The Maryland School for the Blind

ACHIEVING INDEPENDENCE

3501 TAYLOR AVENUE, BALTIMORE, MARYLAND 21236
410-444-5000

2018-2019 Parent & Student Handbook

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The Parent & Student Handbook contains accurate information as of August 2018. Any changes that are made during the school year will be made to the on-line version. The Maryland School for the Blind makes every attempt to update changes as soon as possible.

The Maryland School for the Blind

ACHIEVING INDEPENDENCE

2018 – 2019 Parent and Student Handbook

Dear Parents and Guardians,

As we do each year, we are updating the annual Parent and Student Handbook to reflect changes to policies and procedures that have been made throughout the past year. Once the updates are complete, we will add the handbook to our www.marylandschoolfortheblind.org website in the "Just For Parents" and the "Student Forms" sections for your convenience.

For those of you who have provided email addresses, we will email a copy of the handbook to you. Each new student will receive a hard copy. We will also provide a hard copy to anyone who requests one.

The handbook is an excellent source of information about our programs and services, policies, health center services, and more. I hope that each of you will review the handbook at the beginning of the school year, and refer to it throughout the year.

Sincerely,

W. Robert Hair

W. Robert Hair
Superintendent

The Maryland School for the Blind
ACHIEVING INDEPENDENCE
3501 TYALOR AVENUE, BALTIMORE, MARYLAND 21236 410-444-5000

GUIDING PRINCIPLES

Mission and Vision

The Maryland School for the Blind (MSB), serving as an integral part of Maryland's special education continuum, will exceed student achievement expectations by setting high standards and providing best-practice programs in state-of-the-art facilities.

Mission Statement

As a statewide resource center, the School provides outreach, educational, and residential services for students to reach their fullest potential as successful, independent, and well-rounded contributing members of their communities.

Values

- Continuous improvement
- Student and employee safety
- Program quality
- Ethical standards
- Customer service and responsiveness to students, families, and local school districts
- Stewardship of funds and assets
- Professionalism

Quality Everywhere Plan

The Quality Everywhere Plan serves as the foundation of MSB's annual school improvement initiatives. Indicators are developed in each of the following goal areas:

1. Improve safety
2. Improve student and staff wellness
3. Improve systems and planning
4. Improve programs and services
5. Improve communication, support, and accountability
6. Improve financial position and stakeholder collaboration

DIVORCE – SEPARATIONS

It is the intent of The Maryland School for the Blind (MSB) to remain neutral towards families split by divorce or separation. The school does not take sides with one parent against the other where there may be possible conflict over children attending our school. If you have a court decree, which establishes you as legal guardian, it is important that you provide MSB a copy of such document for attachment to your child's permanent record. We will use this as a legal base for working with the custodial parent. Court documents should be sent to the attention of the Coordinator of Student Services at the school.

In the absence of such document, you must be aware that the school cannot deny either parent access to his/her child; cannot withhold information or refuse to see or work with the other parent; and cannot keep the other parent from picking up his/her/child from school.

MSB wants to protect all children from emotionally upsetting situations; therefore confrontations between parents should be managed outside of the school setting.

OUR PROGRAMS AT THE MARYLAND SCHOOL FOR THE BLIND

The Maryland School for the Blind strives to provide each student with developmental opportunities in the areas of intellectual growth, positive mental health, and functional living skills. Through collaborative effort and partnerships among students, staff, families, and the community, the Educational Program serves to give students the skills to transition back to their local community. A strong emphasis is placed on the use of state-of-the-art technology, the development of students' compensatory skills, and the use of age-appropriate activities that foster positive interpersonal relationships. Braille, print, and auditory materials are used as appropriate to access the Maryland State Curriculum. Careful attention is given to providing students with the most inclusive instructional setting possible, and opportunities for interaction with age-appropriate peers.

In order to comply with Maryland State testing guidelines, all students participate in the Maryland State Assessment Program, including the Alternate Assessment as appropriate. All students are assigned to a grade level by chronological age as part of the requirements for this program. Students are tested in grades three through eight and ten.

Students are assigned to one of the following programs in order to prepare them for successful return to their communities. All program models follow the Maryland State Curriculum.

Early Learning Program

The Early Learning Program provides instruction for children with visual impairment, ages birth to five years, within two distinct programs; Infants & Toddlers for children ages birth to three and their families, and the center-based programs - Preschool, Pre-K, and Kindergarten. The Preschool, Pre-K, and Kindergarten programs serve children, ages three through five years of age. The purpose of the program is to promote readiness for school-age programs in the most integrative setting possible. Typically students without disabilities are included as an integral part of the daily program. Activities and outcomes supporting the Maryland Early Learning Standards Birth to 8 Years are adapted for all students. The program is licensed through the Office of Child Care.

General Academic Program

The General Academic Program serves students who are on an academic diploma track. Students also receive direct instruction in functional academic skills as well as in the areas of the Expanded Core Curriculum for students who are blind or visually impaired. The General Academic Program is designed to address the specific skill needs of students, address learning issues, and facilitate a successful return to their local school systems. The General Academic Program follows an academic curriculum based on the Maryland College and Career Ready Standards.

Functional Academic Program

The Functional Academic Program (FAP) is comprised of a full complement of programming to meet the educational and social needs of our students, ages 5 through 21, who are blind or visually impaired and are seeking vocational training and a certificate of attendance. All students participate in the MSB Career Education Program.

Program for Students Who Are Blind with Multiple Disabilities

The program for students who are blind with multiple disabilities serves students with severe and profound disabilities, with emphasis on functional life skills and a strong multi-sensory approach to learning. The Maryland State Curriculum and the Standards Based Unique Learning System curriculum are used. Students also receive instruction in content areas of the Expanded Core Curriculum for blind

and visually impaired learners. This program includes students with dual sensory impairments of hearing and vision.

Program For Students Who Are Blind and/or Deaf With Autism Spectrum Disorders

The Program for Students who are Blind with Autism Spectrum Disorders serves students with communicating and relating disorders, including those on the Autism Spectrum. Emphasis is placed on functional life-skills, and learning is supported in highly structured, sensory controlled environments. This program uses the State Curriculum and the Standards Based Unique Learning System. Students also receive instruction in content areas of the Expanded Core Curriculum for blind and visually impaired learners. (See above multiple disabilities program).

GRADUATION

The Maryland School for the Blind (MSB) serves students from all local school systems (LSS) throughout Maryland and students from Washington, D.C. and surrounding states. Students who attend any portion of high school while enrolled at MSB may come with credits from their LSS, earn credits in classes offered at MSB, and may also earn credits from a local school, Parkville High School, with whom MSB has a long-standing cooperative program.

Those students who fulfill the requirements for graduation while at MSB will graduate with a Maryland State High School Diploma issued by The Maryland School for the Blind.

The Maryland School for the Blind Graduation Requirements

Maryland High School Assessment (MHSA) Requirements

Students enrolled in MHSA-aligned courses

- Government
  - Required to pass the course AND pass the MHSA, achieve an approved combined score, or satisfy the requirement via the Bridge Plan
- Science
  - Required to meet eligibility for readiness AND participate in the High School Maryland Integrated Science Assessment (HS MISA).,
  - The 2018 – 2019 school year will be a no fault operational year
  - Starting in the 2019 – 2020 school year, students will need to pass the HS MISA in order to fulfill a graduation requirement

Students enrolled in PARCC-aligned courses

- Algebra I
  - Required to pass the course AND pass either the PARCC Algebra I assessment, the PARCC Algebra I re-test, or the Bridge Plan
- English 10 or PARCC-aligned course
  - Required to pass the course AND pass either the PARCC English 10 assessment, the PARCC English 10 re-test, or the Bridge Plan

The Maryland School for the Blind Course Credit Requirements

Content Area	Credits Required	Additional Information
English	4	
Social Studies	3.5	One credit must be earned in each of the following: United States History, American Government, World History, and one-half credit in Economics.
Mathematics	4	One credit must include algebra and one credit must include geometry. University System of MD requires four years of high school mathematics for admission, and most colleges require at least Algebra 1, Algebra 2, and Geometry. Students should consult the principal or math instructor about their mathematics sequence.
Science	3	One credit must be earned in Biology. The University System of MD and most colleges require achievement of the appropriate level of competencies and core content associated with three courses in the biological, physical, and earth/space sciences. Students should consult the principal and science instructors about their science sequence.
Physical Education	1	
Health	.5	
Technology Education	1	
Fine Arts	1	

Students must complete one of the following sequences:

Specified Sequence of Courses in an approved Career & Technology Program	4 credits
Or	
Advanced Technology Courses	2 credits
Any Elective	2 credits
Or	
World Language (both credits in the same language)	2 credits
Any academic elective	2 credits
Or	
World Language (both credits in the same language)	2 credits
Any elective	1 credits
Non-trivial algebra beyond Algebra I, Algebra II, and Geometry	1 credits

Total Required Credits **22 credits**

Students must also complete 75 hours of pre-approved Student Service-Learning.

RESIDENTIAL PROGRAMS

The residential program at The Maryland School for the Blind provides an array of service delivery options. Residential students attend the program Sunday evening at 5:00 pm through Friday afternoon on a full time, part time, or an extended day basis depending upon their permanent residence and educational needs. The need for residential services is determined and reviewed annually by the IEP team.

The residential program addresses areas of the expanded core curriculum with particular emphasis on activities of daily living, communication, and social skills. Students are assigned to residential dormitories based upon their chronological ages, developmental needs, and their specific educational focus. The Independent Living House program provides students who are likely to live independently or semi-independently in the community with opportunities to practice skills and behaviors necessary for successful community living.

Parents and families of the students play an integral role in the success of the students' educational experience. Parent involvement is encouraged throughout the program in many ways. Opportunities for involvement exist in the areas of program planning, carry over between school and home, and participation in field trips and other community outings. In addition, it is the responsibility of the parent to make sure the student has the supplies and materials needed for his/her residential experience. Clothing, toiletries, personal care items, and money for field trips and community based activities are the responsibility of the parent and will be requested periodically throughout the school year by the staff working with the student. In most cases staff will be responsible for managing students' money; i.e., keeping records of expenses and maintaining cash in a secure area. In situations where students are learning money management skills, parents will be required to provide a locked method for securing the money, and the student will maintain responsibility for it. Consultation with residential staff regarding which method works best for a particular residential living area is encouraged.

The staff is committed to providing all students with skills needed for increased independence. As such, students who become ill during the course of the week and are unable to participate in the program must be picked up by the parent and returned to school when they are able to resume participation.

Students are not permitted to be dropped off at school between 9 p.m. and 7:30 a.m., and if they are returning from an illness, they must be cleared through the health center before returning to the dormitory. (See procedures picking up and returning students to school).

RELATED SERVICES

Related Services are provided to students in a variety of settings, emphasizing the integrated therapy model. When using the integrated therapy model, a student's related service needs are planned, provided, and assessed in natural settings where a student's real life activities take place. Following that model, services at MSB are given whenever possible in the classroom, dorm, or activity areas. Therapists work collaboratively with teachers and direct service providers to integrate activities into the student's educational and residential program.

Related Services consist of:

Orientation and Mobility (O&M) instruction teaches children a true sense of independence, one of the most important skills they will acquire while at The Maryland School for the Blind. O&M specialists teach children of all ages and abilities how to travel safely on campus, in the community, in their homes, at their job sites, and any place they need or want to go. Lessons are scheduled during the day or evening hours, depending on the visual needs of the student. O&M is offered as a part of the curriculum and as an IEP service for MSB students. It is also a statewide service that is available to students with visual impairments who attend public or private schools in Maryland. O&M training consists of: sensory awareness, concept development, spatial concepts, orientation skills, sighted guide travel techniques, functional use of vision, public transportation, and long cane travel. O&M skills are taught through a sequence of lessons on a one-to-one basis or sometimes in groups, by a trained O&M specialist, with extra support and practice provided at school by MSB staff, and at home by the child's parents**.** Lessons are geared to meet each child's individual needs and abilities. Safe travel is only achieved when a child learns how to integrate both their Orientation *and* Mobility skills as the child moves through his/her environment. Traveling is about safety --- and safe travel leads to independence!

Speech/Language Therapy provides assessments, treatment, and consultation for students with a variety of communication disorders. Receptive and expressive language impairments, augmentative and alternative communication systems, and oral motor and feeding impairments are some of the many areas addressed.

Occupational Therapy addresses visual perceptual skills, organizational strategies, activities of daily living, fine motor coordination, feeding, handwriting, adaptive equipment needs, and coordination.

Physical Therapy provides assessments, consultation, training, and treatment in the following areas: gross motor development, postural control, transfers, gait/mobility training, wheelchair skills, therapeutic exercise, fitness training, range of motion, assistive devices, and positioning equipment.

Health Services are provided 24 hours/day by nurses who are experienced in pediatrics. The Health Center is overseen by Mount Washington Pediatric Hospital Physicians who are on call to the nursing staff 24 hours/day. Health Center policies and parent responsibilities are defined in the Health Center section of this handbook.

Social Work provides the following services: individual and group therapy, crisis intervention, social skills training for students, psychological family assessment, consultation, and training. The Social Work Service also connects families to community resources and serves as a link between MSB, families, and various social agencies

Psychology provides individual counseling as well as psychological evaluations in the areas of intellectual, executive, and social/emotional functioning. When appropriate, diagnoses of developmental and other disabilities are identified. The service also provides consultation to IEP teams when behavior problems arise, and carries out functional behavior assessments for students whose behavior interferes with their ability to access their educational programming. The Psychology Service at MSB also develops behavior plans to decrease interfering behaviors, monitors behavior in students who have been prescribed medication, and meets with Health Center staff to discuss students.

Career Education provides work opportunities on and off campus in order to prepare students for "The World of Work". The program focuses on work skills and behaviors that are needed for successful employment and/or participation in adult programs.

Transition assists parents and students with identifying needs and locating resources related to employment, continued education and/or training, day care, financial resources, medical care, respite and in-home supports, supported living, and recreation.

Assistive Technology (AT) develops, coordinates, and expands assistive technology programs and services for students. AT staff assesses the student's assistive technology needs, monitors student progress, and provides corresponding professional development to staff and families.

Recreation provides recreational activities in the areas of art, drama, music, dance, game play skills, social skills, gym, aquatic activities, outdoor activities, summer camps, and leisure education. Transition services and community integration experiences are also offered.

Music Therapy provides assessment, consultation, and treatment through the use of clinical and evidence-based music interventions. Music is used as a tool in order to accomplish individualized, non-musical goals in the following areas: communication, social skills, motor skills, behavior, emotional awareness, activities of daily living, cognitive skills, academic skills, and leisure skills.

COMMUNICATION

Open communication between parents and staff is important to the success of the students' school program. Contact your child's Assistant Principal, teacher, therapist, or child care staff directly to discuss any aspect of your student's program.

School to Parent

Communication between school and home is an essential ingredient to student success. There are several structures within the school to facilitate this communication.

- ***School Website-*** **www.marylandschoolfortheblind.org** The MSB web site is filled with a wealth of information about the school. Parents are encouraged to check the site regularly for the latest information on school activities and events, especially the "Just for Parents" section.

- ***MSB Social Media Channels* –** Parents and students are encouraged to follow MSB on our social media channels: Facebook (search The Maryland School for the Blind or @MSB1853), Twitter (@MSB1853), and Google Plus/YouTube (Maryland School for the Blind). Many campus events and activities are live streamed and recorded for future viewing on our UStream channel http://www.ustream.tv/channel/maryland-school-for-the-blind.

- ***School Calendar*** - The official school calendar is part of the packet sent home to parents before the start of each school year. It is also accessible on-line to parents at the beginning of each school year. The calendar includes school vacations, holidays, and special events. Adjustments to the calendar will be made as necessary throughout the school year.

- ***WINDOW*** **Newsletter** - *The Window* contains articles on student activities, staff highlights, special events, and a message from the President. *The Window* is the primary source of communication for stakeholders throughout Maryland and the United States and is published 3 times per year (Spring/Summer/Fall).

- ***MSB Annual Report*** - The MSB Annual Report is a visual and colorful retrospective of each year, including student, staff, and school highlights of the year, the graduating class, the Board of Directors, and financial information.

- ***Phones*** - MSB has phone lines set up in the front office to handle several incoming calls at the same time. The voice mail system is set up so that each staff member has a mailbox. You may leave a voice mail message for staff at any time. Personal messages for students should only be phoned into the school in case of an emergency. Likewise, students are able to use the school's phones to call home in the case of an emergency only.

- ***Cell Phone***- Students' use of cell phones is not permitted during the school day. For the complete Cell Phone Use policy, please see the Technology section in this handbook.

- ***E-mail*** – E-mailing has become the most often used means of communication. Please review the Technology section in this handbook for our recommended e-mailing protocols.

Teacher to Parent

In addition to working directly with their students, the staff spends a substantial portion of their day planning and preparing for the students. Parents can help by limiting impromptu conferences in the hallways and classrooms before, during, and after school. Lengthy discussions should be set up by appointment. Please do not phone teachers at home. These rules are by no means an attempt to curtail communication, but instead a recognition that the more time a teacher has to plan strategic instruction, the more effective the teacher will be with all of the students.

- Marble Notebooks - Students in grades 1-6 are issued a marble notebook at the beginning of the school year for the purposes of recording homework and for communicating regularly with parents. Teachers instruct students on how to record daily, weekly, monthly and yearly assignments in the book. If a student is having difficulty keeping up with assignments, parents may be asked to sign the assignment book on a daily basis in order to monitor the student's homework. Notes or other communications by teachers or parents in this book are the student's responsibility to deliver to the appropriate person.

- Interims– For grades 3-12 of the General Academic Program, interims are issued at the midpoint of each marking period so that students and parents can be apprised of progress.

- Progress Reports – IEP progress is reported at the end of each quarter

- Report Cards are sent home with students at the end of each quarter according to the schedule on the School Calendar. For students in the Academic Program in grades 7-12, report cards are mailed home.

- Parent Conferences - While the Case Manager will be able to handle most questions and concerns, if there are specific questions for a staff member, parents should make appropriate arrangements in advance. Other parent conferences may be scheduled as needed at the request of a parent, staff, or administrator at any time during the school year.

GRIEVANCE PROCESS

When students have a concern or a conflict, they are taught and encouraged to first seek resolution through direct and informal methods. Accordingly, students are encouraged to express their concerns in a prompt, effective, and orderly fashion, directly to the person closest to the concern. If the concern is not resolved at the informal level, the following procedure is to be followed:

First step – The student will meet to express his/her concern with the teacher (if the concern is during the day) or the residential supervisor (if the concern is in the evening). The teacher or the residential supervisor will investigate, as necessary, issues related to the concern. The findings of the investigation will be discussed personally with the students and a written note reflecting the concern will also be prepared.

Second step – If the student is dissatisfied with the findings/decisions of either the teacher or the residential supervisor, the student is encouraged to take his/her concern to the Principal (day) or Director of Residential Services (evening). An investigation, as necessary, will be completed and findings shared personally with the student. An addendum to the original note reflecting the concern and the findings will be prepared.

Third step – If the student is still dissatisfied, he/she has the right to take his/her concern to the Superintendent of Student Services, where a similar process will be followed. The decision of the Superintendent of Student Services is final.

ATTENDANCE

One of the most significant factors contributing to success in school is attendance. Regular attendance is a responsibility to be shared by the parents, the student, and the School.

Excused absences must be documented by a written statement from the parent or guardian. This documentation should be provided to the teacher at the time of the student's return to school. Students are permitted to make up work if an absence is excused.

Excused absences may include:

- Personal illness or doctor's appointment

- Serious illness or death within the student's immediate family

- Special religious holidays

- Emergency or hazardous weather conditions and/or state of emergency

- Lack of authorized transportation
- Suspension
- Other emergencies or set of circumstances which, in the judgment of the Superintendent of Student Services or his designee, constitute a good and sufficient cause for absence from school.

Unexcused absences are all those which do not fall within the previously described definition of excuses. When unexcused absences become excessive, the school will communicate with parents to determine if additional support may be needed. Attendance will be reported on quarterly progress reports.

TRUANCY

The parent/guardian is responsible for notifying the Education Office when his/her child is going to be absent from school.

- The Education Office collects attendance daily. Student absences and reason codes are documented in MSB's attendance monitoring system.
- If the Education Office does not receive notification from a parent/guardian as to why a student is absent, the Education Office will attempt to contact the parent/guardian for a reason.
- On the 3rd day of absence, the student's case manager and social worker are notified and make contact with the parent/guardian.
- On the 5th day of absence, the Principal and Superintendent of Student Services are notified by the case manager and social worker. Continued solutions to the issue will be pursued.

PICKING UP AND RETURNING STUDENTS TO SCHOOL

Arriving Late/Departing Early During the School Day

School day program hours are from Monday 8:15 a.m. through Friday at 3:00 p.m.

To ensure the safety of all students, parents/guardians must adhere to the following procedures when picking up or returning a student **prior to 3:00 p.m.**

- In the event that it is necessary for a parent/guardian to remove a student from his/her program for an off-campus appointment, prior notification is required so that the student can be prepared to leave. Please notify the Education Office at ext. 1218.
- Parent's must **sign** students in/out of school as follows:
    - All students in the **Functional Academic Program, General Academic Program, and Blind Autism Program** must be signed in and out through the Autism Blind school building if they are leaving or returning to school before 3:00 p.m.
    - All students in the **Multiple Disabilities Progra**m must be signed in and out at the Multiple Disabilities school building before 3:00 p.m.
    - All students in the **Early Learning Program** must be signed in and out at the Early Learning school building before 3:00 p.m.

- **Any student who is ill** must be picked up and signed out through the **Blanton Health Center**.

- The Parent/Guardian will be issued a pass indicating that the student has been properly signed in/out.

- The pass must be taken to the staff member responsible for the student at that time. Only after the pass has been collected by staff will the student be released.

IMPORTANT: If someone other than a custodial parent or guardian is picking a student up, **written permission from the custodial parent/guardian must be provided before the student will be released. Picture identification will also be required.**

Arriving Late/ Departing Early After School Hours

Residential students arriving to school or being picked up from school between the hours of **3:00– 9:00 p.m.** must sign in/out at the Blanton Health Center.

As staff ratios decrease at night, no student will be admitted after 9:00 p.m. on any night of the week. **This is essential** as the care and safety of all the students during hours of limited staff availability is of primary concern.

The Parent/Guardian will be issued a pass indicating that the student has been properly signed in/out. The pass must be taken to the staff member responsible for the student at that time. Only after the pass has been collected by staff will the student be released.

Sunday Arrivals - Only those students scheduled for Sunday arrival may be admitted to the dormitories on Sundays at 5:00 p.m.

IMPORTANT: If someone other than a custodial parent or guardian is picking a student up, **written permission from the custodial parent/guardian must be provided before the student will be released. Picture identification will also be required.**

INCLEMENT WEATHER

The Maryland School for the Blind follows guidance from the National Weather Service concerning student outdoor travel and time spent outdoors during a student's stay on campus. MSB follows these guidelines for extreme temperatures and weather conditions.

The heat index and air quality are monitored during the summer months, while temperature and wind chill are monitored in the winter months. Due to a large number of trees on campus, wind advisories are monitored year round to help ensure safe travel.

When a heat or wind chill advisory is issued by the National Weather Service, all outdoor activities will be cancelled. When air quality is orange, outdoor activities are cancelled for students with respiratory issues. All outdoor activities for all students will be cancelled when the air quality is red.

In our effort to improve communication between parents and school, The Maryland School for the Blind has implemented a telephone broadcast system that enables school administrators to notify all parents and emergency contacts by phone within minutes of an emergency or unplanned event that causes early dismissals and/or school closings. This service is provided by **"SchoolMessenger",** a school-to-parent communication.

The Maryland School for the Blind will continue to report school closings due to inclement weather on WBAL television, the "SchoolMessenger" telephone system, Facebook (search The Maryland School for the Blind or @MSB1853), and Twitter (@MSB1853).

The **"SchoolMessenger"** will call phone numbers in our selected parents contact lists and will deliver a recorded message from a school administrator. The system will deliver the message to answered calls and voicemail messaging services. When there is no answer and when a phone is busy, the service will automatically retry twice in fifteen minute intervals after the initial call.

Parents and legal guardians' home phone numbers and cell phone numbers will automatically be entered into this system. Upon request, parents and guardians can add additional phone numbers including those of additional relatives, caregivers, and neighbors. All information and phone numbers are strictly confidential and are only used for the purposes described above.

If you have any questions pertaining to the "SchoolMessenger" system, please contact Rob Hair, Superintendent of Student Services, 410-444-5000 extension 1743.

Once residential students arrive at school on Sunday evening at 5:00 p.m., MSB will be open. School is open if MSB is not specifically announced as being closed by WBAL-TV 11, or by the school's telephone broadcast system, the "SchoolMessenger**".**

DAY STUDENTS: If the county or city you live in announces that their public schools are closed due to inclement weather, they will **not** transport students to MSB. In the event that inclement weather develops during the day, MSB follows the early closing announcements for the respective counties; however, the weather conditions in counties they travel through will also be considered.

EARLY LEARNING PROGRAM: When daily bus systems open one hour late, students who attend the morning program will be picked up one hour late. If schools open two hours late, the morning program will be canceled. If inclement weather develops during the school day, your district may decide to close schools early. If your county/city announces that they are closing three hours early, the morning students will be transported home by the same bus that transported them to school in the morning. However, this means that they will remain at school for an additional hour, or until their morning bus arrives. Children scheduled in the three year old afternoon class do not attend when local county/city schools close two or three hours early.

RESIDENTIAL STUDENTS: Inclement weather on Sunday may delay school bus transportation to school by a day or more. Inclement weather predicted toward the end of the week may cause students to return home a day or so early. If students cannot be safely transported home at the end of the week, they may spend part or all of their weekend at school. If weather and road conditions permit, students may be transported home on Saturday.

If residential students need to be transported home before the end of the school week, MSB will send a "SchoolMessenger" message to parents and guardians. For this reason it is critical that **the Education Office be informed of any changes in home, cell, office, and/or emergency contact telephone numbers.**

Parents and guardians are welcome to transport their child(ren) to and from school during inclement weather when we are open. However, you must notify the Education Office at 410-444-5000, ext. 1218 if you plan to transport your child to/from school in these circumstances, so that we can plan for adequate staffing. PLEASE NOTE: Students will only be released to individuals listed on the student information sheet that parents/guardians complete at the beginning of each school year.

National or Regional Emergencies

In the event of National or Regional emergencies, MSB will institute measures to ensure the safety of the students in our care. MSB will follow the directives of the authorities in the surrounding area. Typical responses could include, but are not limited to:

- Building lock downs

- Community field trip cancellations
- Temporary suspension of independent student travel privileges

CLASSROOM VISITATION GUIDELINES

Visitation by parents or guardians to observe the programs at MSB is encouraged. If, as part of your visit to observe your child's program, you would like to consult with staff, please call ahead and schedule an appointment. All visitors are required to sign in and obtain a visitor's pass at their child's respective building:

- Preschool and Early Learning from the Front Office entrance at the Preschool Early Learning Outreach Center building
- Multiple Disabilities from the Blanton Health Center entrance at the Multiple Disabilities Blind building
- General Academic, Functional Academic, and Autism/Blind/Deaf from the front office entrance of the Autism Blind Program building

In order to minimize disruption to the classroom the following guidelines for visitation are in place:

1. Prospective parents may observe in the classrooms while accompanied by the Assistant Principal/Principal or appropriate Outreach staff.
2. Current parents may observe in their child's classroom. The observation must be prearranged with the teacher and/or the Assistant Principal/Principal. While observation is always encouraged, the date, length, and time of the observation will be considered by MSB.
3. While visiting in the classroom, observers are encouraged to place their cell phones or beepers on vibrate and avoid engaging in personal discussions with the staff or other parents. Computers are strictly for school use and may not be used by visitors for the purpose of retrieving e-mail or accessing the Internet.
4. Current parents are welcome as volunteers in the libraries and classrooms, chaperones for field trips, and hosts for special celebrations.

DRESS CODE

Students may choose styles of dress according to their individual preference and chosen cultural values. With that choice is the responsibility to maintain a personal appearance that is safe, healthy, and non-offensive to others. The student dress code is intended to create a positive climate for teaching and learning. Accordingly, students are prohibited from wearing clothing, headwear, jewelry, book bags, or other articles of personal attire that:

- Depict profanity, obscenity, disrespect, the use of weapons, or violence.
- Promote the use of tobacco, drugs, alcohol, or other illegal or harmful products.
- Contain sexually suggestive messages.
- Unduly expose or reveal skin or undergarments such as tube tops, halter tops, mesh tops, bare midriff tops, spaghetti straps, pants worn below the hips, short shorts, or mini skirts.*
- Hats and visors are permitted at the discretion of the Assistant Principal/Principal and may be worn due to visual condition. However, do-rags, sweatbands, and bandanas are not to be worn inside the school building during the school day, but may be worn in student residences.

When a student is wearing sandals to school, the student should bring a pair of closed toe, rubber soled shoes to school to wear during APE classes. (*Shorts, dresses, skirts must be no shorter than the student's longest fingertip when the student's hands are held at his/her side)

GUIDELINES FOR PARENTAL CONCERNS

If parents or guardians have concerns, the following steps are encouraged. With parent/guardian concerns the understanding that proceeding from one step to the next is based upon an unsatisfactory resolution at the prior level.

Step 1: Make every effort to resolve the concern **directly** with the individual staff member.

Step 2: Present the continued concern and the solutions discussed with the staff member to the appropriate supervisor.

Step 3: Present the continued concern and the solutions discussed with the supervisor to the Superintendent of Student Services or the Director of Residential & Related Services as appropriate.

PRIVACY and STUDENT RIGHTS

Under Federal law, parents and eligible students have the right to inspect, amend, and give consent to disclosure of personally identifiable information contained in a student's educational records except as the law or regulations authorize disclosure without consent.

Parents and eligible students have the right to:

- Inspect and review the student's educational records.
- Request amendment of the records to ensure that they are accurate and not misleading or otherwise in violation of the student's privacy or other rights.
- Consent to disclosures of personally identifiable information contained in the records, unless the law and regulations authorize disclosure without consent.
- File a complaint with the U.S. Department of Education if the school fails to comply with the law or regulations.
- Obtain a copy of the school's policy on student records from a school Director.

Copies of The Maryland School for the Blind's policy on student records are located in the office of the Superintendent of Student Services and the office of the President.

ATHLETICS

MSB proudly participates in the **Eastern Athletic Association for the Blind (EAAB)**. The EAAB provides opportunities for students who are blind or visually impaired and 13 years of age or older to train and compete with their peers. These opportunities serve to improve the athletic ability of the students and to strengthen their self-esteem. Students work as part of a team and learn skills that can be used throughout their lives. Social and emotional growth is emphasized, as well as physical well-being.

The athletic program helps students build enthusiasm for fitness and teamwork. MSB encourages students to have a healthy view of competition and the teamwork it takes to enjoy competition through successes and failures. All students, regardless of their ability, are encouraged to participate in our program. MSB currently has athletic programs in the following sports:

- Swimming – From mid-September through early November
- Wrestling/Cheerleading – From mid-November through the end of January
- Goal ball – From early February through March
- Track and field – From the end of March through mid-May
- 5-A-Side Soccer/Football – Club fall and spring sport

Coaches are aware of the wide range of MSB's students' athletic skills. There will be students playing a

sport for the first time, and there will be students who have been exposed to a particular sport in previous seasons or from being a member of a club team. All athletes, from the novice to the experienced, are challenged to give their maximum effort to the team.

Students who participate in athletics at MSB are expected to make a sincere commitment to the team. MSB encourages students to be involved and to develop and understand the responsibility of commitment to a team, including positive attitude and attendance at all practices and games. Emphasis is placed on skill building and application of those skills in game situations.

Practices will be held on Mondays, Tuesdays, and Thursdays, 3:00-5:00 p.m. Practice days and the tentative game schedules are included with the registration materials prior to the season. Students are expected to be at all required practices except on the rare occasion that they have a conflict. The athlete should notify the coach in advance if they are going to be late or absent from practice. The scheduling of games, cancellation of games, transportation arrangements, and dismissal/pickup times are arranged through the Athletic Director.

Students are required to be in good academic standing to participate on a sports team. Those students who are not will be given the opportunity to improve their grades while staying on the team through the development of an Academic Improvement Plan. The plan is developed by the student, the teacher, and a coach or the Athletic Director.

Each student is issued a uniform at the beginning of the season. It is the athlete's responsibility to take care of the uniform and bring it to all games/meets. Uniforms must be returned in good condition at the end of the season in a timely manner. Parents will be billed for any unreturned items.

Students must wear a pair of goggles for competitive team swimming activities. Goggles are encouraged, but not required, for therapeutic and recreational swimming.

Athletic Code of Conduct

At MSB, we use athletics not only as a vehicle for teaching athletes how to play their best, both as an individual and as part of a team, but also as a means for internalizing in our students a true sense of sportsmanship. All athletes and spectators should keep in mind that they represent the Maryland School for the Blind. Therefore, they are expected to abide by the following code of conduct.

Participants' Code of Conduct

As a player I will:

- Play the game for the game's sake;
- Be generous when I win;
- Be graceful when I lose;
- Be fair always, no matter what the cost;
- Obey the laws of the game;
- Work for the good of my team;
- Accept the decisions of the officials with good grace;
- Believe in the honesty of my opponents;
- Conduct myself with honor and dignity.

Parents' Code of Conduct

As a parent I will:

- Encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials;
- Place the emotional and physical well-being of my child ahead of any personal desire to win;
- Provide support for coaches and officials working with my child to provide a positive experience for all.

WELLNESS PROGRAM

The Maryland School for the Blind is committed to providing an educational environment that enhances the learning and development of lifelong wellness practices. As a residential facility, we recognize that our school is in a unique position to make a significant impact on students' health and well-being by supporting a healthy environment where children who are blind, visually impaired, or multiply disabled learn and participate in positive nutritional and lifelong wellness practices. It is our belief that improved health optimizes student performance potential and that the development of healthy habits will continue to benefit our students as they make lifestyle choices as adults.

All foods sold or served on campus will follow USDA nutrition guidelines. These guidelines require the use of products that are high in fiber, low in added fats, sugar, and sodium, and are served in appropriate portion sizes. MSB will also engage students, staff, and parents, through surveys, in selecting foods offered through the school meal programs in order to identify new healthful and appealing food choices.

Foods and beverages sold or served outside the school meals, such as through vending machines, snacks, school store, fundraising, parties and celebrations, etc., will:

- Meet nutrition requirements established by local, state, and federal expectations. (i.e., no more than 9g of fat, 2g of saturated fat, 15g of sugar per serving).
- Be served or sold in single serving portion sizes.

Physical education and physical activity are an important part of the development of the whole child and are an important element in each school's total education program.

- MSB will provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, and to participate regularly in physical activity.
- Students will be given the opportunity for physical activity during adapted physical education, residential/therapeutic recreation programs, athletic teams, and gross motor support services (i.e. physical therapy, orientation and mobility).
- Daily gross motor activity will also include full use of campus travel, worksite activity, open gyms, swim teams, and MSB physical facilities.

MSB will create a school environment that provides consistent wellness messages and is conducive to healthy eating and being physically active. Wellness will be promoted in all areas to assist students in adopting a lifelong wellness lifestyle.

EXPECTED BEHAVIOR AND DISCIPLINE

The Maryland School for the Blind is a community, and we all play a significant role in its success. The behavior standards at The Maryland School for the Blind are designed to help meet the social, emotional, and academic needs of every student while assisting them in acquiring the necessary skills for life. Students with visual impairments often lack the interpersonal skills to build and maintain successful social relationships with peers and adults. Students are provided with specific instruction in social skills development and positive behavior.

MSB is committed to maintaining a positive and safe learning environment. Using the Positive Behavioral Interventions and Support (PBIS) approach, MSB promotes positive behaviors in our students and staff by communicating clear and consistent expectations, employing positive approaches, providing direct instruction in specific skills, recognizing behavior positively, and creating a responsive system. These practices help achieve important social and learning outcomes while preventing problem behavior that may interfere with student learning.

The behavior standards at MSB are based on three principles: "Bee Safe", "Bee Respectful", and "Bee Responsible". These apply to all members of the school community during school and at any related school activity or program on or off campus. Within each principle, specific behavior expectations have

been defined. Through these expectations children will learn to act responsibly and cooperatively, and will behave in a manner that ensures the safety and well-being of all.

We recognize that children learn through mistakes, and that errors in judgment provide opportunities for growth and change. Discipline facilitates that growth and change, and is viewed as an opportunity to teach children to do the right thing because it's the right thing to do, to explore ethical questions, and to help them learn better ways of working with others. This happens in an environment where standards and expectations are clearly articulated and where the consequences for transgressing such standards are defined, interpreted, and applied in a fair and consistent manner. Close communication with parents is essential in order to maintain the standards.

Through the PBIS process, teachers use many proactive strategies to communicate the expectations. Logical consequences are used when the expectations are not met. Under no circumstances is corporal punishment permitted. The behavior expectations, prevention strategies, and logical consequences listed below, are applied in an age-appropriate manner. The proactive strategies and logical consequences outline a wide array of methods and choices which are appropriately tailored to the situation, dependent on the age of the child and on a case-by-case basis.

Behavior Standards

Students are expected to:

BEE Safe

Personal Safety

- Remain on campus after being dropped off until released to a parent or guardian.
- Remain in class or under supervision of a teacher unless given permission to do otherwise.
- Follow safety rules in all areas – indoors and outdoors.
- Report unsafe situations to an adult.
- Handle privileges appropriately.
- Use De-bugging strategies to help deal with conflicts:
    1. Ignore
    2. Talk friendly
    3. Talk firmly
    4. Walk away
    5. Tell an adult

Protective Glasses in School: Students who have vision in only one eye, have vision in one eye that is better than the other, or reduced or constricted visual fields are strongly encouraged to wear glasses with polycarbonate safety lenses at all times.

Personal Health

- Wash hands
- Wipe mouth/face after eating
- Cover mouth when coughing or sneezing
- Use personal hygiene products
- Get enough sleep
- Choose healthy foods and snacks

BEE Respectful

Caring

- Be kind to others (no verbal, physical, or indirect/emotional teasing, intimidating, threatening,

bullying).

Citizenship

- Keep hands and feet to self
- Have respectful conversation with students and adults (no talking back or making derogatory comments)
- Use respectful body language (no demeaning gestures)
- Make eye contact when speaking with others
- Listen while others are speaking (no interrupting or talking while others are talking)
- Show good sportsmanship

Hallways

- Defer to younger students; let them pass first
- Walk on the right
- Remain silent when classes are in session

Lunchroom

- Use indoor voices
- Use good table manners
- Remain seated unless obtaining more food and drink; do not get up to throw trash away until dismissed
- Get permission before leaving the lunchroom
- Clean up after yourself and help others to clean up tables and floors (leave the area better than you found it)
- Exit in an orderly fashion

School Property

- Treat school property respectfully (no drawing, defacing, or tampering with walls, ceilings, lockers, desks, laptops, computers, etc.).
- Maintain neat and clean campus facilities – leave an area better than you found it.
- Report malfunctioning equipment to an adult.

Classroom and Personal Materials

- Care for library books and return them promptly.
- Use materials in the right way.
- Use materials wisely (don't be wasteful).
- Clean up after yourself and help others clean up.
- Put materials away properly in classroom, desks, cubbies, lockers, and dorms.

Other's Personal Property

- Treat the property of others respectfully (no drawing or defacing belongings of others, posters, artwork, etc.).
- Ask permission before touching other people's things.

BEE Responsible

Integrity

- Be truthful (no lying or forging signatures).
- Do your own work (no copying someone's homework, quizzes, tests, and no plagiarism).

Self-Regulation

- Wait your turn to speak (no calling out).
- Use appropriate oral language (no cursing or demeaning words).
- Follow directions the first time they are given.
- Use appropriate body language (no smirking, eye-rolling, desk drumming, burping, humming).
- Stay on task.
- Honor the personal space of others.
- Leave distracting items at home (i.e. toys, iPods, radios, headsets, electronic games/devices, dangling jewelry, intricate hair clips, buzzing watches).
- Keep cell phones turned off and in backpacks unless given use permission by staff.

Class Preparation

- Have books and materials for class
- Keep binders organized
- Complete homework

Time Management

- Be on time to school
- Be on time to class
- Finish work in allotted time

In helping students develop appropriate behaviors, the staff is expected to use proactive strategies and develop logical consequences.

Proactive strategies include:

Teach the Concept

- Define the desired behavior
- Explain rationale for rules and expectations
- Discuss the impact of inappropriate behavior on self and others
- Discuss possible consequences for inappropriate choices

Logical consequences for inappropriate behavior are implemented. Logical consequences include:

Restitution

- Apology/make things right
- Repair or replace the item
- Repayment of time
- Compensation
- School services, i.e., clean up mess

Instructional

- Practice appropriate behavior, i.e., rehearsal, role play
- Research topic
- Written assignment, i.e., paragraph, report, letters of apology
- Complete a problem/solution worksheet

Required interaction with:

- Student to student, i.e., peer mediation, peace table
- Student to teacher
- Parents
    - parent contact, i.e., phone, e-mail, letter
    - parent conference

    - parent to accompany student during school
- School staff
- Assistant Principal/Principal when:
    - behavior is a major disruption to the teaching/learning process, i.e., cheating on homework, quizzes, and tests
    - behavior threatens safety of the students or staff
    - behavior is illegal
- Police, i.e., discussion meeting with parent, student, and staff.

Loss or Delay of Privileges

- Interaction with other students, i.e., time out
- Use of objects or equipment (i.e., Any use of a cell phone on campus during the school day without staff permission will result in the immediate confiscation of the cell phone. The student's parent must retrieve the cell phone from the Assistant Principal/Principal.).
- Activity, i.e., recess, field trip, assembly, guest speaker

The school's behavior expectations are fundamental principles of acceptable conduct. The expectations are required in the behavior of students at school and during any school-related activity, on or off campus (field trips, school bus, residential program, sports activities, dances, parties, etc.). The school has the right to take whatever action it deems necessary, regardless of prior communication, and will address any serious infraction of school expectations on a case-by-case basis.

Examples of serious infractions include:

- Repeated infractions of school rules
- Any action which seriously endangers the safety of others, i.e., fighting/physical assault
- Bullying
- Causing a major school disruption
- Threatening to harm others
- Verbal abuse including racial, religious, or sexual slurs, harassment, use of vulgar language/cursing
- Inappropriate sexual activity
- Possession of weapons or look-alike weapons on school grounds or at school activities
- Use or possession of illegal controlled substances, intoxicants (including alcohol), or tobacco at school or school-sponsored functions
- Theft
- Technology use policy violations
- Actions which bring discredit to the school
- Leaving school grounds

Possible disciplinary actions could include:

- The temporary removal of an object, an activity, or privilege
- Schedule modification
- Restriction to the classroom, bedroom or dormitory
- Detention
- In school suspension
- Out of school suspension
- Referral back to Local School System (LSS)

Smoking

All students have the right to receive an education in a smoke-free environment that encourages the development of good health habits. Smoking by students, employees, volunteers, and visitors is not permitted:

- within the boundaries and perimeters of the MSB property, which includes buildings, grounds,

school vehicles, and sidewalks
- within any privately owned, personal, commercial, or school vehicle while on campus
- when staff have supervisory responsibility for students while off-campus on approved school activities

In addition smoking near any entrances or exits of the campus, including the perimeter campus sidewalks along Taylor Avenue, as well as within 50 feet of the campus perimeter, is not allowed at any time. Students who violate this policy are subject to disciplinary action. School guests who violate this policy after they have been informed of the requirements will lose campus use and visiting privileges. Employees who violate this policy are subject to MSB's progressive discipline procedures up to and including termination of employment.

Alcohol/Drugs/Weapons

Students are prohibited from the use, possession, sale, distribution, or involvement with any drug or alcohol, including paraphernalia incidental to the use of a drug, on the school grounds or during any school sponsored activity. Violations will result in disciplinary action.

Schools are afforded greater flexibility in the discipline of all students when the offense involves drugs or weapons. A weapon can include any firearm or explosive (e.g., firecrackers, knives, and other dangerous objects or look-alikes). School personnel may immediately remove a student from MSB and refer that student to the Local School System for an interim alternative educational setting for 45 calendar days.

Immediate disciplinary removals may occur whenever a student:
- Possesses weapons
- Knowingly possesses controlled substances
- Sells controlled substances
- Solicits the sale of controlled substances

Actionable offenses may occur anywhere on school property or at a school-sponsored function, e.g., dances, field trips, etc. Please refer to the Procedural Safeguards Parental Rights Manual for more information.

Search and Seizure

Students' rights to privacy and personal property are respected and protected. However, if there is reasonable suspicion to believe that a student possesses an item which violates the laws of Maryland or the rules of MSB, the student, the student's room, and/or the student's storage area may be searched by a supervisor or his/her designee in the presence of a third party.

Bullying and Harassment

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and when the ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and when the ability to participate in, or benefit from the school's educational programs or activities, is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and when the ability to participate in, or benefit from, the school's educational programs or activities is adversely affected.

Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated at The Maryland School for the Blind.

Bullying Policy

Our anti-bullying policy is based on the belief that every member of the school community is equal in dignity and worth. Everyone must be allowed to learn and work in an environment that is free from bullying and harassment. Each person at The Maryland School for the Blind not only has the right to feel safe and to be treated with respect, but also bears the responsibility to ensure the respectful treatment of others. Bystanders must not allow bullying to persist, and students who witness or experience bullying are expected to report bullying.

What is Bullying?

Bullying is a form of repeated, persistent and aggressive behavior directed at an individual or individuals that is intended to cause distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying and harassment have many similarities. There are many ways to bully, but in all cases, students who bully other students want to hurt or upset them, usually repeatedly. It's not an accident. Bullying can happen between two people or in groups while bystanders watch. Bullying behavior will not be tolerated at The Maryland School for the Blind.

Types and Examples of Bullying

Physical Bullying

- Hitting, pushing, shoving, slapping, kicking, spitting at, or beating others up.
- Damaging or stealing someone's property.

Electronic Bullying

- Posting on public electronic forums, web sites, blogs, social networks, or sending an e-mail, text message or pictures, which threaten or hurt others' feelings; singling out or embarrassing someone; or spreading rumors or revealing secrets about someone.

Verbal Bullying

- Name-calling, hurtful teasing
- Insulting, humiliating, or threatening someone

Social Bullying

- Excluding others from "the group" or from an activity
- Setting others up to look foolish
- Gossiping or spreading rumors about others
- Making sure others don't associate with someone

Racial/Ethnic Bullying

- Treating others differently or badly because of their culture, racial or ethnic background, or the color of their skin
- Saying negative things about someone's race, culture, ethnic background, or skin color
- Calling someone by a racially or ethnically derogatory term
- Telling racist jokes

Sexual Bullying

- Touching, pinching, or grabbing someone in a sexual way
- Making crude comments or spreading rumors about someone's sexual behavior
- Calling someone "gay" or a "fag" or a "lesbian" or something similar to upset them.
- Making sexual gestures at someone
- Sharing nude or sexually-explicit pictures or photos

Religion-Based Bullying

- Treating others differently or badly because of their religion
- Saying negative things about someone's religion

Procedures for Safe Reporting of Bullying

- Students are expected to report bullying to a trusted adult or student. Confidential Anti-Bullying Report forms are available at the front office or the offices of the Superintendent of Student Services.
- Remember the facts: date, place, and time.
- Follow the reporting protocol.
- The school's goal is to listen, investigate, and act so that all students feel safe and supported.

Incremental Consequences for Bullying Behavior

- Meeting with the Assistant Principal/Principal
- Empathy awareness
- Restorative justice
- Loss of privilege
- Suspension
- Expulsion

Students who believe that they are victims of bullying, harassment, or intimidation should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a Bullying, Harassment, or Intimidation Reporting Form. This form may be obtained from a school principal or a principal's designee. Completed forms should be given to a Principal of the school or a Principal's designee.

RELIGIOUS EXCERCISES

As a nondenominational private school, MSB does not require the reading of religious materials or the saying of prayers as devotional exercises of any student. However, no attempt will be made to prevent voluntary private prayers, the reading of religious materials, or meditation by any student when and where appropriate.

PATRIOTISM

MSB will provide for the display of the flag of the United States of America on the school grounds. While MSB may provide for appropriate patriotic exercises, students have the right not to participate in these exercises. However, students choosing not to participate have the responsibility not to interfere with the participation of other students in such exercises.

CELL PHONE USAGE

The purpose of the Cell Phone Policy is to ensure that students' day and evening educational programming is not interrupted or disrupted by the receipt or making of cell phone calls. Students may not make or receive calls, send texts, email, or access social media during the instructional day unless given staff permission.

Student cell phones must be turned off and stowed in their backpacks during school hours. During the evening, cell phones will be turned off and left in the dorm during evening dinner and programming time. Those hours generally encompass 4:00 p.m. to 7:30 p.m. Cell phones may be used from 3:00 p.m. to 4:00 p.m. when students are not participating in sports/other programs and after 7:30 p.m. up to the designated bedtime for each dorm. Contact the Residential Supervisor for the dorm where your student resides for the designated bedtime.

STUDENT PARTIES

MSB holds monthly birthday parties for residential students in the dormitory, rather than holding multiple parties on a student-by-student basis. For example, in January each dorm/program holds one party for all of the students celebrating birthdays that month. The parties are held in the dorm to avoid disruption during the instructional day. Day students, similar to non-MSB students, celebrate at home with their families.

TECHNOLOGY POLICY

Student Telecommunications Acceptable Use Policy

Telecommunications extend the classroom beyond the school building by providing access to information resources on local, state, national, and international electronic networks, such as the Internet. For students, telecommunications use at The Maryland School for the Blind (MSB) is for educational purposes, such as accessing curriculum-related information, sharing resources, and promoting innovation in learning.

Anyone who violates this policy or uses MSB Telecommunications for improper purposes shall be subject to loss of access to use MSB Telecommunications and be subject to the MSB disciplinary policy.

All MSB-provided Telecommunications systems, including all hardware and software components, belong to MSB. There is no right of privacy with respect to MSB's hardware, software, or Internet access. Students shall be held responsible for appropriate behavior as specified in the terms and conditions below. Signing of the Student Telecommunications Acceptable Use Policy Form verifies that students understand and will abide by the policy.

Precautions will be taken to attempt to ensure that the Internet is a safe learning environment. Students will be supervised while using the Internet and will be instructed in the appropriate and safe use, selection, and evaluation of information. Also, software which attempts to block access to objectionable material will be accessible on computer networks used by students as required by the Children's Internet Protection Act.

Disclaimer

The accuracy and quality of the information cannot be guaranteed. No warranties for telecommunications access are expressed or implied; MSB will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties.

Terms and Conditions

Students shall:

- Communicate with others in a courteous and respectful manner
- Maintain the privacy of an individual's personal information such as address, phone number, password(s), and respect the same privacy of others
- Use only telecommunication accounts and passwords provided by MSB or under the guidance of a teacher at MSB (i.e., email accounts not provided by MSB, but obtained while a student here)
- Report any incident of harassment to the supervising employee
- Comply with copyright laws and intellectual property rights of others
- Agree to the review of communications, data, and files by MSB
- Report violations of this Student Telecommunications Acceptable Use Policy Statement to the supervising employee
- Follow guidelines for the care and safety of MSB telecommunication devices

Students shall not:

- Knowingly enter unauthorized computer networks or software to tamper with or destroy data
- Bypass the school system's filtering server
- Access or distribute abusive, harassing, bullying, libelous, obscene, offensive, profane, pornographic, threatening, sexually explicit, or illegal material
- Install unauthorized software on computers
- Use telecommunications for commercial, purchasing, or illegal purposes
- Use telecommunications in any other manner that would violate MSB's disciplinary policies
- Use telecommunications devices during the school day to play games not associated with educational activities

Bring Your Own Device

Introduction

Under our Bring Your Own Device (BYOD) Guidelines, students may bring and use their own personal electronic devices at school provided that such use is subject to these guidelines. Electronic devices include, but may not be limited to, tablets (such as the iPad), laptops, and net books or Chrome books. With teacher approval, students may use their devices in the classroom to access and save information from the Internet and to collaborate with other students. We believe and encourage the use of personal electronic devices as it will enhance the educational experience. However, the use by students of their personal electronic devices is a privilege, not a right. A student's use is subject to teacher approval and must conform to these guidelines and the School's Telecommunications Acceptable Use Policy.

Purpose

The BYOD Guidelines are designed to help students become responsible digital citizens. The use of personal electronic devices will enhance not only what MSB does in the classroom, but will also give our students authentic experience to prepare them for college and career.

A student's use of personal devices is not intended to circumvent any assistive technology requirements listed in the student's IEP. Students not having their own personal devices will be provided with appropriate equipment for instructional use.

Bring Your Own Device

Students may bring a supported personal electronic device to school and may use the device for educational purposes with teacher approval. While at school, students are required to connect to MSB's filtered Wi-Fi connection to ensure access to the most appropriate online resources.

Responsibility for Devices

The personal electronic devices of the students are their sole responsibility.

- The Maryland School for the Blind assumes no responsibility for personal devices if they are lost, loaned, damaged, or stolen. Personal devices may be subject to investigation in accordance with MSB policy outlined in the Parent & Student Handbook.
- Students are expected to exhibit digital responsibility and follow the MSB Telecommunications Acceptable Use Policy while using technology.
- MSB will provide limited technical support only when it relates to the assistive technology aspects of the device.

Appropriate Use of Personal Devices

- Students are required to connect to the filtered MSB Wi-Fi while on campus and are not to bypass or attempt to bypass any security.
- Use strong passwords.
- Do not share passwords.
- Keep addresses, phone numbers, and other personal information private.
- Do not connect with people you do not know personally.
- Students are expected to keep their devices secure at all times and not loan to others.
- Report any suspicious information to an MSB staff member.
- Photos and video may be taken only when directed and authorized by the classroom teacher.
- Devices must be on silent unless otherwise directed.
- Any time any student is on campus, the use of their BYOD device is for educational purposes. Streaming any media (videos, games, etc.) is prohibited.

Prohibited Uses

At all times while on MSB's campus, students must comply with the Acceptable Use Policy (AUP).
Examples of AUP violations:

- Attempting to access or having pornographic, sexually explicit, or illegal content
- Using or posting threatening, abusive, harassing, insulting language to another individual, or posting threats to anyone (blog, wiki, chat, email)
- Accessing or attempting to access inappropriate websites
- Using proxy sites to circumvent the school's firewall
- Violating fair use and copyright laws
- Sharing of network username and password
- Forwarding bulk emails (i.e. jokes, etc.) to other students and staff

- Listening to non-educational music, viewing streaming video or personal digital photos
- Downloading music from peer-to-peer networks such as Limewire and Kazaa
- Posting false information on wiki's, blogs, or social media

Additionally:

- Devices may not be used to disrupt the educational environment, to harass or invade the privacy of others, to violate the rights of others, or to harass others, or otherwise violate school rules of conduct.
- Devices may not be used to cheat or violate school conduct rules.
- Devices may not be used to take, transfer, or share any audio, video, or photographs that reveal parts of the body (ordinarily covered by clothing).

The Maryland School for the Blind Bring Your Own Device Program Frequently Asked Questions

Q: What is "Bring Your Own Device"?
A: BYOD (Bring Your Own Device) is just as it sounds. Students can bring their own portable devices such as a smart phone, tablet, laptop or netbook. Such an approach can allow students to use their own devices, and encourage a student-centered approach to learning.

Q: Will access to a personal computing device make my child a better student?
A: Portable computing programs are very effective at engaging students in the learning process. Access to a personal device gives students access to "anywhere, anytime" learning and collaborative platforms such as Google Docs.

Q: Does my child really need to bring a device to school? Isn't a home computer adequate?
A: A desktop computer at home can certainly be an asset for any student. However, instruction that supports technology tools focuses on the benefits students receive from having a personal information access tool that enables anytime, anywhere learning. It's not just about having access to a computer; it's about having a computer available whenever needed to assist learning. Portable computing program parents frequently report that, even in situations where there is a desktop computer at home, students use their laptop more and in different ways than they use the desktop computer.

Q: I am concerned that my child will abuse the Internet and/or be targeted by a predator.
A: While connected to the Internet from school, your student must pass through MSB's firewall, which includes Internet filtering, monitoring, and site blocking. Although it is not 100% foolproof, it does an excellent job of keeping the Internet safe for the majority of students. MSB cannot monitor, filter, or block Internet sites when the computer is connected to the Internet at home. MSB cannot monitor and review each student's activity, nor can it block every loop-hole that a creative and tech-savvy student might be able to find.

If you are concerned about your child's activity on the Internet at home and/or at school, you can purchase software such as eBlaster, which sends a daily e- mail of your child's activity on the Internet, including time spent at each site, E-mail, instant messaging, words typed, sites visited and more. Common Sense Media – http://www.commonsensemedia.org – is a free online resource with educational parent videos that can help open a dialog between parent and student regarding Internet safety, privacy, and ethical use.

Q: How can my child's computing device connect to the Internet?
A: MSB provides a wireless network to which students may connect while using their devices in the building. Additionally, students may use an Internet connection from an outside provider. In this case, the family will be responsible for any expense incurred using this type of Internet connection.

Q: Are there any specifications for the type of laptop, netbook, or tablet my child may bring to school?
A: Buying a computer is a personal choice. Ultimately, each person will need to choose the device that works best for his/her child. Generally speaking, as long as the device is able to connect to the wireless network and access the World Wide Web, it should suffice.

Q: Will the MSB instructional technology staff or IT department provide support for the devices that my student brings?
A: The school staff will work with the student to resolve minor setting problems, battery issues, or other simple solutions. If it is an internal hardware problem, or an issue due to the maker's customization of Windows or other conflicts, you will need to diagnose the problem yourself or take it back to your retailer where they will perform the service for a fee. The MSB site techs are not authorized to reload your software or repair any hardware problems.

Whose Responsibility Is It?

Q: Who pays for the technology brought to school?
A: These devices will be purchased by, and remain the property of, the family.

Q: Who is responsible for any repairs or updating to personal computing devices?
A: Students and/or their families are responsible for their personal computing devices at all times. MSB does not have the technology support staff to repair or update personal computing devices.

Q: Who is responsible for damage, loss, or theft of devices your child brings to school?
A: Families must stress the responsibilities their children have when bringing their own computing devices to school. Any devices students bring to school are their sole responsibility.
MSB takes no responsibility to search for lost or stolen devices, nor is there any assumption of financial responsibility by MSB for damaged, lost, or stolen personal computing devices.

Q: Will the family need to have Internet access at home?
A: No. It would be helpful, however, to have some form of Internet access (wired or wireless) in order for a child to make full use of school resources from home, as well as the multitude of resources available on the World Wide Web, but it is not required in order for a child to use a personal computing device at school.

Miscellaneous Information

Q: How will a child's education differ if the family does not have an Internet-connected device to bring to school?
A: Many lessons are collaborative, allowing students to work together, and to share information accessed through personal and school devices. When the work is individual, students may use computers and other devices located in classrooms.

No child's learning experience or academic performance will be affected because he or she does not have an Internet-connected device to bring to school. MSB is committed to reducing technology inequity so that every child has access to technology-supported learning.

Q: Will my child need to have a signed Acceptable Use Policy on file?
A: Yes. In order for The Maryland School for the Blind to supervise student use of the computer network and the Internet, the Student Acceptable Use Policy must be signed by all students who want to have access to educational resources. Parents/guardians of students are also required to read and sign the agreement. Signing the document indicates that the student and parent/guardian have read and understand the expectations of the MSB. Please see Attachment C.

Q: When can my child use the electronic device at school?
A: Students may use their electronic devices in class as instructed by the teacher. Students may use their electronic devices during classroom instruction, lunch period, when in the Media Center, or when otherwise authorized by school personnel, provided that the devices are being used for academic purposes only.

Q: Will students be able to print documents from their personal computing devices?
A: Students will not be able to access printers at MSB from their personal computing devices.

We will provide alternatives as follows: (1) printing capabilities from school computers, and/or (2) electronic delivery of documents through email or other online methods.

HEALTH CENTER

Members of the health services staff strive to work cooperatively with the student, family, community healthcare provider, and other team members to meet the students' health care needs. Our goal is to provide health care which will allow students to participate safely in all of their educational activities. The Health Center is not equipped to provide primary care and does not replace your child's primary care physician.

Communication with staff and families is a vital role for the Health Center staff. We encourage you to call us if there are any concerns you wish to discuss.

The Health Center is staffed 24 hours a day 5 days a week by nurses who are experienced in pediatrics. Nursing coverage begins when students arrive on campus on Sunday evening and ends on Friday afternoon. At least one registered nurse is at MSB at all times while the students are on campus.

Nurses are frequently in contact with families to discuss health related issues. This communication may be a phone call, an email, or a note sent home. Some notes ask that a parent/guardian return information. The Health Center would appreciate a reply for any requested information, and the completion and return of any needed forms.

MSB's Medical Director is a member of the Mount Washington Pediatric Hospital Physician group.

Admission to School - Health Services Requests

MSB complies with the Maryland State requirements for student immunizations. **Health forms,**

emergency data forms, and immunization forms must be submitted to the Health Center. Students will be excluded from school and will not be permitted to start the new school year until the forms are submitted.

Parents are responsible for providing the Health Center staff with current health insurance information. This information is requested when a student starts school and updates are requested annually when registration paperwork is completed.

An annual physical examination or wellness examination is strongly recommended for all returning students in order to make sure their health care is coordinated and monitored. We do not require annual physical forms unless a student is participating in sports, but we do require signed medication, allergy, and activity forms updated yearly by the child's physician.

New Student

- Physical, including physical activity permission
- Immunization records including results of Hepatitis B screening or vaccination
- Known allergies
- Medication orders and medications in appropriately labelled bottles or containers
- Ophthalmology report
- Diet order
- Emergency 911Transport Form
- Current health insurance information
- Lead Screening Form (children ages 3-5 years)
- Over the counter medicine permission form, OTC medications with student specific label
- Clinic Permission form

Returning Student

- Physical, if student plans to participate on sports team
- Allergies
- Medication orders
- Up-to-date immunizations
- Diet order
- Physical activity permission
- Current health insurance information
- Over the counter permission form
- Medical information update as needed

Services

There are three Health Center locations that are open and staffed depending on the time of day. The main health center is the Blanton Health Center which is located on the lower level of the Multiple Disabilities Blind Building on the Taylor Avenue side of the building and open 24 hours a day, 5 days a week. There are two smaller health suites open and staffed for a few hours daily. One is located in the Autism-Blind Building and another is in the Preschool Early Learning Outreach Center building.

Visits

The Health Center is open to students 24 hours a day for routine to emergent care. Students are self-referred or referred by parents, teachers, residential, or other staff. Nursing will see the student, take history, make an assessment, and provide assistance, therapeutic interventions, and/or comfort measures. Staff nurses will contact parents by phone, by email, or in writing to discuss the management of their child's health concerns. They also often consult with other staff members. Nurses frequently will talk to and coordinate care with the student's outside health care providers.

Specialty Clinics

Specialists in the fields of pediatrics, neurology, ophthalmology, psychiatry, nutrition, and orthopedics are contracted by MSB to provide consultative service to the students. The specialty services listed below are offered to appropriate students if parental permission is granted.

- Behavior Medication Review
- Neurology Services
- Ophthalmology Services
- Orthopedic Services
- Pediatric Services
- Nutrition Services

Emergent Care Guidelines

The nurse will examine a student and decide the appropriate level of care. The child's needs could necessitate a visit to his/her primary care provider, to an urgent care center, or to the hospital through 911 services. The Medical Director will be contacted if needed. If the student needs to go to the hospital in an ambulance, parents/guardians will be notified as soon as possible. A staff person who knows the student will accompany the student to provide comfort and familiarity. MSB staff cannot give permission for medical treatment of a student, so the parent or guardian will need to go to the emergency room as soon as possible. Only the parent or legal guardian can give permission for medical care or treatment. Also the student can only be released into the parent's or guardian's custody. MSB staff cannot take the place of the parent.

After discharge from the emergency room for anything other than a minor injury, the student needs to go home to recuperate. When he/she is ready to return to school, students must return to school via the Health Center with the paperwork from the emergency room and in the company of a parent or guardian. If there are any questions about what paperwork is necessary for the student to return to school, please call the Health Center and speak to one of the nurses.

If a student needs to go to the hospital, but not in an ambulance, a parent or guardian will be called and the expectation is that the student will be picked up and taken to the hospital or other source of urgent care.

Medications

Registered nurses or certified medication technicians administer medications at the school. The regular medication administration times are 8 a.m., 12 noon, 2 p.m., 4 p.m., and 8 p.m. Parents/Guardians are responsible for administering medications before a student comes to school. This means parents/guardians give medicines on Sunday afternoon or Monday morning before the student comes to school. On Fridays students are given their medications at 8 a.m., 12 noon and 2 p.m. All other medications need to be given at home. On short field trips a certified medication technician or trained staff person will administer medications prepared by one of the nurses. Each student's special medications, such as inhalers, will also be sent on the field trips. Our Medical Director writes orders so that nurses may give some over-the-counter medicines to students. Parents must give annual written permission for the medicines that can be given.

Medications for residential students are locked in specific closets in each of the dormitories.

A doctor's order is required for <u>any</u> medication that is administered at the school. The Health Center staff cannot take medication orders off the directions on the bottle. When getting a prescription filled, it would be easiest to obtain a copy of the prescription before giving the prescription to the pharmacy and to send it in to school, as this would serve as the doctor's orders. Multivitamins, creams, and other over-the-counter medications also require a doctor's order. All medication orders need to be renewed at the beginning of each school year.

Sometimes parents/guardians make arrangements for a student to go home with someone else for the weekend. In these situations it is the parents' responsibility to arrange for medications to be sent.

Over-the-Counter (OTC) Medications

Over-the-counter medicines are given as needed. Parent permission is REQUIRED for students under 18 years of age and those who cannot consent for themselves.

Self-Medication

While at school, no student may administer their own medication until they have been approved for self-medication by the Health Center. **Students may not keep medications in their rooms.**

A student may administer his/her own medications, with supervision, if self-medication is a goal in his/her Individual Education Plan (IEP) and if the student successfully completes the self-medication course. Independent self-medication is for senior students and for students who carry emergency medicines, such as rescue inhalers or an Epi pen. Written permission is obtained from the parent/guardian and primary physician to enable students to self-administer these medications. These emergency medications must also be stored in locked closets in the dormitories when not being carried by the student.

Medications Started at Home

All medications, even over-the-counter medications, must have a pharmacy label and a doctor's order. Any short-term medications, prescriptions, or over-the-counter medications which are started at home, and which need to be continued at school, must be brought to the Health Center when the child returns to school.

Pharmacy Policy

The Maryland School for the Blind has a contract with a community pharmacy to provide onsite pharmaceutical services. Parents have chosen to use this service because of its convenience.

1. Parents can have their child's medications filled by our Pharmacy. The Pharmacy will automatically provide medicine to school each month for the student and they will also send medicine home for the student each month. Health Center staff will notify the pharmacy of any changes to medications. New medicines ordered by the student's physician can be ordered from the pharmacy as well. **All medications must be in a properly labeled bottle and the directions MUST match the physician's orders.**

2. If the parent chooses not to use our pharmacy services, we ask that parents send in a 30-day supply of each medicine and document the amount sent. The Health Center nurses will count the medicine when it arrives at school. Parents are responsible for providing an ongoing supply of medicine for their child.

3. Students will be sent home if they run out of essential medications.

All pharmacy bills are the sole responsibility of the parent/guardian. Overdue bills may result in the pharmacy refusing to supply future medication until the bills are paid.

Parents/guardians who need assistance managing these expenses should contact their local education agency or local social service agency immediately to obtain assistance in locating a funding source. Please notify the Health Center about your actions so that MSB is aware of the need and a referral to one of the school's social workers can be made. The Health Center and Pharmacy staff will attempt to assist you with these issues.

If there is a problem with coverage, it is the responsibility of parents/guardians to resolve the problem directly with the insurance company. If you do not provide the proper insurance information to the pharmacy, you will be billed directly for a student's medication.

Sick Students

Sick Student Policy

The goal of the Sick Student Policy is to keep all students, staff, and visitors as safe, healthy, and free from exposure to communicable illnesses as possible. Students may be admitted to the Health Center for observation of an illness such as a communicable disease, temperature elevation, vomiting, or diarrhea. Parents are contacted to inform them of their child's admission to the Health Center as soon as possible.

MSB follows the American Academy of Pediatrics standards for schools as it pertains to students with communicable illnesses. There are three circumstances under which parents/guardians will be contacted to remove their student from the school:

1. The Medical Director of the Health Center determines, in consultation with the nursing staff, that a student has a contagious illness.

2. The Medical Director of the Health Center, in consultation with appropriate staff, and/or by direct observation, determines that a child is unable to participate in day or evening educational programs for two consecutive shifts.

3. The Medical Director of the Health Center determines, in consultation with psychology and other appropriate MSB staff, that a student's behavior is of sufficient severity that it falls outside of MSB's usual parameters of what the school can safely manage.

Under any of these circumstances, the Medical Director of the Health Center or designee will contact the parent/guardian to immediately come to the school. If the parent/guardian is unavailable, the parent/guardian's designated Emergency Contact will be phoned and is expected to respond. Parents are required to contact the Education Office immediately whenever there is a change in address, telephone number, or designated contacts for the Emergency Contact Sheet. All decisions concerning the Sick Student Policy are based on the judgment of the Medical Director of the Health Center and are considered final.

If a child is sent home for medical reasons, the nurse will explain the process for returning the child to school. A student returning to school after an illness or a communicable disease must be examined by one of the nurses on duty when he/she returns to school. The nurse on duty will determine whether the student may return to school.

Prolonged Absence

If a student is absent from school for more than five days due to a prolonged illness, hospitalization, or surgery, the Health Center will need updated information in order to provide optimal care when he/she returns to school. Before the student returns to school, the following information MUST be received by the Health Center at least 24 hours before their return:

1. A note from the physician stating that the student is ready to return to school.

2. Current activity orders or new restrictions from the physician.

3. Current medication orders from the physician.

4. A copy of the discharge summary if he/she was hospitalized.

If necessary, a return to school meeting may need to be scheduled. If changes need to be made to the

student's program, their team will review all temporary accommodations necessary. The teacher or principal will schedule this meeting and notify you if the team feels this is necessary.

Use of Safety Equipment

Oxygen and AED's

Oxygen for use in an emergency situation is located throughout the campus. There are three automated external defibrillators on campus. One is located in the Blanton Health Center; one is located at the Sippel pool, and one is kept with Security in the security vehicle.

Papoose

The papoose is a form of safety equipment commonly used in pediatric medical settings to ensure the safety of caregivers and patients during medical procedures. Given that we are a school Health Center and, therefore, usually do not have parents or guardians present, it is our policy to use the papoose only with prior parental consent, unless it is needed for emergency medical care. An example of an emergency would be if a student is cut and bleeding and requires the papoose in order to be quickly examined to determine the level of care needed. A routine use that requires prior parental consent would be if the papoose was needed for blood drawing or to examine a student's ears.

BEDBUG PROTOCOL – POSITIVE FINDING

Definition

A positive finding is defined as a confirmed bedbug sighting or a positive alert by the detection dogs.

Process: Suspected Bedbug Sighting

1. When someone finds what they believe may be a bedbug, a piece of clear tape is to be used to gently pick up the bug.
2. The taped bug is to be taken to the health center for identification.
3. The Nurse makes an assessment as to whether or not the bug is, in fact, a bedbug.
4. The Nurse contacts the Supervisor of Housekeeping to also make an assessment as to whether or not the bug is, in fact, a bedbug.
5. If the bug is determined by both parties to be a bedbug, the Bedbug Protocol* is implemented.

Process: Alert from Detection Dogs

1. If the detection dog alerts to the presence of bedbugs (referred to as a "positive hit"), the Bedbug Protocol* is implemented.

Bedbug Protocol – Sighting or Positive Hit in the Environment

(Example: In classroom, bedroom, etc)

1. All fabric items in the area are immediately bagged, sealed, labelled, and sent to facilities for heat treatment.
2. Area is secured and deemed off limits. No one may enter and nothing may leave the area once it is secured.
3. Sign is placed on door/s indicating, "Do Not Enter."
4. In the event the area has an adjoining room, both rooms are secured and labelled, "Do Not Enter."
5. If student space, parents of users are contacted and made aware of findings, next steps, what to look for at home and temporary relocation plan
6. Heat treatment of space is scheduled through Facilities Office.
7. Space remains off limits until deemed clear by detection dogs. (Dogs typically come about 2 weeks following treatment. If not clear at dog's first check, re-treatment may be warranted. Space remains off limits until clear)

Bedbug Protocol – Sighting or Positive Hit on Student Clothing or Personal Belongings

(Example: Suitcase, clothing, backpack, etc.)

1. Parent is contacted and made aware of findings, protocol, and what to look for at home.
   a. An offer to send literature on bedbugs to parent is extended
   b. A suggestion is made to have home inspected.
2. Student is sent immediately to shower/assisted if necessary.
3. Clothes that the student is wearing and fabric personal belongings (backpacks, jackets, etc) are sent to Facilities for treatment (bagged, sealed, labelled). (Any clothing left in classroom or dorm may also be bagged up and sent for treatment.)
4. Student wears school clothes for duration of heat treatment.
5. Student changes back into clothes he came in with upon completion of heat treatment.
6. Until resolution to problem is reached (i.e. source is determined and treatment obtained), student showers and sends clothes to Facilities for treatment immediately upon arriving at school each day (day students) or each week (residential students). If residential student returns home at any time during the week, he must shower and send items for heat treatment again immediately upon return.
7. Parents may send in an extra set of clothes for heat treatment so student has own clothes to change into while his/hers are being treated. (Student wears school clothes on first day while both sets are being heat-treated. Student wears one set of treated clothes home. Other remains here for changing into next day).
8. Detection dogs are scheduled through Facilities.
   a. Areas that the student frequents at school are inspected.
      i. If the area has a positive hit, area is treated as per steps 2 – 7 above, in Bedbug Protocol – Sighting or Positive Hit in the Environment
9. If the original finding was on a student upon entering school or on his/her personal belongings upon entering school, shower/treatment portion of protocol continues until parent produces document indicating home has been inspected and is clear.
10. Once home clearance document is produced, showering/changing/treatment protocol ends.

In case of recurrence following clearance document from home, showering/changing/treatment protocol will resume.

TRANSPORTATION

School bus transportation for students who attend The Maryland School for the Blind is the **sole responsibility** of the Transportation Department in the county or city in which they live. Students who attend MSB are transported to and from school by yellow school buses or transportation vans provided, paid for, and operated by the county or city in which they live. For example, students living in Baltimore County are transported by Baltimore County school buses. These school buses are owned, operated, and staffed by the Baltimore County Public School System. Several counties and Baltimore City contract with local bus companies. These companies are owned, operated, and staffed privately by each individual company. However, the same standards, policies, and safe practices still apply.

Transportation is arranged with the highest regard for student safety. If you have any questions regarding transportation for your child, please contact the transportation director or supervisor in the county or city in which you live, the bus company (if applicable), and/or The Maryland School for the Blind's Transportation Assistant. For the phone number for your local school system, please see Attachment F.

Any and all transportation changes requested to the counties/city may take five to ten business days to take effect. Therefore parents/guardians need to notify the school of any changes as soon as possible. Changes should be requested through the Transportation Assistant (extension 1249) or through the Education Office (extension 1218). While changes are pending, parents may be required to transport their child to/from school. Some changes may require an IEP meeting or an IEP amendment before processing begins.

Several distant counties transport students to school on Sunday evenings as required by county transportation schedules, arriving at school at 5:00 p.m. for the residential program. These same county buses return on Friday afternoons (several on an early schedule, before the end of the school day) to transport students home.

Several local counties transport students to MSB on a daily basis. Day students are scheduled to arrive by school bus between 7:50 and 8:20 a.m. Day students depart from school between 3:00 and 3:30 p.m.

Students who attend the **Early Learning Program** may attend school on a half-day schedule. Students who attend the morning session are scheduled to arrive at school between 7:50 and 8:20 a.m. and depart from school at 11:30 a.m. Students who attend the afternoon session arrive at 12:15 p.m. and leave between 3:00 p.m. and 3:30 p.m. Parents/guardians of Early Learning students who **routinely** transport their child to/from school should do so at the **Preschool Early Learning Outreach Center school building.**

Parents/guardians who **routinely** transport their child to school in the morning should drop him/her off between 7:50 and 8:20 a.m. at the **Autism Blind school building or the Multiple Disabilities Blind (MDB) school building**.

In the afternoon parents/guardians who **routinely** pick up their child from school between 3:00 and 3:30 p.m. should pick them up at the **Autism Blind school building or the Multiple Disabilities Blind (MDB) school building.**

Parents/Guardians who are picking up and/or dropping off a child during the school day between 8:20 a.m. and 3:00 p.m. should notify the **Autism Blind Front Office staff of the arrival or departure by calling 410 444 5000 ext. 1218.**

Parents who plan to pick up their child at the end of the school day on a **non-routine** basis must notify the Education Office (extension 1218) in advance (before 2:45 p.m.) so that we do not hold up the school buses while trying to confirm the status. Students will then wait for their parent/guardian to pick them up from the Autism Blind or MDB school building entrances.

Parents and guardians who routinely provide transportation to and from school, or to and from a bus stop location, may be eligible for reimbursement for their travel expenses. Application for reimbursement must be completed and approved in advance through the Transportation Department in the county/city in which you live.

Parents need to have their child ready and waiting for the school bus five minutes before their designated pick-up time. If the school bus arrives early at your home or bus stop location, the bus driver will wait until the designated arrival time. If the student is not present at that time, the bus driver will wait approximately one to two minutes (depending on your county/city's policy). Please note that the bus driver and/or the bus attendant are not allowed to leave the school bus to knock on your door. They are also not allowed to blow the horn to signal that they have arrived. If a child misses the bus to school, it is

the responsibility of the parent/guardian to transport him/her to school.

Bus drivers are required to drop students off (at home or at a bus stop) where a responsible person is present. If a responsible person is not present, the county/city will contact the school and request that they locate a parent or neighbor who will receive the student in a timely manner. If the school is unable to locate a responsible person, he or she may be referred to the Department of Social Services. This is a last resort when all other options have been exhausted.

Special transportation arrangements may be made with your transporting county if advance notice and approval is obtained. These requests are required to be made by the school to the Transportation Director and/or supervisor in the county or city in which you live. Requests for your child to be picked up or dropped off in a different county/city in which you do not reside will **not** be approved. The county/city in which you live is obligated to only provide school bus transportation to/from any legitimate address within your county/city.

A decision to suspend transportation for a student is made by the county or city responsible for transporting the child. **The Maryland School for the Blind does not suspend students from the school bus.**

Students who have developed a contagious illness while in school cannot ride the bus home. In these circumstances a parent or guardian is required to pick up their child from school.

The Maryland School for the Blind requests that parents put their child's name on their suitcases and other belongings. This will help to ensure that their belongings will be sent home on the appropriate school bus. It is also very important that your child's clothing and other personal items be identified with their name in order to prevent loss.

Please retain a copy of the current school calendar for your reference. Parents and guardians will be notified through a computerized telephone notification system known as "School Messenger" of non-routine transportation dates/times, holiday schedules, and early dismissals.

Students Who Use a Wheelchair

When traveling in a motor vehicle it is generally safest for wheelchair passengers to transfer to a vehicle seat and use the vehicle seatbelt system or a child safety seat that complies with federal safety standards whenever possible. The wheelchair should then be secured to the vehicle. If transferring is not manageable and/or safe, it is very important to secure the wheelchair and its passenger on the school bus in a forward-facing position using (WTORS) wheelchair tie-down and occupant restraint system.

Each wheelchair requires four tie-downs to secure the wheelchair to the vehicle. The majority of wheelchairs have transit brackets where these tie-downs must be secured. Each wheelchair passenger needs a seatbelt system with lap belt and diagonal shoulder belt (similar to the seatbelt systems in personal vehicles). The lap belt should be positioned low across the front of the hips, not high over the abdomen. The diagonal shoulder belt should comfortably cross over the shoulder and the center of the chest, and should connect to the lap belt at the hip of the wheelchair passenger. The shoulder belt should be anchored above and behind the top of the wheelchair passenger's shoulder so that the belt is in contact with the shoulder and chest while traveling.

Positioning belts or vests attached to the wheelchair are for positioning only and are not intended to secure the wheelchair passenger in their wheelchair safely in a crash. All wheelchair passengers need to be secured with the occupant restraint system intended for a wheelchair passenger.

The most current national school bus safety standards and research suggest that wheelchair trays should **not** be in position during transport due to possibility of abdominal injury in the event of a sudden stop or crash. Wheelchair trays must be removed from wheelchairs and they must be properly secured to the

school bus so that they do not pose a risk of injury to others in the event of a crash or sudden stop.

Maryland's Child Passenger Safety Law

Effective October 1, 2012, Maryland's Child Passenger Safety Law was changed to reflect that all children under 8 years of age must ride in an approved child safety seat or booster seat in a vehicle unless the child is 4 feet 9 inches or taller. This does **not** apply to all children who ride yellow school buses to and from school.

However, MSB does routinely request that small children be secured in a federally approved car seat, booster seat or safety vest with pelvic/crotch straps when transported on a school bus. Older and larger students may also need to be secured in safety vests in order to prompt them to remain safely in their seat.

PARTNERS FOR SUCCESS

The Parent Coordinator at Maryland School for the Blind helps families of students that attend the school and families of students that are blind or visually impaired that attend MD public schools by:

- Increasing parental involvement in the special education decision making process
- Providing information in resolving concerns and making informed decisions regarding their child's education
- Increasing collaborative relationships within the school system through information and training
- Providing resources for the families to gain information on their child's disability
- Empowering parents through experience and resources to help them navigate through their child's special education process

For more information about the Maryland School for the Blind and resources for your child contact Renee Kirby, **Parent Coordinator**, at 410-444-5000, ext. 1489 or email reneek@mdschblind.org

PARENT INFORMATION MEETINGS (PIM)

During the 2018 – 2019 school year MSB is holding two Parent Visitation Days – on Wednesday, October 24th, and on Tuesday, March 19th. Time will be allotted for a Parent Information Meeting designed to present school-related issues, procedures, rules, and guidelines, and to facilitate communication between the parents and the school. Parents are encouraged and welcomed to attend these two meetings.

STAFF DIRECTORY
ATTACHMENT A -
Instruction

Superintendent of Student Services –
W. Robert Hair, M.Ed.
Email: robh@mdschblind.org
Phone: 410-444-5000 ext. 1743

Early Learning Coordinator/Principal: Karen Frank Email: karenf@mdschblind.org Phone: 410-444-5000 ext. 1378	**Program for Students who are Blind with Autism Spectrum Disorders** Principal: Carol Seckington Email: carols@mdschblind.org Phone: 410-444-5000 ext. 1246/1712 **Assistant Principal:** Cathy Dunnigan Email: cathyd@mdschblind.org Phone: 410-444-5000 ext. 1505
Program for Students who are Blind with Multiple Disabilities Program Principal: Phyllis Simmons Email: Phyllis@mdschblind.org Phone: 410-444-5000 ext. 1302	**General Academic Program** Principal: Dr. Joshua Irzyk Email: joshuai@mdschblind.org Phone: 410-444-5000 ext. 1320 **Assistant Principal:** Nicholas Pagani Email: nicholasp@mdschblind.org Phone: 410-444-5000 ext. 1226
Functional Academics Program Principal: Carol Seckington Email: carols@mdschblind.org Phone: 410-444-5000 ext. 1246/1712 Assistant Principal: Dareen Barrios Email: dareenb@mdschblind.org Phone: 410-444-5000 ext. 1203	

STAFF DIRECTORY
ATTACHMENT B -
Residential

Director - Maureen Bisesi
Email: maureenb@mdschblind.org
Phone: 410-444-5000 ext. 1714

Residential Program Coordinator – Kathleen Johnston
Email: Kathleenj@mdschblind.org
Phone: 410-444-5000 ext. 1414

Night Care Supervisor Patreace Jennings Email: patreacj@mdschblind.org Phone: 410-444-5000 ext. 1352	**ABP Cottage C Dorm Manager** Tammy Davis Email: tammyd@mdschblind.org Phone: 410-444-5000 ext. 1450
ABP Cottage A/B Dorm Manager Pam Rice-Montgomery Email: pamm@mdschblind.org Phone: 410-444-5000 ext. 1437	**Randall Dorm Manager** Kelly Bingley Email: kellyb@mdschblind.org Phone: 410-444-5000 ext. 1434
Thompson Dorm Manager Bridgett Smith Email: Bridgetts@mdschblind.org Phone: 410-444-5000 ext. 1376	**Rancher 1 Dorm Manager** Kelly Bingley Email: kellyb@mdschblind.org Phone: 410-444-5000 ext. 1434
Rancher 2 Dorm Manager **Bridgett Smith** Email: bridgetts@mdschblind.org Phone: 410-444-5000 ext. 1376	**MDB Blue/Orange Dorm Manager** Marcus Elmore Email: marcuse@mdschblind.org Phone: 410-444-5000 ext. 1532
MDB Yellow/Green Dorm Manager Quanisha Saunders Email: quanishas@mdschblind.org Phone: 410-444-5000 ext. 1530	

The Maryland School for the Blind

ACHIEVING INDEPENDENCE

ATTACHMENT C - Student Acceptable Use Policy AUP

1. I understand that my cell phone must stay off and stowed (backpack or locker) during the school day.
2. I understand that I may use my cell phone after 3:00 pm only in designated areas and during times that don't interfere with my programs.
3. I understand that my cell phone cannot be used after bedtime.
4. I will not use any electronic device while walking.
5. I will use appropriate language (no profanity, bullying, or harassing) when using electronic devices.
6. I will use electronic devices for instructional purposes only.
7. I will not change, delete, or damage materials that belong to others.
8. I will not use electronic devices to create, access, download, or print material that shows obscenity, cursing, use of weapons, or violence.
9. I will not share passwords and usernames.
10. I understand that MSB monitors my use of electronic devices and that my privilege for using the devices can be taken away if I don't follow the rules stated above.

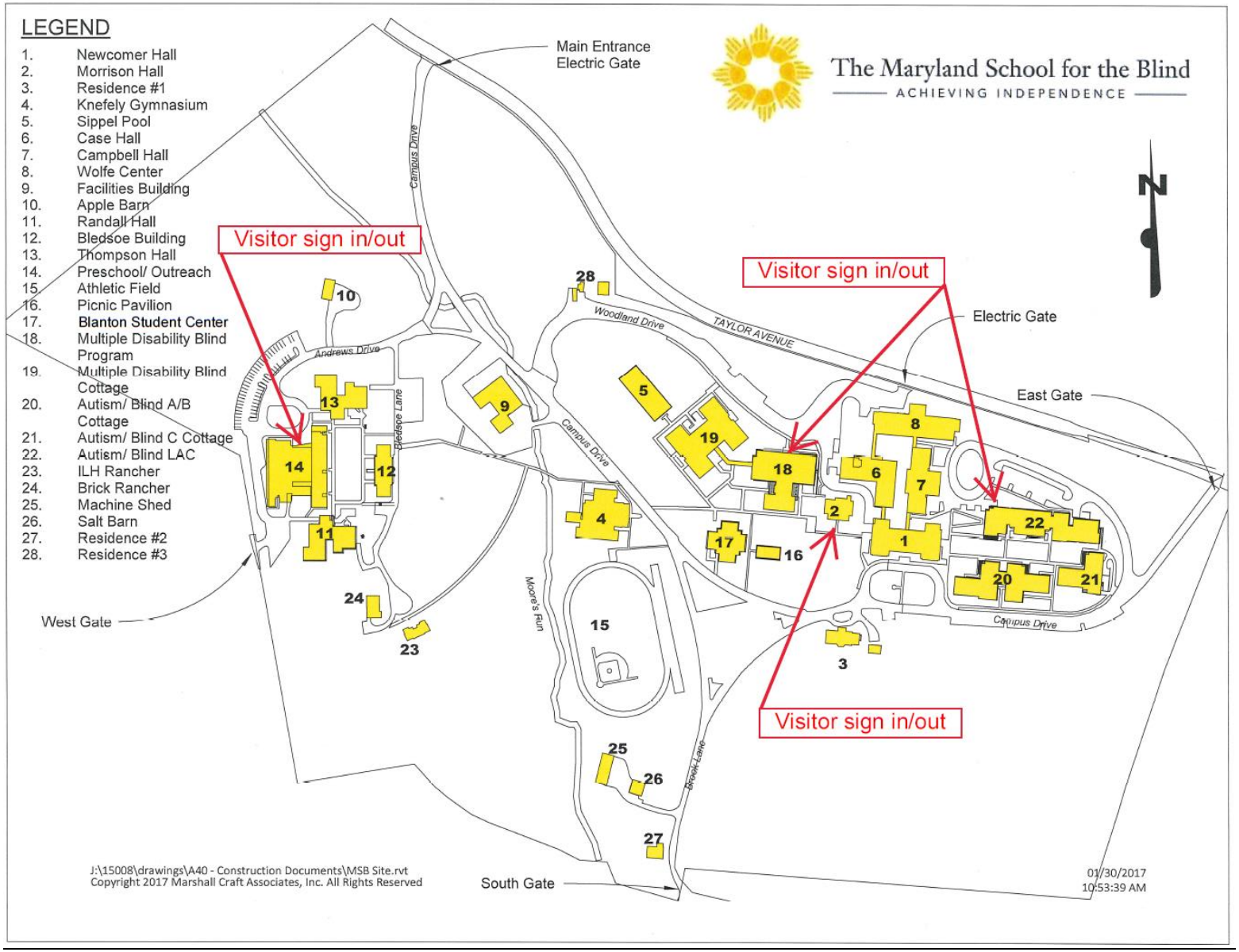
_____ _____

Student Signature Date

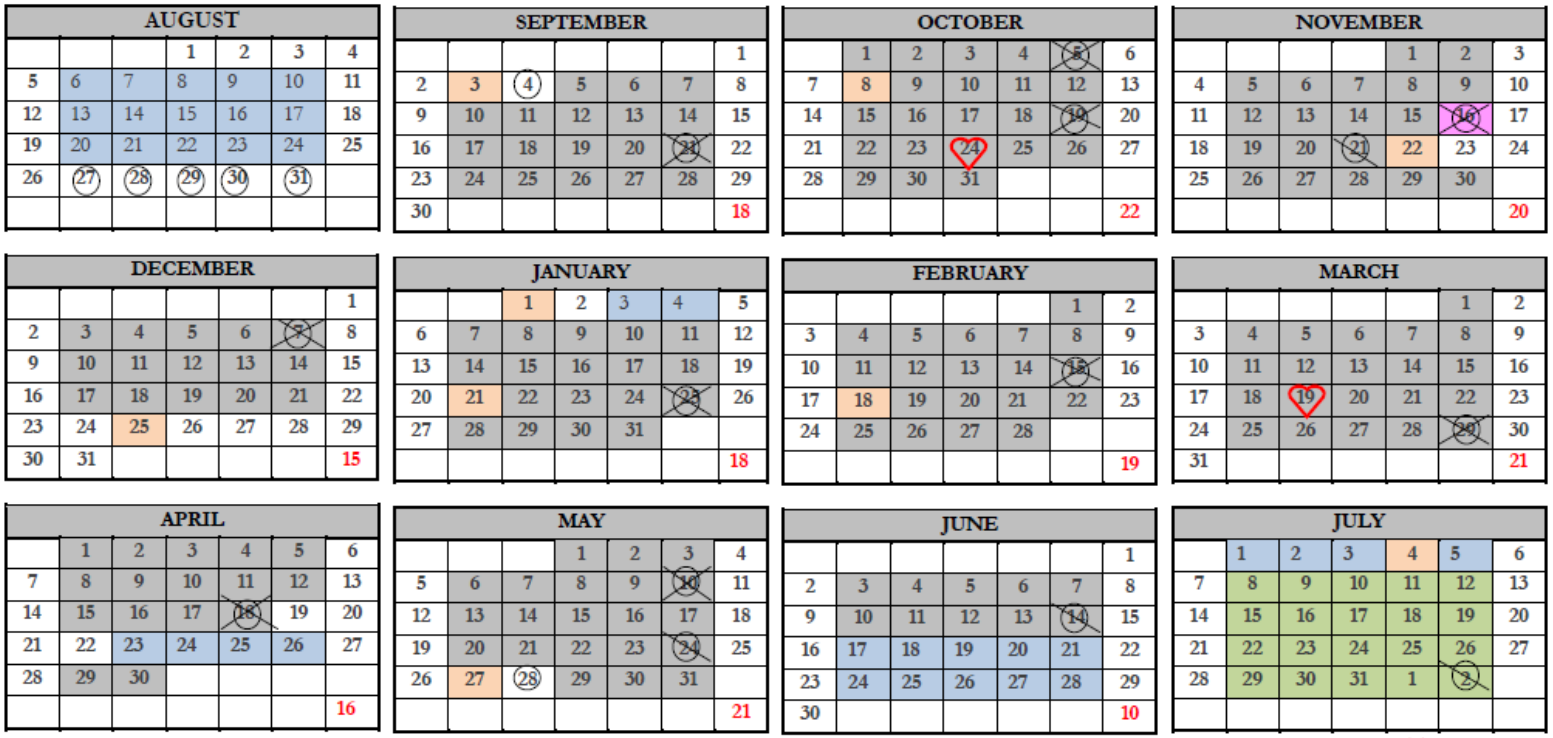
_____ _____

Parent Signature Date

ATTACHMENT D - Campus Map



Maryland School for the Blind 2018 - 2019 School Year 3501 Taylor Avenue, Baltimore, MD 21236 410-444-5000



Special Dates

8/27	School opens for staff
9/3	School closed
9/4	Staff Day; no classes
9/5	School opens for students
10/8	School closed
11/22-23	School closed
12/24-1/4	School closed
1/21	School closed
2/18	School closed
4/19-4/26	School closed
5/27	School closed
5/28	Staff Day; no classes
6/10	Graduation
6/14	Last day for Students and Staff

Interim Dates

October 5
December 7
March 1
May 10

Quarters

1st ends 11/9
2nd ends 1/25
3rd ends 3/29
4th ends 6/14

Snow Make-Up Days

This calendar does not include make-up days for snow or other emergency closings. Required make-up days will fall on June 17 – 21. June 14 will then become a full day, and the last day of school will be a half day.

Legend

- Professional Days (no classes)
- School closed
- Prof. Day-class ends at 11:30am-No PM preschool
- Prof. Day–class ends at 11:30am-No preschool
- Holiday
- ESY
- Parent Visitation Day
- 12 Month Staff Work Days
- Prof. Day – class ends at 11:30 am-No Kindergarten or preschool

180 Days Total
1,121 instructional hours

See back for residential transportation.

ATTACHMENT E - Calendar

ATTACHMENT F – Local Transportation Telephone Numbers

Alleghany County – 301-729-3773	Anne Arundel County – 410-222-2910/2925
Baltimore City – 410-396-7440	Baltimore County – 443-809-4321
Calvert County – 443-550-8786 or 8777	Caroline County – 410-479-1460
Carroll County – 410-751-3229	Cecil County – 410-287-4656
Charles County – 301-934-7262	Dorchester County – 410-221-1111
Frederick County – 301-644-5366	Garrett County – 301-334-8907
Harford County – 410-638-4092	Howard County – 410-313-6732
Kent County – 410-778-2141 or 7117	Montgomery County – 301-840-8130
Prince George's County – 301-952-6570	Queen Anne's County – 410-758-2403
St. Mary's County – 301-475-4256, option 2	Somerset County – 410-621-6227
Talbot County – 410-822-9535	Washington County – 301-766-2902
Washington, D.C. – 202-724-8600	Wicomico County – 410-677-4499
Worcester County – 410-632-5000	