices. Students are encouraged to study in their residence hall rooms, the residence study rooms, or in specific classrooms that may open specifically for this purpose. Students are also expected to respect any assigned quiet areas during the study hours.

Textbooks and Other Media - Electronic and Print

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

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.
 - a. process for monitoring and documenting student progress and services delivered to students with disabilities; and
 - b. 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.

SPECIAL SERVICES

Free Appropriate Public Education

MSD 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).

Non-Discriminatory Evaluation Policy

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

Least Restrictive Environment

MSD will, to the maximum extent appropriate, educate disabled students with non-disabled students in their age groups. A continuum of alternative placements based on the individual student's IEP will be provided. Placement of students will be determined at least annually or as required by law.

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

Individual Education Program (IEP)

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

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

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

The IEP must be designed to:

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

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

Change in Placement Due to Behavior-Manifestation Determination

Students with disabilities have special protections under the 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 IEP Committee must determine if the behavior(s) are a manifestation of the student's disability or if the proposed disciplinary action constitutes a change in their educational placement. Decisions that impact placement must be made by the IEP Committee prior to any change in educational placement.

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

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

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

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

Due Process

MSD 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://mdek12.org/OSE/PP>. Information regarding Procedural Safeguards is provided to each parent at least annually. In the event of disagreements between the family and the school, it is hoped that these can be worked out through the IEP process or through subsequent discussions with the Mississippi School for the Deaf administration.

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.

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 MSD.

COUNSELING SERVICES

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

Objectives of Counseling Program

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

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

Schedule Changes

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

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

Exam Schedules

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

Teachers must administer all tests according to the schedule or must have prior approval from the

principal to deviate from the approved schedule.

College Testing Programs

All juniors are required to take the ACT in the spring. The first examination of all juniors is paid for by the state. 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 beyond the single examination provided by the state. The counselor will assist and work with the principal to provide reasonable and allowable accommodations as identified by the student's IEP.

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 MSD may participate in a dual enrollment program with local colleges and universities, providing prerequisites are met. Dual enrollment provides opportunities for high school students to earn college credit while in high school. Only students with a 3.1 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 have the following:

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

Students who have not completed the minimum of fourteen (14) core high school units may be considered for the Dual Enrollment Program if they have a composite ACT score of thirty (30), the required grade point average, and recommendations prescribed above.

DISCIPLINARY MANAGEMENT

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

The Mississippi School for the Deaf is governed by the State Board of Education and recognizes 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 designee.

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

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

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

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

Items Prohibited on School Property

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

Alcoholic beverages	Bandanas, sweat bands	Toy weapons
Ammunition	Cigarette lighters	Knives
Stolen property	Firearms	Fireworks
Gambling paraphernalia	Gang paraphernalia	Cap guns
Gun jewelry	Illegal drugs	Matches
Noise making devices	Drug paraphernalia	Laser lights

Mace	Incendiary materials	Tobacco
Paint guns	Personal defense spray	Water pistols
Pornographic materials	Silly bands	Slingshots
Stink bombs	e-cigarettes	

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

Notification of Law Enforcement Officials

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

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

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

Zero Tolerance Policy

In accordance with Miss. Code Ann. 37-11-18, MSD has a zero-tolerance policy for 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.

Any student in any school who possesses any controlled substance in violation of the Uniform Controlled Substances Law, a knife, handgun, other firearm, or any other instrument considered to be dangerous and capable of causing bodily harm or who commits a violent act on educational property as defined in Miss. Code Ann. § 97-37-17, 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 for such expulsion on a case-by-case basis. Such expulsion shall take effect immediately subject to the constitutional rights of due process, which shall include the student's right to appeal to the local school board.

If a student has committed an infraction where Zero Tolerance applies, only the IEP Committee may determine the placement of a special education student in the alternative setting. Should the parents disagree with the placement decision, due process procedures afforded under IDEA will be followed. The IEP Committee will also determine if the student has met the goals outlined on the IEP, which would allow the student to return to an appropriate placement other than the alternative setting.

Disciplinary Procedures

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

Students who fail to make required minimum academic progress, to improve attendance, or to correct residential life behavioral problems during the probationary term will be evaluated for appropriate actions.

General Suspension for Ten (10) Days or Less

Suspension: the administrative removal of a student from class attendance at MSD 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 MSD for a period of ten (10) school days or less when it is determined that a student's behavior is detrimental to the good order of the school, and that suspension is an appropriate disciplinary action for a serious violation of school rules (or frequent violations of school rules).

The procedure for suspending a student is as follows:

MSD officials will provide the student with a notice of the charge of violation of school discipline and the evidence against them. The notice of the charge may be given orally. The opportunity will be given for the student to hear the charge and evidence and to offer the student an opportunity to respond. This will be the only hearing conducted. If the facts indicate the student's guilt, the Superintendent will determine the appropriate term of suspension.

Upon notification of the suspension, the student is placed on restriction (in dormitory room, if during extended day or in a room specified by the principal/supervisor during the school day) until the actual departure from school to begin the suspension. The suspension may begin immediately. MSD will inform the parent/guardian(s) of the suspension prior to the student leaving campus.

Within five school days of the informal hearing with the student, MSD officials will send written

notification to the student and parent/guardian(s) specifying the reasons for the suspension.

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

Upon completion of suspension, a student returning to school must make an appointment with the school official who handled the suspension to discuss returning to school and any additional restrictions that may apply. Parent/Guardian(s) will be requested to consult with the MSD official.

Emergency Suspension

Emergency Suspension: occurs when the Superintendent or a designee summarily suspends a student for not more than three (3) days prior to completing a n 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 MSD and may not attend any classes. The student must leave school as soon as possible.

During the student's absence, a school official will complete the investigation by the end of the school day following the emergency suspension. The administration will communicate findings to the student by phone and allow the student to respond.

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

Change in Student Placement

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

Authority of School Personnel

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

placement.

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

- carries or possess a weapon to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substances, while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

Manifestation Determination Review

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

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

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

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

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

Determination That Behavior WAS a Manifestation of Disability

The IEP Team will conduct a functional behavior assessment (and implement a behavioral intervention plan) in circumstances where the manifestation determination review concludes that

the student's behavior was related to his disability provided the MSD has not already conducted such assessment before the occurrence of the behavior that resulted in the change in the student's placement. If a Behavioral Intervention Plan has already been developed and implemented, the IEP Team will review the plan and make modifications, as necessary, to address the behavior.

Determination That Behavior WAS NOT a Manifestation of Disability

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

Functional Behavioral Assessment

A functional behavioral assessment is a procedure to assess problem behavior prior to recommending strategies for dealing with the student's problem behavior.

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

Behavioral Intervention Plan

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

Expedited Due Process

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

A parent's right to an expedited, impartial due process hearing is limited to disciplinary situations involving a change of placement, which would occur if a child were removed from the current placement for more than ten (10) school days at a time or if there were a series of removals from the student's current educational placement in school year. The MSD has the right to request an expedited hearing if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

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

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

Procedural Safeguards for Students with Disabilities

Procedural Safeguards for Students with Disabilities are given to parents during the intake process, when notice of the IEP meeting is sent, during IEP development/review, when notice of staffing meeting is sent, and during a staffing meeting. Procedural Safeguards for Students with Disabilities Notice is additionally given to parents as an attachment to the Student Handbook. The procedural safeguards will also be provided as required in 34 C.F.R. § 300.504 and *Miss. Admin. Code 7-3:74.19*, State Board Policy Chapter 74, Rule 74.19, § 300.504.

DISCIPLINARY PROCEDURES

MSD is committed to providing an environment where its students may live and learn safely. Success in this regard is dependent upon the full cooperation of every member of the school's community. This includes school staff, students, and parent(s)/guardian(s) who understand their responsibilities to others and are mindful of laws, rules, and policies that govern student behavior.

Disciplinary measures employed by MSD are intended to assist students to develop skills necessary for effective problem solving, develop positive self-images, learn how to have positive relationships with others, respect personal and property rights of others, understand and appreciate other cultures, ideas, and opinions, and develop a sense of responsibility for one's actions and an awareness of their possible consequences. MSD will follow relevant Federal and State statutes and regulations to convene IEP Committees.

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

MSD admits students with various backgrounds, experiences, and educational expectations. In a community of diverse learners, standards of behavior ensure that all students live in a safe environment conducive to learning and free from disruptions that impede the freedom to develop and grow as productive individuals in society. All students shall conduct themselves in a positive manner, attend classes, complete assignments on time, abide by the Student Code of Conduct, and respect the rights and freedoms of others.

MSD students shall demonstrate honesty, integrity, and respect in all school related and

sponsored activities, whether on or off the campus.

Level I Violations and Consequences

The following list of violations is not meant to be all-inclusive. Administration will assign activities not listed to the appropriate level. When a student has received three (3) Level I violations, all subsequent offenses beginning with the fourth violation will be administered at Level II. When an incident occurs involving multiple violations on the same level, staff may count each violation separately or consider the incident as one violation at a higher level for determining the consequence(s). These violations and consequences apply to both the academic and residential setting.

Level One Violations - Academics	Level One Consequences
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<p>A. Attendance Violations (Not at assigned location):</p> <ol style="list-style-type: none"> 1. Failing to attend mandatory meetings, study hours 2. Missing the bus 3. Violating study hour guidelines <p>B. Behavior Lacking Consideration of Others:</p> <ol style="list-style-type: none"> 1. Breaking in line in the cafeteria 2. Disturbing others 3. Profanity <p>C. Damage to Property, Accidental:</p> <ol style="list-style-type: none"> 1. Damaging individual, school, public property 2. Misusing and/or unauthorized use or abuse <p>D. Failure to Follow Written Protocol:</p> <ol style="list-style-type: none"> 1. Carrying food or beverages on bus 2. Failing to meet dress code 3. Eating or drinking in the library <p>E. Technology Offense (Computer, Network, Phones):</p> <ol style="list-style-type: none"> 1. Eating or drinking at school computers 2. Violating MSD internet regulations 3. Committing Personal Communication Device offenses 4. Committing Listening Device offenses 5. Committing landline phone violations 6. Technology acceptable use violations 7. Mass email for non-school purposes 8. Monopolizing computers/equipment 9. Wasteful use of equipment/printers/paper/supplies 10. Use of personal hotspot on MSD equipment 	<p>1st Offense: Verbal Warning</p> <p>2nd Offense: Written Warning</p> <p>3rd Offense: 1 detention session Parent(s) notified</p> <p>4th Offense: See Level II.</p> <p>Level One Offenses will be carried over until the end of the year. After repeated offenses students may be placed on probation.</p> <p>Habitual offenses (more than three) of the same violation may merit up to a two (2) day suspension.</p> <p>Personal Communication Device (PCD) offenses are in addition to above prescribed consequences:</p> <p>1st Offense: PCD will be confiscated one day and a conference is held. (Level I)</p> <p>2nd Offense: PCD will be confiscated for one week. (Level I)</p>
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Level II Violations and Consequences

The following list of violations is not meant to be all-inclusive. Administration will assign activities not listed to the appropriate level. When a student has received three (3) Level II violations, all subsequent offenses will be administered at Level III. When an incident occurs involving multiple violations on the same level, staff may count each violation separately or consider the incident as one violation at a higher level for determining the consequence(s). These violations and consequences apply to both the academic and residential setting.

Level Two Violations - Academics	Level Two Consequences
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<p>A. Attendance Violations-Not at Assigned Location : 1. Cutting class (includes absences due to missing the bus) 2. Failing to attend mandatory assemblies, meetings, educational program, and field trips 3. Leaving class without permission or campus pass 4. Entering or exiting campus buildings without authorizations</p> <p>B. Behavior Lacking Consideration of Others: 1. Disrespecting or defying school personnel 2. Harassing another individual 3. Behaving inappropriately in a romantic relationship 4. Exposing oneself indecently 5. Making lewd gestures (profane or obscene behavior, etc.) 6. Using profanity, verbal or written against others</p> <p>C. Damage to Property, Deliberate: 1. Committing acts of minor vandalism 2. Defacing school property 3. Misusing or unauthorized use of property</p> <p>D. Dishonesty 1. Cheating or other academic dishonesty (first Offense) 2. Conveying false information 3. Lying to staff, faculty, or administration 4. Signing out more times than authorized during the day</p> <p>E. Failure to Follow Written Protocol: 1. Failure to clean up after oneself in cafeteria 2. Taking utensils, food, drinks, and dinnerware from cafeteria 3. Materials encouraging the use of illegal substances 4. Exhibiting materials in windows visible from the outside 5. Failure to sign in or out of campus 6. Leaving dorm room when sick or absent from class 7. Using inappropriate content in student work 8. Violating the Student Code of Conduct and Honor Code</p> <p>E. Safety or Legal Issues: 1. Failing to follow evacuation and emergency procedures 2. Failure to report lost ID badge 3. Possessing pornographic, lewd, or obscene materials</p> <p>F. Technology Offenses (Computer, Network, Phone): 1. Committing MSD Internet violations 2. Violating personal communication device offenses (cell phones) 3. Committing Listening Device offenses 4. Making landline phone violations 5. Technology acceptable use violations 6. Failure to log off school computers 7. Use of email for fraudulent, financial gain, or other inappropriate purposes 8. Streaming/large downloads/games that degrade</p>	<p>Academic Dishonesty (First Offense): Grade of “0” on class assignment</p> <p>Other Offenses:</p> <p>1st Offense Conference with Principal or designee; Parents(s) notified</p> <p>2nd Offense 1 detention session Parent(s) notified</p> <p>3rd Offense ISS or 1 week of dorm restriction Parent(s) notified</p> <p>Referred to the Principal as a Level Three Violation</p> <p>Level Two violations will be carried over in the next semester. After repeated offenses the student may be placed on probation.</p> <p>Habitual offenses (more than three) of the same violation may merit up to a two (2) day suspension. The administration reserves the right to increase consequences as deemed necessary.</p> <p>Academic Dishonesty violations will result in additional consequences.</p> <p>Personal Communication Device (PCD) Offenses are in addition to above prescribed consequences:</p> <p>PCD will be confiscated for one to four weeks as determined by administration. (Level II)</p>
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performance 9. Misuse of printers and equipment G. Multiple Level I Violations	
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Level III Violations and Consequences

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

Level Three Violations - Residence	Level Three Consequences
<p>A. Attendance Violations-Not at Assigned Location:</p> <ol style="list-style-type: none"> 1. Being on the hall or in the room of the opposite sex 2. Exiting after curfew 3. Violating visitation guidelines regarding students in a romantic relationship <p>B. Behavior Lacking Consideration of Others:</p> <ol style="list-style-type: none"> 1. Behavior impeding school and dorm operations 2. Gross violations of PDA guidelines 3. Causing a false emergency alarm 4. Direct disobedience or insubordination 5. Indecent behavior or exposure 6. Misconduct during school-sponsored events 7. Profanity, gross or obscene language or actions <p>C. Dishonesty:</p> <ol style="list-style-type: none"> 1. Academic Dishonesty (second offense) 2. Being knowingly present when policy violations are occurring and not notifying school personnel 3. Documenting false information 4. Lying to the administration 5. <p>D. Safety or Legal Issues:</p> <ol style="list-style-type: none"> 1. Actions unsafe for self-and/or others 2. Assault 3. Being picked up by the police 4. Breaking and entering 5. Compromising campus security and life safety 6. Conspiring to violate school policy 7. Contributing to the delinquency of a minor student 8. Creation, distribution, possession of fake IDs 	<p>Academic Dishonesty (Second Offense): A failing grade will be recorded for the class, the parents will be notified, and the student may be suspended or dismissed.</p> <p>Students who have disciplinary infractions reaching the point of all Level III violations will be placed on disciplinary probation.</p> <p>All Level III Violations are referred to the Superintendent or designee for action and dependent upon the severity of the infraction may include dorm restriction, suspension, dismissal, and/or expulsion and possible law enforcement involvement.</p>

9. Extortion
10. Facilitating unauthorized persons on campus including banned former students
11. Fighting, including battery
12. Forgery, fraud, submission of false information
13. Gambling or gaming
14. Harassment
15. Molestation
16. Multiple and/or simultaneous Level II violations
17. Possession and/or use of banned materials
18. Purchase, possession, use distribution of tobacco products
19. Purchase possession, abuse of prescription or over the counter (OTC) drugs/inhalants
20. Purchase/possession/use of a dangerous weapon (including martial arts), explosives/ammunition/fireworks/firearms
21. Purchase, possession, use of distribution of, or being under the influence of alcohol
22. Purchase, possession, use of distribution of, or being under the influence of illegal drugs
23. Riding in a vehicle without proper permission by parent
24. Signing out walking and getting in a vehicle for transportation without proper authorization
25. Theft, shoplifting, or receiving stolen property
26. Threatening bodily harm
27. Transporting a student in a vehicle without proper authorization
28. Unauthorized absence from campus, including running away
29. Unauthorized use of public property
30. Using inappropriate context in student work
31. Vandalism, destruction, or other severe misuse of property
32. Violating municipal, state, or federal law

E. Technology Offenses:

1. MSD Net or Donn Net violations
2. Personal Communication Device offenses
3. Listening Device infractions
4. Telephone violations
5. Hacking, unauthorized access or use
6. Cyberbullying/harassment/Obscene use
7. Attempt to degrade, crash or modify network/equipment
8. Relocate equipment without permission
9. Housing website on MSD server

F. Multiple Level II violations

G. Habitual Minor Infractions

PBIS (Positive Behavior Interventions and Support)

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

Tier	Prevent Description
I. Primary (Tier 1, Universal)	Preventing the development of new incidents/ occurrences of problem behavior by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom).
II. Secondary (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.
III. Tertiary (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.

Respect for Persons, Property, and Privacy

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

1. Use of language not deemed respectful or in good taste.
2. Engaging in inappropriate physical contact or improper demonstrations of affection or attraction.
3. Any form of harassment, hazing, or bullying, whether verbal or nonverbal.
4. Taking any property without the owner's express consent is considered theft. This policy includes the access to contents of backpacks or bags without specific permission to do so.

The cost of willful damage to School property will be charged to a student's personal account.

5. Any form of vandalism or abuse of the school's or another's personal property is unacceptable. Trespassing on property not owned by the school is also a violation of this standard. The cost of willful damage to School property will be charged to a student's personal account.
6. Violating any federal, state, or local laws.
7. Engaging in behavior which jeopardizes the welfare or good nature of the school or any members of the school community.
8. Students should be aware that certain activities outside of School hours or off School property may result in loss of School privileges or other disciplinary action up to and including dismissal. Examples of such outside conduct are violations of laws; underage purchase of alcohol; drug use, sale or possession; or use or misuse of digital content which does or could compromise the welfare of any member of the school community or the reputation or function for the school.
9. Students are expected to always remain on campus except when leaving campus is scheduled, accompanied by staff, or approved by the school.
10. All students must respect the absolute privacy of each other's residential rooms and all areas of campus.

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.

Expectations for Parent(s)/Guardian(s)

The parent(s)/guardian(s) of a compulsory school-age child are required to make every reasonable effort to ensure that their child attends school. Likewise, parent(s)/guardian(s) are responsible financially for destructive acts their children commit against school property, school personnel, other students, and property.

Parent(s)/guardian(s) may be requested to come to the school for a meeting with appropriate school officials to discuss the conduct and acts of their children to make every reasonable effort to ensure that their children have a successful and safe living and learning environment.

Appearance and Dress

The administration and faculty expect all students to dress in a manner which reflects favorably upon the efforts of the total educational community to provide the best learning experience possible for each student. The Student Dress Code is based on two precepts-good health and safety, and consistency with instructional processes. To prepare for increased restrictions and responsibilities within the adult workplace, students must learn to observe basic regulations. All students are expected to wear uniforms. Students will be required to wear uniforms Monday - Thursday each week. On Fridays, students may wear casual clothes. The following provides additional information regarding attire on campus:

1. Hair shall be groomed so as not to extend below the eyebrows or cover the eyes.
2. Hair and nails shall not be groomed in class.
3. Hair and body shall be free from obnoxious odors, clean, and neat in appearance.
4. Shoes, sandals, or boots shall be always worn with shoes being laced and tied. No cleats or tennis shoes with wheels.
5. No tank tops, halters, tops with spaghetti straps or tops that expose the midriff, with hands raised above the head, shall be worn. Appropriate underclothing shall be worn. No clothing considered and designed as underclothing, shall be worn as an outside garment. Underclothing shall not be exposed while worn underneath an outside garment.
6. Picks, combs, rollers, and other styling devices shall not be worn in the hair.
7. Unless prescribed for medical reasons, sunglasses are not allowed in the building.
8. Hats, caps, toboggans, head scarves, bandanas, wrist bands, sweat bands,
9. hairnets, or shower caps, stocking caps, or do rags are not allowed to be worn during the academic day. This rule applies to both boys and girls.
10. No see-through clothing shall be worn.
11. Students may wear shorts, provided the length is no shorter than 4" above the knee.
12. Girls' skirts and dress length must meet the 4"-inch rule as stated above.
13. Skin-tight pants and biking shorts shall not be worn.
14. No pants with holes are permitted. No pajama pants are permitted.
15. Overall straps and suspenders shall be fastened and worn over the shoulders.
16. Leggings must be worn with the appropriate skirt or other covering.
17. Pants should be worn appropriately at the waist. **Sagging pants will not be tolerated.**
18. Students with tattoos may be requested to keep them covered.
19. Clothing with suggestive, vulgar, indecent, or disruptive slogans/pictures is not permitted.
20. Clothing advertising alcoholic products, tobacco products, or drugs is not permitted.
21. 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.
22. Further, a student shall not wear any clothing advertising gang-related signs, colors, or written gestures.
23. Wallet chains are not allowed.
24. Trench coats or duster style coats are not allowed.
25. **Any dress or personal appearance that the administration feels is disruptive or presents a safety hazard to the instructional process will be dealt with on an individual case basis.**

School Uniform Requirements (Monday-Thursday)

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

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

Notes: Students may wear casual clothing each Friday; however, the clothing must follow all

guidelines. Please make sure your student has seasonally appropriate attire.

Campus Visitors

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

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

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

Publications

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

Student Organizations and Clubs

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

Fund Raising

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

Distribution of Non-MSD Printed Material

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

Media Policies

MSD has a positive working relationship with the news media to promote the school and its mission. The office of public relations is responsible for coordinating media coverage for events. All news releases, newsletters, public service announcements, publicity, promotional brochures, advertising (except for advertising for purchasing}, graphics, photography, etc. will be originated, produced, disseminated and/or approved by the Superintendent. All students, clubs,

and organizations affiliated with MSD must comply.

TECHNOLOGY GUIDELINES

Acceptable Use Policy

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

CIPA

In December of 2000, Congress enacted the Children's Internet Protection Act (CIPA). For any school or library that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements. The CIPA requires that schools restrict employee and student access to the Internet.

Under the CIPA, covered schools must have an Internet safety program which filters both adult and student access to visual depictions that are obscene or constitute child pornography. The program must also prevent students from accessing materials that are harmful to minors. The MSD receives these discounts for Internet Access through the E-Rate program and is therefore in compliance with the CIPA.

COPPA

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

The Final Rule issued by the Federal Trade Commission spells out what a Web site operator must include in a privacy policy, when and how to seek verifiable consent from a parent, and what responsibilities an operator 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 MSD. 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 4 weeks. The student will serve two days of in school suspension/dormitory restriction.
- Third infraction - the device will be confiscated for the remainder of the school year. The student will serve three days of in school suspension/dormitory restriction.

MSD does not accept responsibility for lost or misplaced electronic devices. MSD 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.
- MSD 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

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

MSD 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 MSD Internet resources properly and for the purpose designated by the Legislature. All existing Federal and State laws as well as MSD regulations and policies apply, including not only those that are specific to

computers, networks, and websites, but also those that may apply generally to personal conduct. Technology changes rapidly as do the ways in which users can use and perhaps abuse the school computer system. MSD must ensure that its computer resources are used properly and within established guidelines. In pursuit of that goal, the school reserves the right to monitor the system for signs of illegal or unauthorized activity. Even though the MSD Appropriate Use Policy may not expressly

prohibit an activity such behavior is not permissible. For questions related to appropriate use contact the Technology Director.

Student Responsibilities

As MSD 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 MSD)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 MSD 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 MSD 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 MSD technology users, students must not:

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

Electronic Mail (Email)

If an MSD student uses the school's network and has a Google email account, the student must:

- be aware that MSD administration has authorization to read and approve both incoming and outgoing email before distribution,
- understand that use of the MSD Internet does not guarantee privacy,
- use the MSD provided Google student email account to communicate with faculty, staff, and administration (for educational purposes only),
- recognize that MSD 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 MSD computer systems including the use of insulting, sexist, racist, obscene, or suggestive e-mail.

Network, Website, and Communication Systems

As MSD technology users, students must not:

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

Waste and Abuse of MSD Internet Resources

As MSD 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 MSD 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.

MSD Internet Hardware

As MSD 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 2 hours campus work service and/or loss of personal computer privileges on campus

Level III violations may include one or more of the following: loss of all network privileges, loss of privilege of personal computer on campus, suspension, or dismissal.

Internet Terms and Conditions of Use Personal Safety

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

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

Illegal Activity

User agrees not to access, transmit, or retransmit any material(s) in furtherance of any illegal act or conspiracy to commit any illegal act in violation of local, state, or Federal laws or regulations.

User shall not access, transmit, or 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.

User shall not plagiarize copyrighted materials.

User shall not access, transmit, or retransmit any material that promotes violence or the destruction

of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials.

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

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

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

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

System Resource Limits

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

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

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

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

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

Students will not be allowed to engage in any on-line chatting, including Internet messaging, unless it is a part of the curriculum and specifically designated as such by a teacher. Then the session will be monitored by the teacher and limited to the time frames that must also be specified in the curriculum. Teachers must know with whom the student is communicating always.

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

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

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

User Rights and Expectations

User shall have the responsibility to use computer resources for academic purposes only. Therefore, as mandated by CIPA, filtering will be utilized on all computers accessing the Internet. The only exception will be for academic research by a staff member with the approval of school administration.

There is absolutely no expectation of privacy on the MSD network. Activities at any workstation or transmission and receipt of data can be monitored anytime either electronically or by staff observation. This includes transmission and receipt of email, email attachments, Web browsing, and any other use of the network. User consents to the monitoring of User's activities and files.

Users should log off at the end of each workday or the conclusion of the class session. Parents of minor users shall have the right to inspect the contents of the minor User's files.

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

MSD 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 MSD is a privilege, not a right. There will be consequences for any User who fails to comply with the Acceptable Use Policy for the MSD. For student Users, the consequences may include, but are not limited to, paying for damages, denial of access to technology, detention, suspension, expulsion, or other remedies applicable under the school disciplinary policy. 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 MSD 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 MSD will fully cooperate with local, state, and federal officials in any investigation related to illegal activities conducted through the User's Internet Policy.

MSDB TECHNOLOGY AND INSTRUCTIONAL DEVICE USE POLICY

Terms

All student users of the Mississippi Schools for the Deaf and the Blind (MSDB) provided laptops, tablets, or other personal computing devices shall comply with MSDB policies. Any

failure to comply may result in termination of student user rights of possession effective immediately, and MSDB may repossess the device.

Legal Title

MSDB 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, MSDB Technology policies, and all MSDB Acceptable Use policies and procedures as found in the MSDB 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.
 - f. 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.
 - g. 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 MSDB personnel within three (3) calendar days of missing or damaged device.
3. 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.
4. 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.

5. 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 MSDB protection software may result in disciplinary action.
6. 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.
7. The device shall be returned in acceptable working order by the last day of each school year, upon withdrawal or exit date from MSDB, and whenever requested by school staff.
8. Failure to return the device by the last day of each school year, upon withdrawal or exit date from MSDB, 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 MSDB 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 MSDB Technology policies, including the timely return of the property, MSDB 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 MSDB or upon withdrawal from MSDB.

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 MSDB 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 Appropriations

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

Signature Verification

Print Parent/Guardian Name(s) _____

Parent/Guardian Signature(s) _____

Date: _____

Print Student Name _____

Student Signature _____

Date: _____

**I have reviewed MSDB technology policies and understand
the rules and guidelines for the following:**

_____ (initial) Acceptable Use Policy in the 2022-2023 MSD 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: April 21, 2022

SCHOOL SAFETY AND TRANSPORTATION

Safety and Security

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

The following are general safety precautions:

- observe Student Code of Conduct,
- adhere to all MSD policies and procedures, and
- to help ensure student safety and to protect personal property in the Residence Halls students should:
 - refrain from leaving large sums of money in their rooms,
 - identify personal belongings, including clothing,
 - protect luggage and locker keys and do not lend them to anyone.
 - lock valuable items in wardrobes or luggage.
 - unplug and store electrical appliances properly after use (e.g., hair dryers, curling irons, irons), and
 - memorize emergency evacuation routes and participate in practice drills.

On Campus

To ensure safety while on campus, students should:

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

Off Campus

To ensure safety while off campus, students should:

- report to school staff any threats to students and/or staff that could jeopardize the well-being or safety of anyone,
- be aware of all surroundings when using ATMs,

- stay in designated walkways and established routes,
- walk in groups of two or more,
- restrict destinations and activities to those stated when signing out of the dorm,
- refrain from getting in any vehicle other than an MSD vehicle, and
- remember that they represent MSD within the community.

Scent Detection Canine Searches

The use of law enforcement scent canines is a tactic designed to dramatically illustrate that neither school authorities nor law enforcement agencies will tolerate illicit drugs or other scent-detectable contraband on campus. Scent detection canine searches may include the common areas of the dormitories, academic building(s), and the parking lot including the external surfaces of automobiles. Alert by a scent detection canine will be considered reasonable suspicion.

The appropriate law enforcement agency will authorize further search and seizure in relation to that property or individual in accordance with their policies and procedures. Local law enforcement officers, with the assistance of MSD personnel, will conduct all scent detection canine searches.

MSD Safety/Crisis Management Plan and MSD Safety Manual

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

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

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

Student Transportation to and From School

Parents or other individuals(s) authorized by the parent must transport Residence students to and from campus. On weekends and holidays students should decide to leave campus in advance of the day of departure. Specific times will be set for students to depart from campus. All students must go home during the weekends and holidays designated in the MSD calendar.

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 and must arrive on campus no later than 7:55 a.m. Parents are to pick up students at the time of dismissal. A commuter may stay on campus for an extra-curricular event with a residential supervisor, teacher/coach, and parent permission for required practices, rehearsals, class assignments, or other educational purposes. Commuters must leave campus by 9:00 p.m. or at the conclusion of the designated activity unless properly authorized as an overnight visitor. The commuter must follow all rules and regulations of the residence facility including the use of transportation and check-in/check-out policies and procedures.

Student Conduct on Buses

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

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

Students are subject to disciplinary action, including suspension and/or expulsion from the school, if the student constitutes a threat to the safety of the other students on the bus, causes damage or destruction of property, distracts the bus driver, or in other ways interferes with the normal or safe operation of the bus.

Transportation Safety Procedures

To ensure safety during transportation, students shall:

- report to the assigned bus pick-up on time,
- use extreme caution when loading and unloading from the bus,
- wait until the bus has come to a complete stop and the bus driver indicates it is safe to board or depart from the bus,
- keep head, arms, legs, body, and personal possessions out of the aisle of the bus and inside the windows,
- be always courteous and respectful, and
- follow the instructions of the driver.

CAMPUS SERVICES

Food Services

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

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

U.S. Postal Services

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

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

(Name of Student)
Mississippi School for the Deaf
1253 Eastover Drive
Jackson, MS 39211

Religious Services

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

Financial Services

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

Campus/Community Service

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

Health Services

The MSD 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 24 hours a day from Sunday at 3:00 p.m. through Friday, 3:00 p.m. In the case of a non-homegoing weekend, the clinic remains operational throughout the weekend. A registered nurse will examine students and coordinate appointments with a local doctor. While the nurse can administer allergy shots, provide basic first aid services, and perform health care counseling, the nurse is not a personal physician. When the Health Clinic is closed the nurse will be on call and can be reached by the Director of Residence Education, if deemed necessary. Students should alert their teachers in the event they become ill during the school day. If a student becomes ill during the evenings or on the weekend the Residence Education Parent should be informed.

In emergency situations an ambulance service may be called and the service of the emergency room of a local hospital utilized. Parents/guardians **MUST** sign an MSD Health Information/Medical Treatment Form allowing a student to receive hospital care in the case of an emergency. MSD will notify parents/guardians immediately in the event of an emergency.

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

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

Medication and Illness Policies and Procedures

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

A working phone number must be always on file in the MSD 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 student are required to have the child's health care provider develop and sign the SAP **annually**. The SAP must include: (1) student'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 MSD.

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

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

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

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

Self-Administration of Medication

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

A student with asthma may self-administer prescription asthma medication if MSD is provided a written (1) parental authorization, (2) parental release of liability, (3) school asthma plan completed by the prescribing physician authorizing self-administration and (4) the required doctor's statement pursuant to Miss. Code Ann. § 37-11-71. Students will report to the nurse or designated representative at the predetermined time for administration of medications.

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

Excused Absence from Class for Health Reasons

A student who is ill must inform the nurse at the Health Clinic as soon as possible. Students who

do not check in with the nurse will not receive an excuse for illness.

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

Going to the Health Clinic does not automatically excuse a student from class. The nurse and/or doctor must substantiate the seriousness of the illness. A minor illness (e.g., cramps, headache, minor cold) does not justify an excused absence. At any time during the school day an excused absence will be granted providing the student has gone to Health Clinic and has a substantiated illness.

Students excused from two or more classes because of illness shall not attend school functions that day and are expected to remain in the residence hall room except for meals unless written permission from a physician or the school nurse is provided. Students excused from class attendance must receive health clearance from the nurse to leave the residence hall. Students cannot attend any school functions when 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 MSD with a doctor's excuse or appropriate written statement from a parent.

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

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

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

If current medical knowledge indicates a student's health condition does not pose a risk to others the student will continue at MSD as normally as possible. If the student is having academic problems 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 MSD, students who have recovered from a communicable disease must

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

Residential Education Services

Philosophy of Residential Education: The opportunity to reside on campus enhances the educational experiences students receive at MSD. The Residential Education program reflects the goals of MSD. MSD encourages individual expression, but students must understand that they must maintain self-discipline, responsibility, and effective decision-making skills. The enhancement of student character is a key component in achieving a positive residential environment. Residential guidelines are based on the premise that living on campus is a privilege that carries with it an expected level of individual responsibility.

Residential Education

Living in a residence hall is an exciting opportunity that requires self-discipline, independence, a high degree of responsibility, and compatibility with students from diverse backgrounds. Students who demonstrate these characteristics should adapt successfully to living in a residence hall with minimal adjustments. While students are making transitions from living at home to those of residence life, the Residence Education Parents (REPs) are constantly available for assistance and support. They help students adjust to the residential setting and provide guidance and assistance as needed. Such a support system enhances the likelihood that all students will have successful and meaningful educational experiences. An important part of this adjustment is student understanding of the dorm rules and standards of conduct. An orderly, clean, comfortable living area supports and enhances the learning atmosphere and, therefore, benefits the entire school community.

Since learning and study styles differ among students, mutual respect must be the cornerstone of a harmonious community. Students must channel their behaviors to create an orderly, responsible atmosphere. Student self-monitoring builds and sustains positive relationships with peers and with residential staff members.

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

Dormitory Rooms

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

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

Each dorm has rooms that are handicapped accessible.

Students may be given permission to rearrange their furniture, but all MSD furniture must remain in the room. Students may not move furniture from other areas of the residence hall into individual rooms.

Room furnishings include blinds; students must not place objects on the windows that are visible from the outside.

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

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

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

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

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

- motorized scooters; All Terrain Vehicles (ATVs),
- cooking appliances including, but not limited to microwave oven, popcorn popper, hot plate, toaster, toaster oven, coffee makers, heating coils,
- dangerous scientific equipment,
- darts and dartboards,
- empty alcohol containers used as decorations,
- exercise weights such as dumbbells,
- halogen lights,
- ice chests or coolers,
- refrigerator,
- incense or open flame items such as candles,
- martial arts equipment,
- pets of any kind,
- public signs including, but not limited to, highway, traffic, business, parking, and
- weapons including knives with serrated or sharpened edges, razor blades, and box cutters, X-acto knives.

Common Areas

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

room, and the student center.

Laundry Room

For the convenience of students, washers and dryers are provided but students must provide their own laundry products. Students who use the laundry room are responsible for keeping it clean. Items brought to the laundry room should not remain there beyond the time it takes to complete the wash and dry cycle. If clothes are left in the machines, they may be taken out, placed in a plastic bag, and taken to the Residence Education Supervisor's office. If the same student leaves clothes in the laundry room habitually, disciplinary actions will occur. Students should not start

laundry within thirty (30) minutes of "lights-out" time. Dormitory staff members will determine the laundry schedules.

Televisions and Video Equipment

There is a television and a DVD player in the TV/rec room of each dorm and in the Recreation Building. All televisions are connected to the local cable network and offer expanded cable channels. Televisions are also located in the library, classroom, and administrative buildings. Students may not bring personal televisions to school and/or residential halls.

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

Posters, Pictures, and Advertisements

Advertisements for alcoholic beverages or tobacco products are prohibited, including images that entice use of them. No poster, picture, advertisement, or other image shall encourage illegal drugs use, profanity, or pornography. Images may not depict nude or partially nude individuals.

All persons in images must be clothed in nontransparent material.

Decorations are allowed, however, must not belittle, offend, or denigrate any individual or group as outlined in the section on harassment. The Residence education staff shall determine whether an item will remain on display. Students must hang posters or other decorations with a product approved by MSD. Nails and/or tacks are not permitted.

Moving In

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

After the first week, any damage to the room or furniture will be charged to the room occupant(s). Students must report others who cause damage to the residence hall.

Moving Out

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

Housekeeping in Dormitories

Students are responsible for cleaning their rooms. A daily inspection will occur. Failure to pass room inspection will result in disciplinary action. Basic cleanliness is 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, refrigerators, vents, windows, blinds, floors, woodwork, and other furniture or equipment a student has brought into the room,
- ensuring that there are no unauthorized items in the room or bath and that trash has been removed,
- checking to make certain that the bathroom areas are clean and free from dirty laundry and trash, and
- ensuring floors, sinks, toilets, showers, and countertops are clean and orderly.

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

Students who fail to comply will be subject to disciplinary action. To fulfill all or part of assigned work service obligations, students may have to clean the common areas of the residence hall.

Bed Bugs

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

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

for these situations.

2. If the exterminator cannot find any evidence of bed bugs, the room will not be chemically treated; a glue board may be installed to monitor activity. The student will be asked to continue monitoring their living space, and to notify staff immediately if there are further concerns.
3. If the exterminator confirms the presence of bed bugs, the school will contact the parents and will provide the affected student(s) and their family with a detailed list of instructions for the removal and laundering of their personal items. Bed bugs are a serious community issue, and ALL students are expected to comply with instructions
4. 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 on the student's birth certificate. Females are not allowed in halls or in rooms assigned to males. Male students are not allowed in halls or in rooms assigned to females. Violation of this policy is a severe offense and subject to disciplinary action.

Residence education staff will use all data available to help identify compatible roommates. Students may request a roommate change if deemed necessary. A student wishing to change roommates must discuss the situation with the Director of Residence Education. School officials may move a student temporarily or permanently due to documented medical conditions, or if it is

deemed helpful to the student, roommate, and/or others in the dorm. The Director of Residence Education will make all final decisions regarding room assignments.

Residential Education Terminology

Study Hours: A predetermined period when students are accounted for and required to be focused only on schoolwork. Study hours are Sunday through Thursday, 6:00-7:30 p.m. or other hours as defined by the residential staff, depending on other extended day activities.

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

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

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

Unsupervised Off-Campus Trips: Students are permitted to independently leave campus under certain conditions.

The student should be at least 16 years of age and should have a written statement from his/her parent(s)/guardian(s), the authenticity of which has been verified and on file in the Residence Education Director's office.

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

Students should submit a request to the Residence Education Parent Supervisor each time he or she wishes to make an unsupervised off-campus trip. If the supervisor grants permission, the student should sign out of the residence hall indicating destination and time of return. Upon returning to the residence hall, the student should sign in and note the time of arrival. Leaving campus unsupervised is a privilege that must be earned and a responsibility that must be taken seriously. Any student who fails to act responsibly will lose the privilege.

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

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

Residence Hall Visitors: All visitors to residence halls (including parent(s)/guardian(s)) must check in and receive a Visitor's Pass issued by the Residence Education Parent on duty. MSD reserves the right to deny permission for persons, other than the student's parent(s)/guardian(s), to

visit the student. Residence Education Parents have the right to ask any visitor to leave the residence hall if the visitor's presence is disruptive or otherwise undesirable.

Visitors of elementary students should exit the residence halls by 8:00 p.m. and secondary school visitors should leave by 9:00 p.m.

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

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

No food deliveries after 9:30 p.m.

Student Vehicle Policy

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

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

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

Failure to immediately and completely register any vehicle brought to campus or update any changes in the registration may result in the vehicle being sent home for thirty (30) school days or the termination of vehicle privileges for the remainder of the school year if the vehicle is not registered. The student assumes responsibility for accurate, complete, and timely communication pertaining to the vehicle.

Student cars are required to be in the designated MSD parking area. Students are expected to comply with all Jackson Police Department rules, policies, and guidelines. Students who fail to maintain a high level of regard for vehicle rules and safety, including, but not limited to parking procedures and being ticketed, may be instructed to return their vehicles home either for a designated period or for the remainder of the school year. Vehicle privileges may be withdrawn

by MSD if the school considers a student's operation of a vehicle to be a danger to self or others, if the vehicle is improperly registered or parked, or if its operation is a detriment to school order.

A school official may search any vehicle owned or operated by a student if he or she has reasonable suspicion that there may be a violation of the school's printed regulations and/or Mississippi law. The parent or legal guardian of the MSD student assumes full legal and financial responsibility in matters of their vehicle. The risks involved are those of the owner and operator, not MSD.

All students, whether drivers or passengers, need to keep in mind these vehicle policies:

- no student shall drive another student's vehicle,
- no student shall drive a vehicle without written (i.e., sign-out) permission from a residence hall staff member or school administrator (including moving a vehicle from one parking lot to another),
- no student shall ride in a personal vehicle with another student without written consent from both parents/guardians,
- vehicles should be considered off-limits in the absence of written or verbal permission from an MSD staff member,
- students may not "hang-out" at/in vehicles,
- students, or their guests, may not drive the vehicle of a student or guest,
- students may not drive a staff member's vehicle, and
- students shall demonstrate courtesy and consideration of others including, but not limited to, vehicle stereo volume.

Vehicle use will be granted based on the information given in the Student Handbook. During the school week (Sunday 7:30 p.m. through Friday 2:00 p.m.) student vehicle use is restricted, and students should not expect to be granted vehicle use.

Student Activities in the Dorm

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

Most of the activities offered by MSD are free of charge. Student suggestions for activities are

sought and encouraged through various committees or by simply passing on the suggestion to one of the staff.

Room Searches

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

Authorized MSD staff may also search parked cars and lockers should there be reasonable suspicion that violations of school policy or criminal law are occurring.

POLICIES AND STATUTES

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. MSD prohibits bullying or harassing behavior of students and school employees. MSD 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 his or her person or damage to his or her 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 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 invasions 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 they have 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 the 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 to the Chief Academic Officer.

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 interview. Students should preserve evidence of bullying/cyberbullying and/or harassing behavior.

All teachers, employees, volunteers, and students shall fully cooperate with the investigation 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.

MSD 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 harassing.

"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 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 counseling, conflict resolution training, anger management training, and/or social skills training.

Support and intervention in response to bullying may be provided by MSD through the assistance of 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, and/or law enforcement agencies.

Gang Activity and Secret Societies Policy

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

Schools governed by the Mississippi State Board of Education are committed to maintaining a safe school environment for their students and staff. Students are expected to adhere to the school standards of conduct that promote well-being and supports the learning process. Gang activity will not be tolerated in any form. Gang-related activities in the school, on school property or vehicles, or at school-related activities are prohibited. Where gang activity is suspected or confirmed a complaint will be filed in accordance with the "Mississippi Street Gang Act" pursuant to Miss. Code Ann. § 97-44-1 *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 virtue of color, arrangement, trademark, symbol, or any other attribute which implies membership or affiliation with such a group, presents a clear and present danger and is to be discouraged by school officials. Students displaying interest, involvement, or affiliation with a gang shall be subject to disciplinary action and will be encouraged to seek involvement in authorized school organizations to enhance self-esteem and promote activity that can have a positive impact on the student.

Alcohol and Drug Prevention Policy

Possession, Purchase, Distribution or Use of Alcohol

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

Possession of Alcohol: a student having alcohol or empty alcohol containers in his/her room, in a vehicle or other locations on campus, or on his/her person on campus or off campus if at a school sponsored event. School officials will make every effort to determine who is responsible for possession of alcohol, including shared responsibility by more than one person.

Distribution of Alcohol includes buying, assistance in obtaining, or giving alcohol to any student enrolled at MSD.

Use of Alcohol: the consumption of alcohol determined by direct observation, a student emitting

the odor of alcohol, or a positive reading on an alcohol breath or blood test. In addition, other corroborating signs of usage will be reported, such as slurred speech, uncoordinated body movements, disorientation, incoherence, the proximity of alcohol containers, and other information obtained through discussion with students or witnesses.

A student suspected of using, purchasing, possessing, or distributing alcohol would have an immediate discussion with a designated staff member. If there is reason to believe a student has consumed alcohol and they deny it, MSD officials may ask them to take an alcohol/breath test.

Refusal to take the test may result in being charged with the violation. The decision to administer disciplinary consequences will be based upon observations and other available information.

Once determined that the student used, purchased, possessed, or distributed alcohol, the MSD administration will notify parents and schedule an IEP Review/Revision conference. The student will be subject to at least a five-day suspension. The student will be given oral or written notice of the charges against him and, if charges are denied then an explanation of the evidence the authorities have and an opportunity to present his side of the story.

Expectations for the student while on suspension and following suspension will be communicated during the conference.

Upon returning to school after suspension, the student must report to the principal/director and or supervisor to determine a program of action as discussed in the IEP meeting and/or phone conference.

Students Under the Influence

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

- the student's parents will be notified,
- the student's alcohol level may be tested,
- if the alcohol level is above 0.0, the student will be referred to the principal or the Director of Residential Services for disciplinary procedures to be initiated, 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 MSD members.

MSD provides programs, services, and publications that promote the prevention of substance abuse.

The Drug Free Workplace Act of 1988 requires all agencies receiving Federal grants to certify

that they will enforce drug-free policies. This policy provides for the implementation of statutory requirements in providing a drug-free workplace.

Students are responsible for complying Federal and State laws that make it illegal to use, possess, sell, deliver, or manufacture any controlled substance. Violation of the law may result in prosecution and punishment by the civil authorities as well as disciplinary proceedings by MSD.

Illegal Purchase, Use, or Possession of Tobacco and/or Tobacco Products The campus of MSD is a tobacco-free environment. Cigarettes, including vapor cigarettes, are not allowed. Smoking, possession, or use of tobacco products are prohibited by students and adults on campus and at school related activities. While under the patronage of MSD, the same drug-free policies exist for all MSD administration, faculty, staff, and students. Possession constitutes a violation and will be referred to administration as a Level Three violation.

Smoke Free Policy

Consistent with the provisions of 20 U.S.C. § 6083, MSD always bans the use of all tobacco products in all school buildings in the district and on all school vehicles by all persons. This ban extends to all employees, students, and patrons attending school sponsored athletic events and meetings. The ban extends to school-owned or operated vehicles and facilities.

Illegal Purchase, Use, or Possession of Tobacco and/or Tobacco Products. In addition to tobacco, alcohol, and drugs, MSD prohibits the following items from campus: vapor cigarettes, electronic cigarettes/cigars/pipes, and accessories (e.g., pipes, holders, rolling papers, lighters, matches are not allowed).

Any natural herbs, seeds, or plants that are used for the purpose of altering state of mind in students are strictly prohibited.

Items that are used outside of their intended purpose to alter the state of mind in students are considered prohibited items. Students will be subject to disciplinary action accordingly.

Amnesty Program

Amnesty shall be granted to any student with a substance abuse problem only for the initial instance of reported abuse. The student must independently report the abuse and/or seek assistance. This student shall then be immune from disciplinary action.

If a faculty or staff member initiates the conversation about possible use/abuse the Amnesty Policy is no longer in effect. If deemed necessary, a student must submit to a substance abuse evaluation and any treatment and evaluation determined as necessary. Failure to comply with the evaluation or treatment will mean full disciplinary action from MSD. Parents are responsible for any costs incurred because of a substance abuse evaluation and treatment.

Suicide Prevention Policy

This policy is designed to provide intervention services for students needing preventative counseling and immediate protection.

The school establishes this policy to take positive steps toward reducing student suicide through:

1. Prevention. To provide in-service training to all school district employees with information about the recognition of the signs of suicidal behavior; including, but not limited to, early identification and delegation of responsibility for planning and coordination of suicide prevention efforts.
2. Intervention. To take affirmative action when an immediate referral is warranted and to understand the emergency procedures when a referral is made and to provide support for students.
3. Postvention. To respond to suicide or suicide attempt, utilizing the district's crisis response, documentation, and reporting procedures.

Suicidal Attempt: The student will be taken to the health clinic if he or she is able; otherwise, the nurse will go to the student. The staff member who is calling should give specific information on the location of the student. The nurse will measure and assess blood pressure, pulse, respiration, and begin cardiopulmonary resuscitation/first aid as indicated. A staff member should always remain with the student and other staff members and students should move out of the area.

Contact with the superintendent occurs at this time. The superintendent will assign a staff member to contact the parent/guardian.

The nurse will:

- determine if a life-threatening situation exists and delegate a staff member,
- to activate the medical response system (EMS-9-1-1) and meet the emergency vehicle. The nurse will continue to monitor vital signs every 5 minutes until the arrival of rescue personnel,
- will contact POISON CONTROL at MS Poison Control at the University Medical Center, 800-222-1222 for assistance with any drug overdose/chemical ingestion,
- will obtain name/description of medication/chemical, amount taken, and time taken (if possible, provide the health care provider the container),
- will save all vomitus and send to the health care provider,
- will give EMS personnel all health-related information and where to transport the student for medical care, and
- advise ER/mental health provider with the current observations and assessments.

A copy of the Permission to Treat and Health Care Provider Medical Record is to be sent with the student to the health care facility. The nurse will complete this if time permits, otherwise another staff member will be assigned this task.

Best practices for assisting a student who has made a suicide attempt are:

- detain student, getting assistance if student is acting out or presents risk to self/others,
- don't touch the student if touch increases agitation,
- don't allow the student to come between you and the door, and
- don't remain alone with a student who becomes aggressive.

If a mental health counselor employed by MSD is onsite, he/she will respond immediately for student support. The nurse will remain with the student to monitor medical status if deemed

necessary. Counselors may assume responsibility for remaining mental health intervention.

Keep students under direct surveillance until dismissed directly to the responsible party or EMS response personnel.

Imminent Suicide Plan:

- specificity-consider high risk if there is a detailed plan
- lethality-consider high risk when a student perceives action to be lethal
- availability-consider high risk if implement is readily accessible
- proximity-consider as higher risk with increased distance from rescuers

EX: Student in a high place with a threat to jump.

Mental Health counselor should complete a mental health intervention. The superintendent will be notified when a threat is made, and policy will be set into motion.

Otherwise:

Staff members should encourage students to communicate feelings and concerns using a non-judgmental manner to maintain student dignity. The staff member should:

- actively listen to student and acknowledge student's feelings,
- speak in calm, steady voice as well as sign in a calming nature,
- try to maintain eye contact with the student,
- reflect student's feelings back to them,
- use touch, if appropriate and do so in a gradual way,
- ask directly about suicidal intent,
- DO NOT collude with the student; concerns need to be shared with pertinent persons in the student's life,
- provide as much privacy as possible and discourage onlookers,
- introduce concepts of hope,
- acknowledge student's feelings,
- remind student of the temporary nature of crisis,
- reinforce desire that student stay alive, and
- refer for immediate medical/mental health assessments.

MSD nursing staff will work with medical personnel on medical/physical concerns. The MSD counselor will follow up with mental health services and contact the parent of the responsible party of observations noted and recommendations for future interventions and assist, as needed in facilitating a mental health evaluation. If the Responsible Party is inaccessible, the counselor will work with designated school officials to reach an emergency contact.

Keep students with imminent suicidal plans under direct surveillance until dismissed directly to the responsible party or appropriate surrogate.

Non-Imminent Suicidal Ideation:

- refer to the MSD mental health counselor,
- encourage student to verbalize feelings and concerns using non-judgmental communication to allow student to maintain dignity,

- clarify/reflect/summarize feelings, but never say you understand feelings
- reassure those feelings are important,
- DO NOT collude with the student as to confidentiality - concerns need to be shared with pertinent persons in the student's life,
- introduce concepts of hope,
- acknowledge student's feelings
 - remind student of the temporary nature of crisis
 - reinforce desire that student stay alive
 - refer for immediate medical/mental health assessment

Keep students with imminent suicidal plans under direct surveillance until dismissed directly to the responsible party or appropriate surrogate.

Family Education Rights and Privacy Act (FERPA)

The schools governed by the Mississippi State Board of Education will protect the confidentiality of all previous or currently enrolled students about 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 45 days after the day the Mississippi School for the Deaf receives a request for access.
 - Parents or eligible students should submit to the Superintendent (or their designee) a written request that identifies the record(s) they wish to inspect.
 - The Superintendent (or school official) will 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 the 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 his or her views.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school and/or the Mississippi Department of Education as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Mississippi Board of Education. A school official may also include a volunteer or a person, company, consultant or other party or contractor with whom the school and/or Mississippi Department of Education has outsourced to perform an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, or therapist); or a parent or student volunteering to serve on a n official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibility.

Upon request, the school discloses education records with appropriate notification to parents and eligible students to officials of another school district or college in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment of transfer.

An educational agency or institution may disclose directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the agency or institution of:

1. The types of personally identifiable information that the agency or institution has designated as directory information;
2. A parent's or eligible student's right to refuse to let the agency or institution designate any or all those types of information about the student as directory information; and
3. The period within which a parent or eligible student must notify the agency or institution in
4. writing that he or she does not want any or all types of information about the student designated as directory information.

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.

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 the most recent previous educational agency or institution attended.

The school may disclose personally identifiable information from the education records of a student

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

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

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

The name and address of the Office that administers FERPA is:

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

Confidentiality and Disclosure Policy

Schools governed by the Mississippi State Board of Education respect the privacy rights of all its constituents. This policy does not apply when disclosure is required to prevent clear and imminent danger to an individual or the school community, or when legal requirements demand confidential information be revealed, or when it becomes clear to the faculty or staff that an individual is making self-destructive choices. This includes, but is not limited to, threats of suicide, child abuse, pregnancy, communicable or fatal diseases, eating disorders, substance abuse, self-mutilation, etc. Only information related to the reason for disclosure will be revealed on a "need to know" basis. Individuals should consult with members of the administrative staff as to the validity of an exception.

Section 504/Americans with Disabilities Act (ADA)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. No discrimination against any person with a disability will be permitted in any of the programs and practices of MSD.

To ensure the school's compliance with Section 504, as it applies to students with disabilities, the following procedures have been adopted. MSD's Section 504/ADA contact person is the campus principal. The contact information is as follows:

MSD Principal
1253 Eastover Drive

Jackson, Ms. 39211

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

The team described in the paragraph above shall determine whether the student is disabled under Section 504 and whether that disability substantially limits a major life function. If such a determination is made, the team must further determine what reasonable accommodations are required on behalf of the school to allow the student an equal opportunity to participate in school and school-related activities. This committee shall render its conclusions and recommendations in writing within seven (7) working days of the meeting. If the student's parents disagree with the MSD's decision, the parents shall be informed of their right to ask for an impartial hearing to decide the matter.

Hearing request shall be made in writing to MSD giving specific reasons describing the discriminatory actions and why the school's accommodations are not appropriate.

An impartial hearing shall be held within thirty (30) calendar days of receipt of the written request. The school shall obtain as a hearing officer an individual who is not an employee of the home school district, has no conflict of interest, and who is knowledgeable of Section 504.

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

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

The hearing officer shall decide within seven (7) working days after the conclusion of the hearing. The decision shall be given in writing to the home school district's 504 coordinator and the

parents. If either is aggrieved by the action of the hearing officer, an appeal may be taken to the State Superintendent of Education, or designee.

The State Superintendent of Education, or designee, will conduct a review of the written record

within seven (7) working days of receiving the request or review. The State Superintendent of Education, or designee, may overrule, modify, or uphold the decision of the hearing officer. A decision will be made within seven (7) working days of beginning deliberations on the matter and the State Superintendent of Education, or designee, shall provide a written response to both parties. The decision of the State Superintendent, or designee, is final.

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

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/workplace
- 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 than as asserted fact or facts occurred than evidence in opposition to such facts. It is evidence which 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)

MDE State Board Policy 99.1

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

All students must sign and return page 59 (AUP Policy) as well as the certification of acknowledgment below.

All parents must sign and return page 60 (AUP Policy) as well as the certification of acknowledgment below.

CERTIFICATION OF ACKNOWLEDGEMENT

I have read the Mississippi School for the Deaf (MSD) Handbook and understand that all students must follow all policies.

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

Student Signature: _____ Date: _____

Parent or Guardian Signature: _____ Date: _____