



Lawhon Elementary School Handbook 2020-21

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www.tupeloschools.com

Administration, Faculty and Staff, 2020-2021

Office Staff

Ian Shumpert	Principal
Kama Smith	Assistant Principal
Haley Vassar	Guidance Counselor
Theresa Belcher	Office Manager
Andrea Garth	Secretary
Tina Watson	Data Entry

Teachers and Support Staff

Susan Hankins	Instructional Coach
Anna Beth Williams	Media Specialist
Terry Leigh Clayton	Physical Education
Ariel Ray	Music
Sarah Barrett	Art
Mandi Howell	Technology Lab
Angel Collier	STEM
Valerie Davis	Special Education
George Emison	Special Education
Aleigha Franks	Special Education
Maggie Herndon	Special Education
Patricia Carver	Special Education, Self Contained
Laura Bell	Speech/Lang. Therapist
Nicole Enis	Certified Reading Tutor
Shannon Carlisle	Challenge
Keila Glenn	Challenge
Tabitha Easter	Challenge
Diane Hink	Challenge
Marchell Graham	School Nurse
Kristina Thompson	LifeCore Support Therapist
Elizabeth Ware	Medical Assistant
Briana Brown	Interventionist
Brenda Turner	Interventionist
Jonathan Jones	Interventionist
Tamlea Ezell	Interventionist
Keturah Buchanan	Interventionist
Sonya Clark	Interventionist
Mandi Howell	Interventionist
Lorela Moore	Interventionist
Kenya Doss	Interventionist
Marsha Warren	RTI Coach
Willie Ware	Security Officer

Tiffany Vaughn

Cafeteria Manager

Classroom Teachers

Kimberly Barton

Second Grade

Merrie Grayson

Second Grade

Holly Kincaid

Second Grade

Cassidy Rhoades

Second Grade

Leslie Tally

Second Grade

Caroline Turney

Second Grade

Amy Wyatt

Second Grade

Ali Ballard

Third Grade

LaShunda Coleman

Third Grade

Amy Johnson

Third Grade

Joyce Juarez

Third Grade

Cassandra Williams

Third Grade

Meliah Smith

Third Grade

Leah Carpenter

Fourth Grade

Sydney Frandsen

Fourth Grade

Erin Holloway

Fourth Grade

Ashley Markley

Fourth Grade

Candi Mitchell

Fourth Grade

Tony Ward

Fourth Grade

Kimberly Burkley

Fifth Grade

Shermaniece Foster

Fifth Grade

Dixielee Frassetto

Fifth Grade

Ashley Freeman

Fifth Grade

Dana McGinister

Fifth Grade

April Nichols

Fifth Grade

Phone Numbers

Main Office, Principal, Conferences.....841-8910

Counselor.....841-8933

LifeCore Support Therapist.....841-8866

Cafeteria.....841-8914

TPSD District Office.....841-8850

A Note from Your Principal...

Greetings Parents, Guardians, and Friends of Lawhon,

I would like to welcome you to the Lawhon Elementary Family! I am excited to be a part of this team for the 2020-2021 school year. Our school has a rich history in our community and a culture of academic excellence. Our theme this year is, "Super Staff, Super Students!" It is our mission to maintain a safe and healthy school environment, in which all students have the opportunity to excel to the highest level. I look forward to meeting you all!

Let's have a fantastic school year! We are LAWHON!

Ian Shumpert,
Principal

LAWHON ADMINISTRATIVE STAFF



Ian Shumpert, Principal
Kama Smith, Assistant Principal
Haley Vassar, Guidance Counselor

TPSD ADMINISTRATION/CENTRAL OFFICE



Dr. Robert Picou, Superintendent
Mrs. Kimberly Britton, Deputy Superintendent
Dr. Brock English, Assistant Superintendent

TPSD BOARD OF TRUSTEES



Mr. Kenneth Wheeler, President
Mr. Joe Babb, Vice-President
Mr. Paul Mize, III, Secretary
Mr. Eddie Prather, III
Mrs. Sherry Davis

TUPELO PUBLIC SCHOOL DISTRICT'S BELIEFS

The Tupelo Public School District is guided by a set of core beliefs. We believe that:

- The future of our community depends on an excellent public school system.
- The purpose of public education is to develop thoughtful, knowledgeable and inquiring citizens who are prepared to pursue further study or meaningful employment and to contribute actively and fully to the success of their communities.
- Each student is a unique individual, with his or her own defining qualities, special strengths and specific needs.
- Learning starts long before a child enrolls in school and never stops.
- An excellent public school system is comprised of superb schools, which depend on high-quality staff, who are performance driven, motivated to succeed and are themselves life-long learners.
- Superb schools require a safe and supportive environment, where students are able to learn and develop to their full potential.
- Families are our valued partners; their active and knowledgeable participation is essential to educational success.
- Schools are connected to the broader society; the values, commitment and support of all parts of the community are critical elements of an excellent public school system.

Tupelo School District's Goals

1. Increase student achievement across the District

TUPELO PUBLIC SCHOOL DISTRICT MISSION STATEMENT

The Tupelo Public School District serves the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.

2. Provide a safe, secure and orderly environment in all schools
3. Attract and retain all stakeholders
4. Maintain sound financial stability

Lawhon Mission Statement

The mission of Lawhon Elementary School is to serve our community by challenging each student to reach his or her potential by providing a strong foundation that meets the individual needs of the students. In a comfortable, safe environment each student will be provided the opportunity to become a confident, self-directed, life-long learner.

ARRIVAL

The safety and security of our children is our top priority! Walkers and car riders should not arrive before 7:30 a.m. Carpool students should be dropped off in the carpool lane on Lake Street near the fourth/fifth grade building from 7:30 until 8:15 where staff members will be on duty assisting and greeting students. **Please drop off only at that location.** Please do not enter the parking lot to drop off or pick up students. Only the first four cars should unload at one time with staff supervision. Children are allowed to open their own car doors and exit onto the sidewalk. Often staff members open the car doors to expedite the process. When there is a long line of cars, it is preferable that children open their own car doors to allow them to get into the building in a timely manner. Buses arrive on campus between 7:30 a.m. and 8:15 a.m. Students in grades 4 and 5 will pick up breakfast to eat in the classroom while students in grades 2 and 3 to directly to the classroom for breakfast.

TIMES TO REMEMBER



Breakfast service begins at 7:30 a.m. for students in grades 4 and 5. These students will be provided a “grab and go” breakfast, to be eaten in the classroom. Grades 2 and 3 will have breakfast delivered to their classrooms, where those students choosing to eat breakfast will eat in their classrooms. **Students desiring to have breakfast and arriving at school after 7:45 a.m. will be provided a “grab and go” breakfast. Instructional time begins promptly at 8:15 a.m.**

TARDY

A student is considered tardy if he/she arrives after 8:15. Five unexcused tardies will result in referral to the attendance officer. **If the student is tardy, the parent is required to walk his/her child into the office and sign-in for class.** Please do not drop off your child in front of the building after 8:15. There will not be a staff member present to ensure their safety. Gates are locked at 8:15. Tardies are excused with a doctor’s note or parental excuse if presented within 2 days.

DISMISSAL

Bus and Daycare Riders

Bus and daycare riders will be dismissed at 2:15 p.m. to the loading areas. Bus and daycare riders will be loaded on Wayside Street. Second and third grade bus riders leave through their back gate on Wayside Street to load buses. Fourth and fifth grade students are dismissed through the gate by D building to load buses. Daycare students will remain in the classroom until their daycare is called to load.

Car Riders

- All car riders will be dismissed to the loading area at 2:15 p.m.
- All car riders will be picked up at the front of the school near the gym. Cars will form double lines along the front of the school on Lake Street. Children will wait in the gym until their names are called. They will line up to be loaded by staff. The guardian of a car rider will be issued a name plate with his/her child's name on it. This should be displayed in the front windshield so that a duty teacher can call the child's name prior to when the vehicle reaches the front of the line. Please remember your name plate when picking up your child.
- Parents should enter the loading zone from Veterans Boulevard traveling to Canal Street then to Hankins Street directly to the parking lot across from the school on Lake Street. Looping around from the parking lot to the loading zone near the gym on Lake Street will allow sufficient space for all cars and avoid traffic jams on East Main Street. **Please do not enter from Main Street.**

BUS RIDER POLICY

Bus riders may only ride their assigned bus to and from school. **Do not send notes requesting for your child to ride a bus other than his/her assigned bus.** District policy does not allow children to ride on any bus other than the one to which they have been assigned according to their home address. We strictly enforce this policy.



CHANGE OF TRANSPORTATION HOME

- Always notify your child's teacher, in writing, of any change in procedures or change in person(s) picking them up. Only persons listed on the student emergency card will be allowed to check the student out. Students will be dismissed in the same way every day unless written notice is received informing us of the change.
- If an emergency arises and you must change your child's transportation during the school day, the office must be notified, no later than 1:00 p.m. **For the safety of all children, changes cannot be made after dismissal is in process.**

It is urgent that parents pick up students promptly at afternoon dismissal, which is 2:15 p.m. For the safety and protection of the children, all students who have not been picked up by 2:30 p.m. will remain in the classroom.

EARLY DEPARTURE FROM SCHOOL (CHECKOUT PROCEDURES)

Parents are strongly encouraged to try to schedule their child's doctor, dental, and other appointments after school hours. If this is not possible, send a note to the teacher on the day of the appointment. Upon arrival, come to the office to sign out your child. Only persons listed on the student emergency card will be allowed to check out the student. While you are signing the checkout sheet, the office staff will page your child to come to the office. The school office is extremely busy from 1:00 p.m. through dismissal. Checkout for students after 1:00 p.m. will not be permitted unless an emergency arises. More than five checkouts without doctor's excuses will be reported to the attendance officer. If there is a medical reason, please submit a medical excuse.

Please note that new state law requires that students are present for 63% of the instructional day - this excludes recess, lunch and breaks. So that your student is considered "present" for the day, please check in your child no later than 10:00 a.m and check them out no earlier than 2:00 p.m.

Importance of Instructional time

Getting to school late or leaving early is detrimental to the education of your child. Please help us model respect for the school day. Instructional time is valued and protected by our staff. Teachers continue with instruction until dismissal. We encourage all parents to allow their child/children to remain in class until the instructional time is complete. It is very important for us to have as much time as possible in order for your child to meet his/her instructional objectives. **Early checkout to avoid traffic will not be allowed. Your cooperation will be greatly appreciated as we work to protect instructional time.**

Please respect our instructional time.

Getting to school 15 minutes late or checking out 15 minutes early

is detrimental to the education of your child.

UNLOADING/LOADING STUDENTS

In the mornings, from 7:30 until 8:15, car riders may unload in front of the school on Lake Street. Students should always exit/enter their vehicle from the right side nearest the sidewalk. Before 7:30, parking in front of the buildings is not permitted. After 8:15, parents must park their vehicle, walk their child(ren) to the office, and sign them in. We appreciate your cooperation in helping us keep the students safe.

As you pull away from letting your child(ren) out, please stay in line and follow the car ahead of you. This keeps accidents from occurring. Also this is not a time for conferring with staff members. Traffic goes much smoother if parents drop off and move on.

Bus riders load and unload in back of the school. Daycare students unload with car riders in the morning and load on Lake Street in the afternoon. At 1:30, Wayside becomes a one-way street until 2:45 where entrance is to be made only from East Main St. Parents are not permitted to drop off/pick up their children in this area on Wayside Street.

PARENTS AND OTHER VISITORS

The principal is responsible for all persons in the building and on the campus and will schedule through his/her designee visits from parents, community members, and other educational professionals. The following policy applies to all visitors entering a school other than for attendance at a scheduled activity open to the general public: In order to assure that no unauthorized persons enter the school with wrongful intent, all visitors will report to the school office when entering to receive authorization and identification passes to visit elsewhere in the building. Parents or citizens who wish to observe a classroom while school is in session must arrange such visits in advance with the principal so that classroom disruption will be minimal. Principals are authorized to refuse entry onto school grounds to persons who do not have legitimate business at the school and to request any unauthorized person or persons engaging in unacceptable conduct to immediately leave school property. Principals are further authorized to request assistance of law enforcement officers in cases of emergency and to seek prosecution to the full extent of the law when persons violate the intent of this policy. If you would like to communicate electronically with your child's teacher(s), e-mail is a great way to make contact. All teachers' e-mail addresses can be found at www.tupeloschools.com.

PARENT/VISITOR PARKING

Please do not park in front of the school during drop off and pick up times. This will block the traffic flow and can become a safety hazard.

ATTENDANCE

To be considered as having attended school for a full day, a student must be present for 63% of his/her instructional day as fixed by the Board for each individual school. For purposes of reporting absenteeism, a student who has an absence that is more than 37% of the student's instructional day shall be considered absent the entire school day.

1. Excused Absences shall include:

a. Parental Excused Absences

Students are allowed to have a maximum of three (3) excused parental absences per semester. Parental absences must be substantiated in writing within 2 school days of the absence. A parent/guardian can substantiate the absence by sending a signed note, emailing or faxing to the school attendance office. The note must have the child's name and date of absence(s). A parent signed checkout will also substantiate a parental excused absence. A parental excused absence may be for one class, any 30-minute period within a class or an entire day.

b. Medical Excused Absences

Students are allowed excused medical absences when the absences result from illness or injury which prevents the student from being physically able to attend school; a medical or dental appointment; isolation ordered by the county health officer, and State Board of Health or appropriate school official. Excuses from the doctor or dentist must be substantiated in writing within 2 school days of the absence.

Unexcused Absences- Any absence, tardy or dismissal, which does not meet the criteria of an excused absence, shall be considered unexcused. No absence will be considered excused when it is due to suspension, expulsion or other disciplinary action.

Make-up Assignments

If your child is absent, homework assignments can be requested by 10:00 a.m. by calling the school office at 841-8910. This will allow teachers ample time to collect assignments for your child. These assignments can be picked up after school in the main office. Please communicate with your child's teacher to establish a timeline for turning in missed assignments due to absences. All students with five or more unexcused absences will be referred to the State Attendance Officer.

60% DAYS

60% days have been set aside for parent/teacher conferences. On those days, school will be dismissed at 12:15.

Fact: Students who check out frequently, those who are late to school frequently, and those who are absent frequently are more likely to have serious academic problems. Almost all of the children who fall into these categories have to repeat at least one grade before third grade. As a parent you owe your child support in getting to school on time, being at school every day, and staying at school all day

SAFETY AND SECURITY

AED PROCEDURES

The AED machine is located in the main office.

EMERGENCY RESPONSE DRILLS

- Earthquake, fire, lock down, and tornado drills are held at regular intervals throughout the school year. Visitors present in the buildings during drills must participate.
- Help your child remember these basic rules during drills:
 - No talking
 - WALK
 - Move quickly and quietly to designated area.
- The instructions and routes are posted in each classroom next to the door (or an exit) and throughout the building and will be discussed with all students.

OTHER SAFETY REMINDERS

- **Evacuation sites:** In case of evacuation of the building, due to a fire or other threatening situation, East Heights Baptist, East Main Church of Christ and Tupelo Free Will Baptist will serve as our evacuation sites.
- Students should bring to school **ONLY** the materials which are necessary and requested.
- Items that are distracting to others and disruptive to the learning process should not be brought to school (Yo-yos, wrestling materials, whistles, chewing gum, and fad toy items are examples of distracting materials.)
- Also, because of the possibility of loss or damage, radios, cell phones, iPods, large amounts of money, and other items of significant value should not be brought to school. The Tupelo Public School District is not responsible for the loss of such items.
- Absolutely no weapons, including knives or look-alike (toy) weapons of any kind, may be brought to school. Any student who brings a weapon or look-alike weapon to school will be disciplined in accordance with District policy.

** Lawhon Elementary has a detailed Crisis Management Plan in place to deal with various situations as they may arise.

VISITORS

- To ensure that we provide a safe and secure environment for all students and staff, we require **ALL visitors and parents to come to the office, sign in, and get a visitor badge.** All visitors and parents are also asked to use the FRONT entrance only. **Visitors are not permitted in classrooms during instructional time without prior permission from the principal or teacher. If you need to conference with a teacher, please arrange a meeting outside of the instructional times of 8:15a.m. to 2:15 p.m. unless it is during a planning period. Instructional time is protected at Lawhon.**

Good Citizenship/Behavior/Discipline

In the Tupelo Public School District, students are expected to exhibit responsible behavior and to maintain positive attitudes that will contribute to their own well-being as well as the well-being of others. One goal is to promote an atmosphere within the schools conducive to learning, and another is to help children become responsible for good personal conduct at school.

Rules and procedures are in place for the children's safety and to ensure good conduct among the students. Each teacher sets a standard of conduct for students that they are expected to follow. However, the guidelines below provide what are general expectations of our students. Please discuss these guidelines with your child to ensure a successful school year.

16 Required Social Skills to be a "Compliant" Student

1. Follow Instructions: not only needed for the social aspects of the class but also for the academic components
2. Getting the Teacher's Attention: varies from class to class, how do students get attention in class
3. Accepting "No" for an Answer: students are usually expected to accept "no" as an answer without responding back
4. Accepting Criticism or a Consequence: can be in regards to a student's behavior and/or a needed correction on an assignment
5. Asking for Help: students need to learn the appropriate and polite way to ask for help in his/her classroom
6. Asking Permission: students need to know the polite way to ask permission and accept answers calmly
7. Disagreeing Appropriately: students need to be able to explain why they feel differently in a polite voice and be able to listen to others' opinions
8. How to Resist Peer Pressure: students need to know how to say "no" to their peers and be able to "save face"
9. Waiting Your Turn: students must learn patience and how to wait for materials and attention
10. Working with Others: students need to listen to others' ideas and work on tasks cooperatively
11. Giving Criticism: students need to learn to be specific and use a pleasant tone in correcting another student
12. How to Apologize: students need to learn when to say, "I'm sorry" and how to do it with sincerity, which will show that they care about others
13. Listening: students need to learn how to listen politely without interrupting and respond appropriately
14. Staying on Task: students will learn to plan the steps needed to complete a task and stay focused on the task.
15. Mind your Own Business: students will learn to keep comments to themselves and ignore distractions
16. Use an Appropriate Voice Tone: students will learn to adjust their voice level to various situations

3 Universal Expectations of All TPSD Students

1. **Be Respectful – Respect the rights and property of others.**
2. **Be Responsible – Be responsible for your own actions.**
3. **Be Safe – Provide a safe environment that is conducive to teaching and learning.**

Expectation Matrix

EXPECTATIONS	CLASSROOM	HALLWAY	CAFETERIA	BATHROOM	RECES	BUS/ DAYCARE/ CAR AREA	ASSEMBLY
Be Respectful	<ol style="list-style-type: none"> 1. Listen and follow directions the first time. 2. Say only kind things to others and about others. 	<ol style="list-style-type: none"> 1. Walk quietly. 2. Show pride and be polite to guests and visitors. 3. Follow all adult directions. 4. Respect school property. 	<ol style="list-style-type: none"> 1. Use good manners (i.e. keeping mouth closed, not playing with food.) 2. Obey cafeteria workers and monitors. 3. Use a quiet voice at all times. 	<ol style="list-style-type: none"> 1. Give each other privacy. 2. Refrain from writing on bathroom walls. 	<ol style="list-style-type: none"> 1. Line up promptly when teacher signals. 2. Keep from teasing and name calling. 	<ol style="list-style-type: none"> 1. Obey all teachers and monitors. 	<ol style="list-style-type: none"> 1. Show pride and be polite to guests and visitors. 2. Obey all teachers and assembly leaders.
Be Responsible	<ol style="list-style-type: none"> 3. Arrive to school on time and have work and supplies. 4. Follow all routines and procedures. 5. Have a positive attitude toward others. 		<ol style="list-style-type: none"> 4. Know your lunch number and get everything you need the first time. 5. Walk quietly to the disposal area when dismissed by your teacher. 6. Clean up the area around you. 	<ol style="list-style-type: none"> 3. Flush toilet, wash hands, and put paper towels in trash. 4. Enter and exit the bathroom quietly and quickly without playing. 	<ol style="list-style-type: none"> 3. Enter and exit the building quietly and in an orderly fashion. 	<ol style="list-style-type: none"> 2. Move quietly and orderly in all arrival and dismissal areas. 3. Listen and move to the proper area when your bus, daycare, or name is called 	<ol style="list-style-type: none"> 3. Enter and leave the assembly quietly.
Be Safe	<ol style="list-style-type: none"> 6. Keep hands, feet, and objects to yourself. 	<ol style="list-style-type: none"> 6. Keep hands, feet, and objects to yourself. 	<ol style="list-style-type: none"> 7. Keep hands, feet, and objects to yourself. 	<ol style="list-style-type: none"> 5. Stay off bathroom walls and stalls. 	<ol style="list-style-type: none"> 4. Keep hands, feet, and objects to yourself. 5. Keep from bullying and rough play. 	<ol style="list-style-type: none"> 4. Stay in the proper line when moving to dismissal areas. 5. Keep hands, feet, and objects to yourself. 	<ol style="list-style-type: none"> 4. Keep hands, feet, and objects to yourself. 5. Stay with your class at all times.

When students are unable to follow these guidelines, appropriate discipline will be administered. Students who follow the rules are often rewarded. To encourage good behavior and wise decision making, Lawhon uses a positive behavior approach. Students strive to earn daily points that aid in earning quarterly rewards.

Encourage your child to make good choices in behavior *every* day!

For more explanation, please see the Student Code of Conduct at the back of this handbook.



Guidance Counseling/Character Education

Each school has a certified guidance counselor who provides one-on-one and group counseling. The guidance counselor also conducts classes and workshops for the students in their classroom as needs arise. Topics include goal setting, time management, responsibility training, and citizenship.

Positive Behavior Support provides unique programs designed to help decrease discipline referrals and increase positive and appropriate behaviors. The programs build self-esteem and provide students with many opportunities to be responsible. Students also become aware of socially acceptable behaviors and positive character traits. When we provide direction and security, students often respond quickly with better behavior and improved academic performance. We want our students to have lives filled with satisfying work, meaningful achievements, and good relationships. We want them to make good decisions, and we want them to be active participants in their democracy.

Character must be consciously taught, developed, and practiced. This teaching has always been a parent's job, but there are also critical supporting roles to be played by everyone in a community. After all, character really counts in school, in the workplace, and in life. Acknowledging student demonstrations of good character is important. We expect the student to do the right thing even when there's no one around and there will be no immediate reward. Therefore *recognition* is emphasized more than *reward* when it comes to reinforcing positive character traits for long-lasting effects. Examples of recognition strategies abound. Staff and students alike send notes to anyone living out a character trait; assemblies, parties, and picnics are great opportunities for school communities to celebrate progress and publicly acknowledge TPSD's commitment to character education.

Drug abuse prevention instruction is incorporated into the regular classroom through the use of a curriculum that is taught by the teachers. In addition, Red Ribbon week is celebrated at each school annually. During this week, special activities are planned that emphasize drug and alcohol prevention. These might include special assemblies, games, special guests, videos, and wearing red ribbons by staff and students. Many schools sponsor a Red Ribbon parade and an I Can Do Better Things Than Drugs Fair. DARE is offered for fifth grade students.

Bullying Prevention

Bullying prevention and violence prevention activities are emphasized during the spring Be Smart Week. Throughout the school year, activities district-wide, school-wide and in the classrooms teach and reinforce the importance of respect and treatment of others. Students are taught the importance of treating others with kindness and respect.

Practically speaking, bullying is an unwanted, aggressive behavior that involves a real or perceived power imbalance. Behaviors are repeated or have the potential to be repeated, over time, and most often occur away from the eyes and ears of adults. Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose are universal examples.

There are four types of bullying: verbal bullying, social bullying, cyber-bullying, and physical bullying. Verbal bullying is saying or writing hateful things including teasing, name-calling, inappropriate sexual com-

ments, taunting, and threatening to cause harm. Social bullying involves hurting someone's reputation or relationships such as leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, and embarrassing someone in public. Cyber-bullying is bullying that takes place using electronic technology, can occur 24-7, and reach a student even when he or she is alone. Physical bullying involves hurting a person's body or possessions and involves hitting, kicking, pushing, taking or breaking someone's things, and making mean or rude hand gestures.

Bullying can happen during or after school hours. Our administrators have the power to suspend students for any on-campus or off-campus behavior that causes a disruption to the school environment or threatens the welfare of students and teachers.

The Tupelo Public School District and Tupelo Police Department school resource officers (SRO) work with students K-12 to develop positive habits and behaviors. This enables our students to deal with character issues directly and at an age that is developmentally appropriate. Our students work with a good role model in a positive environment.

Through many learning opportunities, TPSD emphasizes teaching and recognizing positive behaviors and good citizenship.

School Breakfast and Lunch Program

The Lawhon Cafeteria serves two nutritious meals every school day – breakfast and lunch.

- **Breakfast** is served beginning at 7:30 a.m. After 8:00 a “go breakfast” is given.
- **At lunch**, students will have 2 meal choices. The menu is published weekly in the local newspaper, posted in the classroom and on the school website.
- Although lunches may be purchased on a daily basis, students are encouraged to pay for the meals on a weekly or monthly basis. An envelope, if needed, will be provided each Friday to be returned back to school on Monday. Online payments for meals can be made through myschoolbucks.com. At no charge, parents may create an account in order to have emails sent to their home or phone to notify of low meal balances. Parents may check their child's meal account balance at any time at no charge. A very small fee is charged when parents prepay money into their child's meal account. This online service includes breakfast and lunch meals.
- Students who bring their lunches are encouraged to pack a healthy, nutritious meal. They may purchase milk from the cafeteria.
- **Parents and other guests are welcome** to eat in the cafeteria with their child. Remember, children feel honored to have their parents eat with them!
- **FREE & REDUCED lunches/breakfast:** All students will be given an application for free or reduced meals. The Tupelo Public School District is required to provide every parent with the opportunity to apply. The application is also available online through the TPSD website under Child Nutrition.
- Each day, students will have a snack/milk break. Students should bring a healthy snack to school.
- Sodas should not be brought for snack or lunch times.

MEAL PRICES

Breakfast (full price).....	\$1.00 a day/ \$5.00 a week
Breakfast (reduced).....	30 cents a day/ \$1.50 a week
Lunch (full price)	\$2.75 a day/ \$13.75 a week
Lunch (reduced)	40 cents a day/ \$2.00 a week
Milk/Juice.....	40 cents a day/ \$2.00 a week
Staff/Guest Breakfast.....	\$1.80
Staff/Guest Lunch.....	\$3.50

QUALITY PARENT-SCHOOL COMMUNICATION

Effective communication includes knowing how and to whom to direct a suggestion, an inquiry, or a problem. The guidelines furnished below are designed to assist you in communicating effectively with the personnel at our school.

HOW SHOULD A SUGGESTION, INQUIRY OR PROBLEM BE DIRECTED?

Questions, suggestions, or problems should be presented in a positive way with the assurance that school personnel want to do a good job. Schedule a mutually convenient time, gather, and clarify information that applies and work cooperatively toward a satisfactory conclusion. **If you need to conference with a teacher, please arrange a meeting outside of the instructional times of 8:15 a.m. to 2:15 p.m. unless it is during a planning period. Instructional time is protected at Lawhon. Conferences with the principal or assistant principal should be requested through the office manager or clerk in the main office.**

TO WHOM SHOULD A SUGGESTION, INQUIRY OR PROBLEM BE DIRECTED?

Direct your communication to the person in the position closest to the situation.

- **FIRST**, see if your child can take care of the problem without your assistance. This is always the best solution. If the problem is not solved, then contact the teacher.
- Contact the **TEACHER(s)** in specific situations involving an individual or classroom. These people have the most direct contact with the students and are the most familiar with their responses to other students, procedures, instructional goals, and evaluation.
- Contact the **PRINCIPAL** in general situations involving more than an individual or classroom OR if satisfaction is not gained after talking with the teacher. He is responsible for the overall management of the school and its personnel, general student discipline, teacher direction and evaluation, implementation of district policy, and the total school program.

SOME SUGGESTIONS THAT MAY HELP YOU WORK THROUGH SCHOOL PROBLEMS:

- Please listen to your child carefully and ask clarifying questions. Be sure to remember that is the version of the situation as the student views it, and remember that there are always two sides.
- Your child is learning from the model behavior that you show as an example. If you want to shape and help your child, this is a “golden moment” to illustrate the rational way to respond to situations.
- Give the school personnel the benefit of the doubt. Assume that they want to help you and will try to do so if they understand the situation. Often, the adding of the teacher’s vantage point and additional information helps make the situation clearer.
- Encourage a positive attitude and work to build bridges between your children and the school whenever possible. Explain whom they might have asked or what they might have done. The goal is for them to learn to handle things in the best way possible. **Teacher/Parent communication is essential to a successful school year!**

Other Means of Communication:

- Each teacher and the principal has a communication page. Each teacher will provide his/her link if used, and all links are available on the school website.
- Lawhon has a website available on the TPSD website (www.tupeloschools.com then click on Lawhon)
- Twitter : @LawhonTPSD
- Newsletters – Students will be provided a weekly newsletter and these are published online through the TPSD website under the Lawhon website.
- Lawhon Links

PARENT TEACHER ORGANIZATION

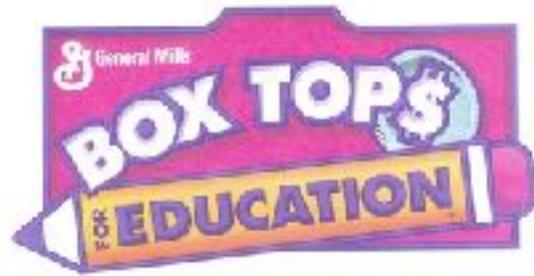
The PTO is an organization of parents and teachers who work together to improve and enhance the school environment. Everyone is invited to join and to share in that partnership of support. Through monthly general meetings (every 2nd Tuesday of the month) and PTO newsletters, parents are kept up-to-date on the plans and progress of our school. Be sure to join!

The PTO sponsors several projects during the school year such as:

- ❖ Box Tops for Education
- ❖ Hound Dog Hustle
- ❖ Spring Festival
- ❖ Book Fairs
- ❖ Teacher Appreciation
- ❖ School Yearbook
- ❖ Fundraisers

BOX TOPS FOR EDUCATION -

Each box top you send in is worth 10 cents to us. General sends us cash for the box tops we send in. It's an easy raise money. Please collect box tops, and send those to child's teacher.



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PTO Officers, 2020-2021

President- Kate Farabaugh
Vice President- Holly Kulp
Secretary- Ashley Martin
Treasurer- Katie Stuart
Hospitality/Decorating- Carley Johnston and Cooper Ogg
Box Tops- Liz Beavers
Birthday Celebrations- Rina Coleman and Holly McCoy
T-Shirts- Ashley Benjamin
Coupon Book Fundraiser- Rina Coleman
Book Fair Coordinator- Jamie Ramels

STUDENT SUPPORT SERVICES

BEHAVIORAL AND INSTRUCTIONAL INTERVENTIONISTS

Staff interventionists work with classroom teachers to implement prescribed interventions to help students improve behaviorally and/or academically. Tier II and Tier III interventions are carried out by the interventionists under the direction of the classroom teacher and the Teacher Support Team.

TEACHER SUPPORT TEAM (TST) and Response to Intervention (RTI) The TST is a group of educators along with the student's parents who meet to determine interventions for students who are experiencing difficulty in the classroom. Interventions are developed to assist the student in becoming successful. The Teacher Support Team is part of the Response to Intervention (RTI) process which involves implementing interventions when students have academic or behavioral difficulties resulting in lowered classroom performance. Interventions are designated as Tier 2 and Tier 3, with Tier 2 being teacher implemented through small group interventions and Tier 3 being more intense and individualized to the student's needs. Parents are invited to be part of this team approach to assisting students.

GUIDANCE COUNSELOR

Complementing the instructional staff at Lawhon is a certified guidance counselor who provides one-on-one and group counseling. As part of the curriculum, the counselor also conducts classes and workshops for the students in their classrooms and in assemblies. Topics may include manners, responsibility training, goal setting, and time management. At Lawhon, we have made a commitment to be partners with parents and the community to ensure that all our children have the best start in life. To help fulfill this commitment, our counselor also provides the link from home to school to community through parent meetings, home visits, and community involvement. Additionally, the guidance counselor serves as Lawhon's Safe and Drug-Free Coordinator. Red Ribbon Week and Be Smart Week are events along with violence and bullying prevention programs that are implemented yearly. Our guidance counselor is also responsible for the district and state testing throughout the school year.

A number of Guidance Services for students and their families are coordinated with community organizations. Several of these services are outlined below. Working with the Junior Auxiliary, Lawhon's Guidance Services provides...

- ❖ Clothes Closet – Parents may schedule an appointment with the school counselor for a visit to the Junior Auxiliary Clothes Closet. Children can be fitted with 3 sets of clothing twice per year.
- ❖ Medical/Dental/Eye Exams – emergency care can be provided.
- ❖ Christmas Assistance – Christmas assistance is provided for families in need.
- ❖ Day Camp Scholarships – Two students are sponsored each year to attend Tupelo Park & Recreation Day Camp during the summer.
- ❖ Jeans and coat drives are conducted during the year so items can be distributed to disadvantaged students.

The counselor serves as a referral source to all families during their stay at Lawhon Elementary. To arrange a conference with the counselor, you can call the school office at 841-8910.

SCHOOL NURSE

The services provided by our school nurse are almost too numerous to list. In general, however, our school nurse:

- provides counsel and answers to the health-related questions of our students and staff
- promotes healthy lifestyles and gives “good health tips” to students and staff
- serves as front-line responder for health-related and injury emergencies in our schools
- trains our staff how to respond and react in the event of medical emergencies
- teaches good hygiene practices to our students
- determines when a child may be too ill to stay at school

School Nurse Marchell Graham is always on call for assistance. Please let your child’s teacher know of any special medical needs. Nurse Graham will develop a medical action plan with your assistance to ensure your child’s needs are met. The school nurse is available each day from 8:00-2:15.

SUPPORT THERAPIST

Employed by LifeCore, our support therapist, Ms. Kristina Thompson, receives referrals from classroom teachers on children who might benefit from supportive counseling services. These services could include behavior modification and promotion of self-esteem.

BARTON READING PROGRAM

The Barton program is a reading and spelling system influenced by Orton-Gillingham. The instruction takes a simultaneously multi-sensory approach that is explicit and systematic. The program is designed to improve the spelling, reading, and writing skills of children, teenagers, or adults who struggle due to dyslexia or a learning disability. The effectiveness of Barton is supported by independent scientific research that contains all of the essential reading instruction required by the NO CHILD LEFT BEHIND ACT. The Barton program is divided into 10 levels targeting different objectives with each lesson teaching many of the Common Core Standards. It is a small group intervention program provided for students who meet the program criteria.

A Barton student must:

- Be at least 5 years old and in kindergarten
- Can speak and comprehend **spoken** English

This is **not** for children with a receptive or expressive language disorder.

This is also **not** an ELL program.

A **non**-native English speaker must be able to speak and understand spoken English at a second grade level.

- Have an IQ of 70 or higher
- Struggle with spelling when writing stories, and cannot easily sound out unknown words when reading.

If someone can already read accurately and rapidly, and spells well, but **only** has trouble with comprehension, then the Barton System would **not** be needed or appropriate.

- Can pass the Barton student screening (Barton Entry)

We also look at students’:

Assessment scores, including MAP and STAR

Auto-Pops

Repeaters

Reading and Language scores

SPECIAL PROGRAMS

ARTS IN THE CLASSROOM

Arts integration involves infusing the arts into the core curriculum, specifically non-arts subjects. This allows for meeting individual student needs and a deeper level of thinking. Lawhon Elementary teachers are committed to providing arts integrated lessons. Ongoing professional development in this area enhances our ability and extends our commitment to educate our students in and through the arts.

CHORUS

Lawhon Elementary offers a variety of musical experiences that includes chorus opportunities for students. Ms. Ariel Ray, Lawhon's music teacher will coordinate all chorus activities. Proper vocal technique, vowel production, posture, and performance etiquette are emphasized.

D.A.R.E.

D.A.R.E., an acronym that stands for Drug Abuse Resistance Education, is a 17-week course for fifth grade students taught by a uniformed police officer. The nationally-recognized program is a joint effort of the Tupelo Public School District and the Tupelo Police Department to help prevent drug abuse.

SAFESPLASH

Tupelo Park and Recreation Department and TPSD have partnered on "SafeSplash", a water safety program offered to every 2nd grader in the school district. Lawhon second grade students will attend swim training sessions at the Tupelo Aquatic Center, with parental permission, under the direction of Mrs. Terry Leigh Clayton, our P.E. teacher, and with support from second grade teachers and other specials staff.

CHALLENGE

The Challenge Program is provided for intellectually gifted children in grades two through seven in the Tupelo Public School District. Students are screened in first grade through teacher observations, group intelligence tests, and achievement tests. In some circumstances, students are screened in higher grades. Students who are referred for testing take an individual intelligence test. The Mississippi Department of Education regulations require that all children score at or above the 91st percentile to be eligible for the Challenge Program. Students who are in the program meet for a minimum of four hours each week with the Challenge teacher.

CLUBS

Clubs are led by teachers who volunteer to organize them. They meet on Tuesday or Thursday afternoons, except Lawhon Lyrics which will meet two mornings. Students sign up early in the year and are allowed to participate in two clubs. Examples of club possibilities are: Art Club, Beta Club, Garden Club, Drama Club, Lawhon Lyrics (choir), Robotics Club, and Good News Club.

INFORMATION AND POLICIES

Assemblies/Performances

All grade levels will have a grade level performance coordinated by our specials staff. Assemblies may be called as the need arises for other special purposes. At all times the student's behavior should be refined and courteous. An indication of the cultural level of the school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include whistling, uncalled-for clapping, boisterousness, and talking during a program. Children should remember to keep their feet, hands, and other objects to themselves. Parents and guests are encouraged to attend.

Active Parent



To Access the ActiveParent Website:

Click on the ActiveParent logo on the district website at www.tupeloschools.com. Active Parent will allow you to view your child's grades and attendance record.

To Request An ActiveParent Account:

- Click on the "Sign up for an Active Parent Account" link on the ActiveParent website.
- Complete all fields in **RED** on the Request Account screen & Click Next.
- (Username & Password MUST be a minimum of 5 characters.)
- Complete all fields in **RED** on the Student Information screen & Click Add Student button.
- If additional students need to be added to this account, complete all fields in **RED** on the Student Information screen & click the Add Student button. Repeat this process until all student names are listed in the box labeled "Student Information Requested For" box.
- Click the Submit Request button after all students that should be associated with your account are listed in the "Student Information Requested For" box.
- A message should appear stating that the user account request was successful. Your student's school will activate your account within 2 school days.

To Log In and Use ActiveParent Once the Requested Account is Activated:

- Enter the User Name & Password that was created during the Account Request process & Click Login.
- Choose the student's name from the "Student" drop-down box.
- Click on one of the Menu buttons on the left side of the screen to view the different areas of information on the selected student. Menu Options are Schedule, Term Grades, and Daily Grades.

Please contact the school office if you have any problems logging in to ActiveParent.

BIRTHDAYS AND DELIVERIES TO STUDENTS

In the interest of safety and well-being of the students and to avoid interruptions during classroom instructional time, deliveries of balloons, flowers, gifts, etc. will not be accepted at school. Remember that invitations to birthday parties should not be handed out at school. For safety/security reasons, PLEASE do not ask the school to give out addresses of any of the students.

COMMUNITY/FAMILY INVOLVEMENT

Please join us during the year for events such as Open House, Spring Festival, Grandparents' Day Celebrations, awards and citizenship celebrations, AR Nights, and grade level plays. Many more opportunities will be available during the year.

LAWHON FIELD TRIP GUIDELINES: VIRTUAL FIELD TRIPS MAY BE PLANNED UNTIL OFF-CAMPUS TRIPS RESUME.

- ❖ Field trips are designed to enhance and enrich learning.
- ❖ Field trips may be used to develop background knowledge at the beginning of a unit of study, or its purpose may be to culminate a unit of study.
- ❖ Building community within the class and/or grade is also a goal of field trips. Riding the bus and following the trip itinerary contribute significantly to the accomplishment of this goal.
- ❖ Chaperones are critical partners in the success of a field trip and assume significant supervisory responsibilities under the direction of the lead teacher.
- ❖ Chaperones need to be approved by the Central Office through a background check. These forms should be filled out early in the school year. Participation in the field trip is limited to students, school personnel, and approved chaperones.
- ❖ Chaperones will be given specific directions for performing field trip duties.
- ❖ Students should ride to and from the destination in the transportation provided by the Tupelo Public School District.
- ❖ Only school personnel and students may ride in buses owned by Tupelo Public School District.
- ❖ Chaperones may ride in chartered buses as long as there is available space.
- ❖ Students should not ride in private cars unless it is with their parent or guardian and prior approval is given. A permission form completed and approved at least one week prior to the trip is encouraged. Permission will be granted if the student must leave the field trip to attend a sporting event, academic competition, or organizational event and the form has been completed.

INCLEMENT WEATHER PROCEDURE

- It will be our practice to always put the safety of our students and staff first in dismissing school for reasons caused by inclement weather.
- The district will carefully check the conditions for transportation and make the decision to dismiss school after considering all of the information available. Parental discretion is encouraged in cases regarding safety in unusual, specific situations. The final decision for a child to attend school or not during inclement weather rests with the parent.
- There are some times when major thoroughfares are kept open, and we have school even though some roads are still frozen. It would be our plan for buses to run the open roads, where no dangers exist, in order to complete a school day. We would not want to miss an entire day because of the frozen conditions of just a few minor streets.
- If inclement weather should occur during the day making it necessary to close school early, an announcement will be made by the Superintendent. All local news media will be notified by his office, and the radio and television stations will announce the decision for early dismissal, along with notification from the TPSD Communications Director. Please provide a number where text messages can be received. Be assured that every precaution will be taken to ensure the safety and well-being of all students.
- Students will not be allowed to leave the school campus if a tornado warning is in effect. Students may not leave until the warning is lifted.
- Please do not call the school offices, administrators' homes, radio or television stations, or civil defense offices as this ties up lines necessary for notifying the general public.
- A list of local media that will be notified is listed below:
 - Television-WTVA (Ch. 9, cable ch. 6), WCBI (ch. 4, cable ch. 13)

- Radio- WTUP/WESE, WELO/WZLQ, WWKZ, WSYE, WPMX/WWZD, WFTA/WFTO, WWMS, WAFR
- Newspaper- *Daily Journal*

HIGHLY QUALIFIED TEACHERS

In the Tupelo Public School District teachers must have a minimum of a bachelor's degree, and may have masters, specialist or doctorate degrees. Teachers with three years of experience may complete the national board certification process. District teachers participate in many days of professional development every school year. The 1200 members of the TPSD faculty and staff embody the core belief that "an excellent public school system is comprised of superb schools which depend on high-quality staff who are performance driven, motivated to succeed, and are themselves life-long learners"

LOST AND FOUND

Please write your child's name in his/her jackets, sweaters, lunch boxes, backpacks, etc. We will have a lost and found "box" located near the auditorium. Articles found in and around the school will be turned into the office and placed in the lost and found box. The "lost and found" area will be cleaned out during the last week of each month. Items will be donated after reasonable effort has been made to find the owners.

MEDIA CENTER

Each student will visit the Media Center weekly as one of his/her "special" classes. In addition, the Media Center will be available for flexible use in the mornings prior to special activity periods by individuals to check out books as needed and for research for special projects.

MEDICATION/STUDENT HEALTH/ HEALTHY SCHOOLS IMMUNIZATION COMPLIANCE

Refer to the TPSD Policy JLCD, found on the District website or in the Elementary Student Guidebook. The health of your child is important to all of us. Children who have definite signs of colds or other illnesses should not be sent to school. If a child becomes ill or is injured at school, he or she will be cared for temporarily. Parents will be notified and expected to pick up the child. **It is therefore crucial that emergency telephone numbers are kept current.**

Students who are on medication should have a written permission slip and a copy of the doctor's orders on file in the principal's office. Forms are available in the office. Medication must be in a pharmacy-labeled bottle or container, which will be kept under lock and key and administered only by a designated adult. Headache/pain medication, cough drops, etc. are not available at school, and students are not allowed to bring those items to school.

All students enrolled must have on file the Certification of Immunization Compliance Form 121 (This form may be obtained from the health department or your pediatrician.) *Out of state transfers must take the out of state immunization record to the Lee County Health Department at 532 South Church Street in Tupelo to be issued a Mississippi Immunization Form.

The services of the North Mississippi Medical Center Nurse focus on health education and prevention. The preventive measures include routine screening for vision, hearing, and personal hygiene. The educational components include playground, home, and bicycle safety. The health center nurse also serves as a health resource for problems or illness that may be detected.

HEAD LICE

The law of the State of Mississippi states: “If a student in any public elementary or secondary school has had head lice on three (3) consecutive occasions during one (1) school year while attending school, or if the parent of the student has been notified by school officials that the student has had head lice on three (3) consecutive occasions in one (1) school year, as determined by the school nurse, public health nurse or a physician, the principal or administrator shall notify the county health department of the recurring problem of head lice with that student.”

PERSONAL ITEMS

Children should bring to school only the materials/supplies that are necessary and requested. Items that are distracting to others and disruptive to the learning process are considered nuisance items and should not be brought to school. Toy guns, toy knives, whistles, chewing gum, and fad toy items are examples of distracting materials. Bringing some of these items may result in disciplinary actions. Because of the possibility of loss or damage, radios, CD players, cell phones, iPods, large amounts of money and other items of significant value should not be brought to school. ***The Tupelo Public School District is not responsible for the loss of such items.***

PLACEMENT POLICY

Children are randomly placed in classrooms with consideration of confidential information from parents and teachers. Requests for specific teachers are not accepted. Children are placed in groups for Language Arts and Math based on several data points of achievement.

SCHOOL INSURANCE

School insurance is available to all students. Purchase of this program is optional and between the parent and the insurance company offering the coverage. The school has no responsibility connected to the insurance company or the insurance coverage.

SPECIALS

Each student will have one 50-minute “specials” class per day. These classes will include art, music, physical education, technology, and media. Students will participate in a variety of activities to provide a well- rounded education for each individual.

> Art

Our students participate in art class every week. In this class, students gain a better understanding of principles of visual art including color, design and art history. In art, the children learn a variety of techniques, such as water coloring, shading, and dimensions. The artwork of our students can be found at the Tupelo High School Performing Arts Center, our school building, and, in the spring, at the Gum Tree Museum of Art.

> Music

In music class, students explore different styles and genres of music through singing, listening, playing instruments, and movement. Musical skills are developed using the Orff approach as well as traditional methods.

> Physical Education

Physical Education classes provide a time for exercising and participating in cooperative games, as well as competitive games. Our Project Fit America grant will be implemented through the physical education program. Students learn the importance of good sportsmanship and physical exercise. Students will move to music. Our school offers classes that provide cognitive content and learning experiences in a variety of activity areas such as basic movement skills, physical fitness, rhythms and dance, and games. Through many planned physical activities, each student should reach the optimum physical, mental, emotional, and social level of development. Students are encouraged to wear comfortable shoes and clothes – dresses are not a good idea on P.E. day. Please let us know if your child ever has any special needs (injuries, sickness, etc.).

➤ ***Technology Lab***

All students will attend computer classes weekly in the computer lab. Lawhon Elementary School is committed to preparing students for a world of technology by providing instruction in computer ethics, care, and use. Students work on various programs such as Coding and Project Lead the Way in the lab each week. Each individual classroom is also equipped with its own computer station.

➤ ***Media Center***

Every child has an organized time to visit the media center. However, all children have access to the media center every day. During media class, the children learn how to utilize the media center more efficiently and check out books. All books are due in one week but may be returned early or renewed if extra time is needed. Students will not be allowed to check out books if they have two library books that are overdue.

GRADE LEVEL PLAYS

Every student in each grade participates in a play each year. Being in a play provides the opportunity for each child to perform in front of an audience. This builds self-confidence in our students and teaches students, not only to perform, but to develop proper audience etiquette as well. Good behavior during practices ensures the privilege to participate during performances.

TELEPHONE AND STUDENT MESSAGES

- Students may not use the school phones for personal calls except in an emergency and with staff permission. In the event a student receives a call, he/she will be called out of class only in an emergency. Normally, phone calls for students will be handled between classes, during lunchtime and after school.
- Parents, PLEASE do not cause class interruptions for messages unless absolutely necessary. When messages are necessary, the best time to call the school office is between 10:00 a.m. and 1:00 p.m.
-

PROCEDURES TO REGISTER / ENROLL

TPSD offers ONLINE registration through INFOSNAP -

[New Students](#) or [Returning Students](#).

Once registration has been completed and submitted electronically, a legal parent or guardian must submit 2 proofs of residency to the appropriate school(s).

New students registering in Tupelo Public Schools must submit 2 proofs of residency, birth certificate, and immunization compliance (MS) Form 121.

Acceptable Proof of Residency includes:

A minimum of two proofs is required of ALL students. Please provide one document from each group:

Group 1

Mortgage Documents (dated within last 30 days)

Dated during 2020

- Property Tax Display Form
- Filed Homestead Exemption Application
- Property Deed

- Apartment or Home Lease/Agreement

Group 2

Utility Bill (dated within last 30 days)

- Electric
- Gas
- Water
- Cable

Please note: A driver's license, automobile registration or voter precinct identification are no longer acceptable proofs.

Electronic submission of residency requirements is not an allowed method of submitting this information.

Student's Birth Certificate; if unavailable, other approved documentation pursuant to state law (see policy JFAA)

Certification of Immunization Compliance Form 121 (This form may be obtained from the health department or your pediatrician.) *Out of state transfers must take the out of state immunization record to the Lee County Health Department at 532 South Church Street in Tupelo to be issued a Mississippi Immunization Form.

Documentation requested of the parent or legal guardian at the time of registration:

- A copy of the student's withdrawal form and report card from the school previously attended.

Registration/Enrollment forms given to parent or guardian at the time of enrollment:

Student Enrollment Form

Student Emergency Card

Free/Reduced Lunch Application

Technology Resources: Responsible Access and Use Agreement

TPSD Bus/Transportation Form

Residency Registration and Documentation Checklist

Tours of the school are available upon request to entering families.

Procedures to Withdraw from School

To withdraw a student from school, the parent or legal guardian must contact the school counselor on the day of withdrawal. The parent or legal guardian must sign a withdrawal form provided by the school counselor. The student must return all textbooks and library books to the media center. A record of student's grades and services received will be provided to the parent or legal guardian at the time of withdrawal. If the student is moving out of state a copy of the immunization records will be provided. The principal/counselor must sign the withdrawal form. Official records will be sent to the new school upon request from the new school.

Asbestos Notification

In accordance with the Asbestos Hazard Emergency Response Act (AHERA) regulations established by the EPA, all school districts are required to provide an annual notification to all parents, teachers, and employ-

ees regarding our asbestos management program. This annual notification informs all persons of their option to review the Asbestos Management Plan for our school district.

To provide continuing management of the asbestos in our schools, all Asbestos-Containing Materials (ACM) are inspected every six months by an accredited asbestos inspector. Any changes to these materials are recorded in a surveillance report as part of the management plan. Additionally, an accredited Asbestos Management Planner conducts a comprehensive inspection of all ACM's every 3 years. This 3-year re-inspection has been performed as required and a copy has been filed with the Mississippi Department of Education.

A copy of the Asbestos Management Plan is located in the principal's office at each school. In addition, copies of all Asbestos Management Plans for the district are maintained in the Superintendent's office located at 72 South Green Street. If you are interested in reviewing this information, please contact the Central office at 662-841-8853 to schedule an appointment.

Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

Department of Education

Independence Avenue, S.W.

Washington, D.C. 20202-4605

4. The Tupelo Public School District routinely makes public certain directory information regarding students. This directory information includes the student name, address, telephone number, picture, height and weight of athletes, extracurricular activities, awards, honor rolls, electronic listings, Internet web pages, and other information which is typically found in school yearbooks, programs, bulletins, and student newspapers. In addition, the District discloses names, addresses, and telephone numbers to military recruiters upon request. Parents and eligible students shall have from July 15 until September 1 to review

this notice and request in writing to the school principal that all or any part of the directory information not be disclosed without prior written consent.

Title I and Parents' Right to Know

Title I, Part A

On January 8, 2002, President George W. Bush signed into law the No Child Left Behind (NCLB) Act of 2001. This Act, which redefines the federal role in K - 12 education, is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. There are four main principles of the law:

- stronger accountability for results
- increased flexibility and local control
- expanded options for parents
- an emphasis on teaching methods that have been proven to work

Research has shown that students from lower socio-economic environments do not perform as well academically as their peers. The NCLB Act strives to close that achievement gap, and the Title I grant program supports the process by helping to ensure that all students have opportunities to achieve their highest academic potential. Title I funds may be used in combination with other Federal, State, and local funds in order to upgrade the entire educational program of a school. However, funds allocated to the Title I program may not be used to fund other programs.

Title I funding in the Tupelo Public School District provides vital funding for the Early Childhood Education Center's Pre-K program. This program allows the Tupelo Public School District to provide early intervention for our youngest students.

The qualifications of teachers and paraprofessionals employed in schools funded by Title I will be provided upon parent request. Title I School wide Programs are available at the Early Childhood Education Center and the eight K-5 elementary schools. For further information, please contact the principal of the school where your child attends or the Director of Federal Programs. In addition, a parent may request information on the level of achievement of the parent's child on each state academic assessment, and/or a timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Title III, ELL

Title III of the No Child Left Behind Act of 2001 provides Federal financial support to state and local educational agencies to supplement English language instruction in order to ensure that all English Language Learners, including immigrant children and youth, attain English proficiency, develop high levels of academic language proficiency in English, and meet the same challenging State academic achievement standards as all Mississippi students are expected to meet.

Title X, Homeless Education

The Purpose of Title X, Homeless grants to local education agencies is to provide activities for, and services to, homeless children and youth including preschool-age children that enable these children and youth to enroll,

attend, and succeed in school. These services provide before or after school tutoring, supplemental instruction and enriched educational activities. All activities may be provided on school grounds or at other facilities including sectarian property.

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

Children and youth who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals; or
- awaiting foster care placement;

Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;

Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

Migratory children who qualify as homeless because they are living in circumstances described above. For More information, please contact the Tupelo Public School District’s McKinney Vento Liaison, Ruth Baker, at 662-841-1083 or Corlis Curry at 662-841-8850.

Free and Appropriate Education of Disabled (Special Education)

The Tupelo Public School District's Department of Special Education is committed to providing accessibility to all needed programs and facilities to ensure a free appropriate public education (FAPE) for approximately 1,089 students with disabilities currently identified within the district. The district is involved in on-going formal activities to identify, locate and evaluate all children from birth through 21 years of age who are suspected of having a disability and who may be in need of special education and/or related services. The district currently has 70 highly qualified special education teachers, 32 special education assistants, and 3 interpreters for the deaf located at 17 different sites. The goal of Tupelo Public School District's Department of Special Education is to be a service-oriented department that provides specialized programs to meet the unique needs of students with disabilities.

Bell Schedule/Student Schedule

7:30 AM Students move to their homeroom classes

8:15 AM Instruction begins

2:15 PM Dismissal bell

12:00 PM Dismissal bell for 60% day

Each student’s schedule is determined by the grade level they are in since special activity periods are by grade level, and lunch schedules are also grouped by grade levels. The entire school starts the day with 2-2.5 hours of either ELA or math instruction.

Grades/Promotion/Retention

Lawhon follows the district’s 10 point grading scale. A student must achieve a final grade of 65 or above to pass

a subject. We follow TPSD Board policy IHE regarding promotion and retention decisions. No social promotion is used. Placement decisions are based on grades earned and reported.

A student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion.

Honor Roll

Students making all A's or all A's and B's are recognized each grading period for being on the school honor roll.

STUDENT CODE OF CONDUCT

The primary responsibility for the conduct and personal appearance of a student rests with the student and the parents. Students and parents must recognize that discipline and order will be maintained in the school.

Proper conduct and a clear mind are necessary for education to occur. In carrying out school regulations, students, parents, teachers and the administrative staff should observe the following:

- A. Administrators and teachers shall hold students to strict account for violations of school policy, infractions of the Code of Conduct and other disorderly conduct as defined below at any school, on the way to and from school, on the playgrounds during recess, at school meetings, programs, functions and activities, and upon school buses. The superintendent, principal or administrator of any school may suspend any pupil from school for good cause in accordance with the policies of the Board.
- B. The superintendent, the principal or an administrator shall have the power to suspend a pupil for any reason for which such pupil might be suspended, dismissed or expelled by the Board. However, such action of the superintendent, principal, or administrator shall be in accordance with the written policies of the Board.
- C. The superintendent, principal or administrator is authorized to institute appropriate disciplinary action, including immediate suspension, if warranted, against any student for violations of school policy, infractions of the Code of Conduct and other disorderly conduct or misconduct, including, but not limited to the following:
 1. Fighting
 2. Assault
 3. Physical altercation
 4. Disorderly conduct
 5. Sexual harassment, intimidation, or threats
 6. Disruption of school operations, functions, programs or activities
 7. Disobedience
 8. Disrespect
 9. Insubordination
 10. Insulting language
 11. Insulting behavior
 12. Obscene language/gesture
 13. Vandalism
 14. Malicious mischief
 15. Theft
 16. Damage to property, private or school
 17. Unauthorized use of school property

18. Unauthorized entry on school premises
19. Loitering
20. Use of tobacco
21. Use of alcoholic beverages
22. Being under the influence of alcoholic beverages
23. Use of illegal drugs
24. Being under the influence of illegal drugs
25. Indecent exposure
26. Public indecent displays of affection including in cars parked in the vicinity of any school building or activity
27. Leaving class, school program or meeting without permission
28. Threat of harm to others or threat of destruction of property
29. Possession of any of the following items:
 - Illegal drugs/look-alike drugs
 - Alcoholic beverages
 - Fireworks, explosives, matches, lighters or incendiary materials
 - Knives, firearms, slingshots, any other weapon or look-alike weapon
 - Pornographic materials
 - Drug paraphernalia
 - Stolen property
 - Tobacco
 - Gang-related paraphernalia
 - Cards or gambling paraphernalia
 - Noise making devices
 - Other disruptive material
 - Cell phones
 - Hand held games
 - Other materials, possession of which is punishable by law
 - An offense otherwise punishable by law

- D. A student suspended by a superintendent, principal or other administrator shall be entitled to a review of the case in accordance with the policies of the Board.
- E. Other disciplinary action may consist of demerits, detention, loss of privileges, lower grade in citizenship, denial of participation in school activities, probation, or a combination of any one or more of such actions, including creative alternative sentences or appropriate constructive assignments, depending on the seriousness and circumstances of the offense and the attitude of the student.
- F. Administrators may impose detention as a disciplinary action upon students for violations, misconduct, or disorderly conduct not serious enough to require other disciplinary action. The imposition of a detention by an administrator shall not preclude the imposition of other disciplinary action. Detention classes shall be held at a place and time to be designated by the principal. Such classes shall constitute a school program. Any student failing to report for detention at the place and time designated shall be subject to other disciplinary action. The only permitted activity of students in such classes shall be study and homework. Any student serving detention must provide for his own transportation. A detention shall be served the day following its issuance or as fixed by the principal. The number of detentions received by a student must be a consideration determining the student's citizenship grade, privileges and participation in student activities. A student accumulating twelve (12) hours of detention may be required to

show cause why he/she should not be suspended for repeated violations of school regulations.

- G. The teacher is the authority in classroom matters and any decision he/she makes in compliance with the written discipline code of conduct shall be supported. The teacher shall have the right to remove from the classroom any student who, in the professional judgment of the teacher, is disrupting the learning environment. Similarly, a coach, teacher or other supervising staff member shall have the right to remove any student from a bus, activity or school function who, in the professional judgment of said staff member, is disrupting the operation of the school or school related activity. The student shall be removed to the principal or assistant principal, who shall determine the proper placement for the student. The student may not be returned to the classroom until a conference of some kind has been held with the parent or guardian during which the disrupting behavior is discussed and agreements are reached that no further disruption will be tolerated. The conference may be held in person or via telephone. If the parent or guardian does not respond or refuses to participate, the teacher(s) and the principal or assistant principal shall prepare the plan and mail a copy to the parent or guardian. Once the plan is prepared, the student will be notified that he or she may return to the classroom and/or school. If the principal does not approve of the determination of the teacher to remove the student from the classroom, the principal, upon request from the teacher, must provide justification for his disapproval.
- H. Any student who is thirteen (13) years of age or older for whom a behavior modification plan is developed by the school principal, reporting teacher and student's parent and who does not comply with the plan shall be deemed habitually disruptive and subject to automatic expulsion on the occurrence of the third act of disruptive behavior during a school year. After the second act of disruptive behavior during a school year by a student who is younger than thirteen (13) years of age, a psychological evaluation shall be performed on that child.
- I. The superintendent, or designee, shall have authority to transfer to an alternative education program any student who has been arrested, arraigned for or convicted of or pleaded guilty or nolo contendere to a serious crime, as defined in this section, which occurred off of school property or away from school-related functions. A serious crime, for the purposes of this section, is an illegal act which indicates the capacity and willingness of the student to injure students and/or employees with bodily harm or to threaten to cause bodily harm, or to place students and/or employees in danger of bodily harm or threaten to destroy property. The superintendent or designee will evaluate the circumstances of the serious crime to determine whether (1) the acts of the student indicate a present and possible danger to the health, safety, and welfare of a student(s) or employee(s) and (2) whether the more restrictive, security oriented environment of an alternative education program would serve the educational interests of the student while preserving the safety of students and employees. The Board shall review the student's placement in any alternative program at the next regular meeting. Serious crimes shall include, without limitation, and as examples only:
1. Assault with a deadly weapon
 2. Aggravated assault
 3. Rape
 4. Sexual battery, stalking, or other sexual crime
 5. Armed or strong-armed robbery (or attempted)
 6. Sale or distribution of a controlled substance

If the offense involves threat of harm to self, others or property, the student must be evaluated by a private licensed psychologist or psychiatrist to assist in determining appropriate action. The district must receive a report of the evaluation stating whether or not the student, in the opinion of the examiner, is a threat to self, to others, or to property.

Continue of Student Code of Conduct - DEFINITIONS

A. **FIGHT**: A fight is defined as any violent physical contact between two or more persons, which is intended to cause, or intentionally cause serious bodily harm or injury. If the physical contact was made knowingly and on purpose of sufficient force or character to cause serious bodily harm or injury, then intent is established, intended or not. The determination of intent and of serious bodily harm or injury shall be made in the sound judgment and discretion of the principal or designated school officials. A non-exclusive list of examples of serious bodily harm or injury follows:

1. Any blows to the face or head which cause or could cause bruising, bleeding, broken or chipped bones or teeth, significant swelling, concussion, injury to hearing or sight, severe pain, loss of consciousness
1. Blows to the abdomen or groin
2. Biting
3. Bleeding, internal or external
4. Broken, fractured or chipped bones or teeth
5. Bruising
1. Any wound requiring stitches
2. Burns
9. Loss of consciousness
10. Application of hazardous chemicals
11. Choking/strangulation
12. Sprains/injury to joints
13. Puncture wounds
14. Intentional physical contact resulting in a fall which could cause any of the injuries listed above, or
15. Physical contact by any weapon capable of causing serious bodily injury or harm

Each person who engages in a fight is guilty of a breach of the rules against fighting, regardless of who initiated the confrontation or the violence. Initiation and acceleration of a fight may be considered when imposing punishment, but these are not factors in determining whether or not a person is guilty of fighting. Self-defense is not an excuse, unless there was no reasonable means of escape or avoidance.

B. **PHYSICAL ALTERCATION/STRUGGLE**: A physical altercation or struggle is any disorderly or violent physical contact between two or more persons, which could result, or does result, in bodily harm or injury or in damaged property. A non-exclusive list of examples of physical altercations/struggles:

1. Pushing or shoving
2. Wrestling
3. Slapping or open-hand hitting which is not intended to cause serious bodily harm or injury
4. Grabbing or holding, or
5. Violent physical horseplay

C. **ASSAULT**: An assault is (a) the attempt to cause or the purposeful, knowing or reckless causing of bodily injury to another person, or (b) the negligent causing of bodily injury with a weapon or other means likely to produce death or serious bodily harm, or (c) the attempt by physical menace to put another person in fear of imminent serious bodily injury.

- D. SELF-DEFENSE: Self-defense is the use of appropriate, reasonable force to defend or remove oneself or another person against the assault of an aggressor when there is no reasonable avenue of escape or means of avoidance.
- E. DISRUPTIVE BEHAVIOR: Conduct of a student that is so unruly, disruptive or abusive that it seriously interferes with a school teacher's or school administrator's ability to communicate with the students in a classroom, with a student's ability to learn, or with the operation of a school or school-related activity, and which is not covered by other laws related to violence or possession of weapons or controlled substances on school property, school vehicles or at school-related activities. Such behaviors include, but are not limited to: foul, profane, obscene, threatening, defiant or abusive language or action toward teachers or other school employees; defiance, ridicule or verbal attack of a teacher; and willful, deliberate and overt acts of disobedience of the directions of a teacher.
- F. HABITUALLY DISRUPTIVE: Actions of a student which cause disruption in a classroom, on school property or vehicles or at a school-related activity on more than two (2) occasions during a school year, and behavior that was initiated, willful and overt on the part of the student and which required the attention of school personnel to deal with the disruption. However, no student shall be considered to be habitually disruptive before the development of a behavior modification plan for the student in accordance with the code of student conduct and discipline plans of the school district.
- G. BEHAVIOR MODIFICATION PLAN: A plan developed in a meeting of the principal, reporting teacher and parent of a student, who is at least 13 years old and has been reported by a teacher for disrupting the learning environment, which reflects the agreement of all present at the meeting that no further disruption by the student will be tolerated.

STUDENT DISCIPLINE: ELEMENTARY (GRADES K-5) Policy JK-E1

School is a place that provides rewarding experiences for a large group of students working together from day to day. In order for all to benefit, enjoy, and learn from these experiences in a safe environment; discipline and order must be maintained. The primary responsibility for the conduct of a student rests with the student, the parents, and then the school. Parents should discuss with their children the importance of, and need for, good behavior and a good attitude while in school. Our goal is to promote an atmosphere within the school that is conducive to learning while protecting the rights of students. No student's behavior will be allowed to interfere with the learning opportunities of others. We work to preserve the dignity of the individual while at the same time not allowing them to manipulate the system. In carrying out these guidelines - students, parents, teachers and administrators must be consistent in their decisions and be supportive of each other. Parent involvement with the school is required for a positive school environment. Parents are required to: attend conferences, make arrangements for children upon suspension, and provide current emergency information.

POLICY AND PROCEDURE

All teachers will have a classroom management plan in place based on the following disciplinary guidelines. The plan must be approved by the principal. Each classroom management plan will include some type of parent contact and/or conferencing as one of its steps. The plan will be based on these district-wide elementary rules:

- A. Respect the rights and property of others.
- B. Be responsible for your own actions.
- C. Be resourceful with your assets and abilities.

It should include procedures for:

- Use of classroom space and facilities.
- Use of other parts of the school.
- Whole class activities and seatwork.
- Small group activities.
- Keeping students accountable for their work
- Beginning and end of day activities.
- Administrative and housekeeping chores.
- Special activities and safety rules.
- Time out within the classroom.

Ladder of Consequences

Depending on the severity of the offense, the discipline ladder may be entered at any point.

STEP 1

Warning

Parent/Guardian Conference with/without 1 day of detention

Step 2

Time-out in Office and/or 2 days of detention

Parent/guardian conference

Removal from ladder if not referred to office for twenty school days from date of entry unto ladder

Step 3

Overnight Required Conferences

Parent/guardian conference

Removal from ladder if not referred to office for twenty school days from date of entry unto ladder

Step 4

2 hours Saturday School

Parent or guardian conference

Probation for twenty school days

Step 5

1/2 day In-School Suspension (ISS)

Parent/guardian conference

Probation for twenty school days

Step 6

1 day of In-School Suspension (ISS)

Parent/guardian conference
Probation for twenty school days

Step 7

2 to 3 days of In-School Suspension (ISS)
Parent/guardian conference
Probation for twenty school days

Step 8

1 day of Out-of-School Suspension (OSS)
Parent/guardian conference
Probation for twenty school days

Step 9

2 to 3 days of Out-of- School Suspension (OSS)
Parent/guardian conference
Probation for twenty school days

Step 10

Up to 10 days Maximum of Out-of-School Suspension (OSS)
Parent/guardian conference
Probation for twenty school days

Step 11

Student may be placed in alternative school or recommended for expulsion. The parent may request a district disciplinary committee hearing to review the principal's decision.

DEFINITIONS

Disobedience - Refusal to obey, failure to follow request; insubordination.

Defiance - Open or bold resistance to authority.

Deliberate Mischief - A planned action or conduct that causes damage or trouble.

Rebellion - Resisting authority, opposing any control

Obscenities - (Oral, written, or graphic) something obscene, profane or vulgar, in language, conduct, a remark, an expression, or an act.

Deliberate Falsehood - Planned deception, telling of lies, lying.

Cruelty - The quality of being cruel, inhumane, hard heartlessness, a cruel action, or remark.

Intimidation - To make timid, make afraid with threats of violence such as extortion, teasing, harassing, hurting, frightening, threatening, or tyrannizing others.

Refusing Punishment - To decline to accept discipline that is intended to establish habits of self-control.

EXCEPTIONS

Any of the following offenses can merit Out-of-School Suspension at the discretion of the Principal, or principal designee, without going through any steps of the discipline plan:

A. A shocking or dangerous behavior which may cause physical or emotional harm to the student or others such as inappropriate touching

B. Fighting, physical altercation

C. Weapons or other materials punishable by law

D. Stealing

- E. Drugs, alcohol, tobacco, or drug paraphernalia
- F. Gang related dress or activity
- G. Destruction of school materials and property
- H. Inappropriate clothing
- I. Sexual Harassment
- J. Intimidation

Student Search

According to TPSD board policy JCDA, as student, or student's personal effects, may be searched by a certified employee when that employee has reasonable suspicion, at the inception of the search, that the student is in possession or control of weapons, illegal drugs, or other materials that are illegal or in violation of school policy. See policy for more information.

Discipline Supervisors

Mrs. Kim Britton, Deputy Superintendent, Pre K -5

Dr. Brock English, Secondary

2020-21 TPSD Calendar

July 1, 2020	Begin FY 2021
July 3, 2020	District Holiday (Independence Day Observed)
August 3, 2020	Staff Report
August 3-7, 2020	Professional Development Days
August 10, 2020	Students Report
September 3, 2020	First Quarter Progress Reports
September 7, 2020	District Holiday (Labor Day)
October 2, 5, 6, 7, 2020	First Quarter Assessments
October 7, 2020	End of First Quarter
October 9, 2020	Parent Teacher Conference Day
October 12, 2020	District Holiday (Columbus Day)*
October 15, 2020	First Quarter Report Cards
November 12, 2020	Second Quarter Progress Reports
November 23-27, 2020	District Holidays (Thanksgiving)
December 15-18, 2020	Second Quarter Assessments
December 18, 2020	End of Second Quarter (50% Day)**
December 21-January 1, 2021	District Holidays (Christmas)
January 4, 2021	Staff Report
January 4, 2021	Professional Development Day
January 5, 2021	Students Report
January 7, 2021	Second Quarter Report Cards
January 18, 2021	District Holiday (Martin Luther King Jr Day)
February 4, 2021	Third Quarter Progress Reports
February 15, 2021	District Holiday (President's Day)*
March 8-12, 2021	District Holidays (Spring Break)
March 16-19, 2021	Third Quarter Assessments
March 19, 2021	End of Third Quarter
March 25, 2021	Third Quarter Report Cards
April 2, 2021	District Holiday (Good Friday)
April 5, 2021	District Holiday (Easter Monday)*
April 15, 2021	Fourth Quarter Progress Reports
May 21, 2021	Graduation
May 21, 24, 25, 26, 2021	Fourth Quarter Assessments
May 26, 2021	End of Fourth Quarter/End of Year for students (50% Day)**
May 26, 2021	Fourth Quarter Report Cards
May 27-28, 2021	Professional Development Days
May 27-28, 2021	Reserved for Make-up Days*
May 31, 2021	District Holiday (Memorial Day)
June 30, 2021	End FY 2021

Reserved For Make-up Days *
 Students follow early dismissal schedule **
 First Semester: 97 days
 Second Semester: 93 days
 Student Day Total: 180 days
 Staff Day Total: 139 days

* This Student Handbook is provided as a convenience to the students of Tupelo Public School District. While it contains policies current at the time of printing, we are constantly reviewing and updating policies. Therefore, the Handbook may not always reflect the most current policy. All policies and procedures summarized in this Student Handbook are subject to unilateral change at the sole option and discretion of the Tupelo Public School District.

Literacy Statement

The Tupelo Public School District does not discriminate on the basis of race, color, national origin, sex, religion, creed, marital status, veteran status, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

**Director of Human Resources
TPSD Administrative Office
Post Office Box 557
Tupelo, Mississippi 38802
662-841-8850**

Carver Elementary Christy Carroll,
Principal 910 North Green Street
841-8870/841-8877 (fax)

Early Childhood Education Center
Haley Stewart, Principal 1402 North
Green Street 840-5237/842-2609 (fax)

Joyner Elementary Kimberly Foster, Prin-
cipal 1201 Joyner Avenue
841-8900/841-8903 (fax)

Lawhon Elementary

Ian Shumpert, Principal
140 Lake Street
841-8910/840-1856 (fax)

Lawndale Elementary

Talina Knight, Principal
1563 Mitchell Road
841-8890/840-1837 (fax)

Milam Elementary

Paul Moton, Principal 720 West Jeffer-
son Street 841-8920/841-8929 (fax)

Parkway Elementary Carmen Gary,
Principal 628 Rutherford Drive
844-6303/841-2957 (fax)

Pierce Street Elementary Amy Barnett,
Principal 1008 Pierce Street
841-8940/841-8959 (fax)

Rankin Elementary Heather
Cartwright, Principal 1908 Forrest Street
841-8950/840-1826 (fax)

Thomas Street Elementary Candi Moore,
Principal
520 South Thomas Street
841-8960/841-8965 (fax)

Tupelo High School

Art Dobbs, Principal
4125 Cliff
Gookin Boule-
vard
841-8970/841
-8987 (fax)

Tupelo Middle School

Mark Enis, Principal
1009 Varsity Drive
840-8780/840-1831 (fax)

Tupelo Structured

Day Program Tan-
isha Smith, Ph.D.,
Director 903 Fillmore
Drive
690-50004/840-1836 (fax)

Lawhon Elementary

Ian Shumpert, Principal
140 Lake Street
841-8910/840-1856 (fax)

Lawndale Elementary

Talina Knight, Principal
1563 Mitchell Road
841-8890/840-1837 (fax)

Milam Elementary

Paul Moton, Principal 720 West Jeffer-
son Street 841-8920/841-8929 (fax)

Parkway Elementary Carmen Gary,
Principal 628 Rutherford Drive
844-6303/841-2957 (fax)

Pierce Street Elementary Amy Barnett,
Principal 1008 Pierce Street
841-8940/841-8959 (fax)

Rankin Elementary Heather
Cartwright, Principal 1908 Forrest Street
841-8950/840-1826 (fax)

Thomas Street Elementary Candi Moore,
Principal
520 South Thomas Street
841-8960/841-8965 (fax)

Administrative Office

Rob Picou, Ph.D. Superintendent
72 South Green Street – Post
Office Box 557
841-8850/841-8887 (fax)

Hancock Leadership Center

1920 Briar
Ridge Road
840-1847/8
40-1581
(fax)

SRO E-mail address

thscime@tupeloschools.com

TPSD Hotline

841-7771

T.I.P.S. Line
841-7772

TPSD BOARD POLICIES

Note: To access TPSD Board Policies listed below, use the following steps:

Go to: <http://www.tupeloschools.com>

Click About Our District Click Board of Trustees

Click Board Policies

To view policy, type Policy Code next to the Descriptor.

Elementary Student Guidebook Topical Reference to Board Policies

A. Student Services and Programs

Topics	Reference; TPSD Policy Code
Parental Involvement Policies under Title I	LAA Title I Parental Involvement
Prohibition against sexual harassment or discrimination	JB Students Complaints of Sexual Discrimination / Harassment - Title IX
Birth certificate requirements for enrollment	JBC School Admission
Free and reduced meal program	EEA Free/Reduced Lunch
Any changes in the eligibility criteria for free and reduced lunch	EEA Free/Reduced Lunch
School wellness policy (Healthy, Hunger-free Kids Act of 2010)	JG School Wellness Policy
McKinney-Vento Homeless Assistance Act	JQN Education for Homeless Children and Youth
Abstinence education	ICG Sex-Related Education
Instruction in recognizing and avoiding sexual abuse	ICG Sex-Related Education

Provision of free appropriate public education to students with disabilities	IDDF Special Education Programs
Enrollment Requirements	JBC School Admission
Proof of Residency for enrollment	JBC School Admission
District ownership of student lockers; right to search	JCDA School Searches
Administration of medications to students	JGCDC Administering Medications to Students JGCDA Asthma Medications
Dismissal procedures	JGFC Dismissals
Responsible and acceptable use of TPSD computers and network and Internet safety program	IFBGA Internet and Email Safety and Acceptable Use Computer Policy
Transportation policies	EDA Student Transportation

Student residency and tuition	JBCC Student Tuition for Out-of-District Students
Communicable and infectious disease and management of students with the disease	JGCC Communicable Diseases
Challenge Program	IDE Gifted Education Program
Early Literacy Program	ICHI Literacy Based Promotion
Weighted grades	IHA Grading System
Parental objections to sex education, family life instruction and sexually transmitted diseases	ICG Sex-Related Education
English as a Second Language education availability	IK Limited English Proficiency Instruction

Eligibility for participation in extracurricular activities	IDFA Intramural / Interscholastic Athletics
Parental right to review instructional materials	IJJ Instructional Resources
High school graduation requirements (high school only)	IHF Graduation Requirements
Right of students with IEP to participate in graduation ceremony (high school only)	IHF Graduation Requirements
Physical education requirement, including waiver of required classes	IHF Graduation Requirements
Dual Enrollment	IDAG Dual Enrollment

B. Student Rights and Responsibilities

Topics	Reference; TPSD Policy Code
Bullying	JDDA Bullying
Controlled substances	JCDAC Drugs and Alcohol (Possession or Reasonable Suspicion)
Firearms and other weapons	JCDAE Possession of Weapons on School Property
Gangs and gang-related activity	JCBB Gang Activity
Sexting and other prohibited uses of technology	IJB CIPA Policy - Acceptable Use IFBGA Internet and Email Safety and Acceptable Use Computer Policy JB Student Complaints of Sexual Discrimination / Harassment - Title IX
Prohibition against sexual harassment or discrimination	JB Students Complaints of Sexual Discrimination / Harassment - Title IX

Family Education Rights and Privacy Act	JRAB Compliance with FERPA
Directory information disclosure	JRAB Compliance with FERPA

and FERPA right to opt out	
FERPA right to review education records	JR Student Records
Title I: Parent Right to Know	LAA Title I Parental Involvement
Non-discrimination - Title VI, Title IX, Section 504, ADA	BAAB Non-Discrimination / Equal Opportunity Policy
Notice of non-discrimination coordinator(s) and procedures for making a complaint of discrimination or sexual harassment	BAAB Non-Discrimination / Equal Opportunity Policy
Sex equity policy and grievance procedures	JB Students Complaints of Sexual Discrimination / Harassment - Title IX
School bus safety procedures	JCDAD Bus Conduct
Dress code	JCDB Dress Code for Students
Outstanding fees and fines	JS Fee Policy
School discipline code	JCB Code of Conduct JD Student Discipline Code
Parking	JGFF Automobile Use
Drug testing	JCDAB Student Drug Testing Program
Suspension and expulsion procedures, with due process requirements	JDD Suspension JDE Expulsion JCAA Due Process

Notice of disability accommodation	IDDH Section 504 - Americans with Disabilities Act - Nondiscrimination
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C. General Information

Topics	Reference; TPSD Policy Code
Asbestos Hazard Emergency Response Act Notification	EM Hazardous Materials
Attendance, absenteeism, truancy	JBD Attendance, Tardiness and Excuses JBAC Truancy
Parent Council	LEB Relations with Parent Organizations
TPSD Goals	BA Board Operations Goals and Objectives Mission Statement
TPSD Mission	BA Board Operations Goals and Objectives Mission Statement
School visitation procedures	KM Visitors to the Schools
Waiver of school fees	JS Fee Policy
Abstinence education	ICG Sex-Related Education
Field trips	IFCB Field Trips and Excursions

Parking decals	JGFF Automobile Use
Recognition for Accomplishments	AGA Recognition for Accomplishments
Emergency School Closing Procedures	EBBD Emergency Closings

D. Special Circumstances Notifications

Topics	Reference; TPSD Policy Code
IDEA procedural safeguards	IDDF Special Education Programs
IDEA request for evaluation	IDDF Special Education Programs
IDEA request for due process	IDDF Special Education Programs
IDEA change of placement	IDDF Special Education Programs
Notification of eligibility for supplemental education services	IDDF Special Education Programs IDDH Section 504 - Americans with Disabilities Act - Nondiscrimination (and Exhibit)

Student and Parent Acknowledgment Form

This Student Handbook is provided as a convenience to the students of Tupelo Public School District (TPSD). While it contains some information current at the time of printing, TPSD is constantly reviewing and updating policies, so the Handbook may not always reflect the most current policy. All policies and procedures summarized in this Handbook are subject to unilateral change at the sole option and discretion of the TPSD.

Our signatures verifies that we have received a copy of the 2020-2021 Student Handbook, and understand that the handbook is a work in progress document and that changes may be made throughout the school year in response to unanticipated events.

A copy of the current policies of the Tupelo Public School District is available at www.tupeloschools.com as well as in the District Office.

I certify that at the start of the **2020-2021** school year, I was given a copy of the **2020-2021 Student Handbook**.

Student signature

Parent signature

Teacher's Name

After reviewing this publication, please sign and return this document to your child's school.