



**TUPELO HIGH SCHOOL**

**STUDENT**

**HANDBOOK**

**2021-22**

Dear THS Student,

On behalf of the entire staff, we take great pride in welcoming you to Tupelo High School, home of the Golden Wave. We are looking forward to working with each and every one of you as we embrace the new school year, continue to build on a tradition of academic excellence, and provide a positive learning experience.

The purpose of this handbook is to provide you with information you may need to access throughout the school year. Please keep it to use as a reference. The student handbook is also accessible on our district website at [www.tupeloschools.com](http://www.tupeloschools.com).

We encourage all of you to get involved and to contribute as we continue to create a culture of EXCELLENCE. Many doors will open for you creating endless opportunities during your high school years. Take the initiative, make an impact, stay active, and continue to challenge yourself as a learner. Take advantage of your high school years because the mark you make now will create memories that will last a lifetime. This is your school - take pride in yourself, your class, and your community.

It is a pleasure to have you as a member of the THS family. Best wishes for a successful school year.



Art Dobbs

Principal

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# *Tupelo High School*

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## **Administration**

Art Dobbs	Principal
Evet Topp	Vocational Director
Tyrone Catledge	Assistant Principal – 9 <sup>th</sup> Grade
Ryan Curry	Assistant Principal – 10 <sup>th</sup> Grade
Adra Sparkman	Assistant Principal – 11 <sup>th</sup> Grade
Lucas Smith	Assistant Principal – 12 <sup>th</sup> Grade

## **Counselors**

Anne Marie Goad	Counselor – 9 <sup>th</sup> Grade
Shannon Rogers	Counselor – 10 <sup>th</sup> Grade
Suzanne Blakey	Counselor – 11 <sup>th</sup> Grade
Manessa Hadley	Counselor – 12 <sup>th</sup> Grade (A-H)
Tyler Philley	Counselor – 12 <sup>th</sup> Grade (I-Z)
Katie Schaefer	Counselor – Social/Emotional
Billie Ruth Reed	Counselor – Vocational
Brittany Terrell	Counselor – Middle College

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## **Assistance Directory**

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Academic	Counselor, J-Building
Absences	Attendance, I-Building
Bus Information	Administration, J-Building
Lost and Found	Administration, J-Building
Medical	Nurse, H-Building
Theft	Resource Officer, J-Building
Vehicle Registration	School Security Office, H-Building
Visitor's Pass	Administration, J-Building

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## **THS Contact Numbers**

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Administration	841-8970	Guidance and Counseling	841-8980
Attendance	841-8974	Library/Media Center	841-8979
Band Hall	841-8975	Nurse	841-8619
Cafeteria	841-8976	School Resource Officer	841-8970
Career-Technical Education	841-8990	Security	841-8978
Chorus Department	841-8977	Sports Information/Athletics	841-8888

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Mission: 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

**District Goals**

1. Increase student achievement across the District.
2. Provide a safe and orderly environment in all schools.
3. Improve, develop and retain human capital.
4. Improve internal and external communication.
5. Increase management effectiveness and efficiency.

The Tupelo Public School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle all Title IX inquiries regarding discrimination and/or sexual harassment:

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

## Attendance and Absences

### Attendance – JBD TPSD Board Policy

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.

2. 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.

## Compulsory Attendance

Compulsory school age child means a child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year and who has not attained the age of seventeen (17) years on or before September 1 of the calendar year. If a compulsory-school-age child has not been enrolled in a school within fifteen (15) calendar days after the first day of the school year of the school which such child is eligible to attend or such child has accumulated five unlawful absences during the school year of the public school in which such child is enrolled, the school district superintendent shall, within two school days or within five calendar days, whichever is less, report such absences to the attendance officer. Section 37-13-91, Mississippi Code Annotated.

## Check Out/Check In Procedures

When it becomes necessary for a student to leave school before the regular dismissal time, a parent/guardian will report to Tupelo High School to check-out the student. Such a checkout will require the signature of the parent/guardian or any emergency contact as listed on student's emergency card. The parental signatures will substantiate as a parental excused absence, unless notified as other by the parent at the time of check-out or check-in. An advance checkout is acceptable. For example, if it is necessary for a student to leave school early on a Thursday, a parent/guardian may report to Tupelo High School on any day before Thursday to check-out the student. The act of the student checkout may occur at the convenience of the parent/guardian. Three check-ins per semester (not resulting in an absence) may be excused by a parent/guardian for any reason.

Tupelo High School will grant an exception for medical appointments although every effort should be made to schedule such appointments after 2:30 PM. In the event of a medical appointment, the student may submit an appointment card to the attendance office before 8:30 AM. The appointment card will contain the time and date of the appointment as well as the name of the doctor. If the appointment card contains the required information, the student may check out of school. Tupelo High School reserves the right to confirm a medical appointment that requires early dismissal from school.

It is not uncommon for an extenuating circumstance to occur that may prevent a parent or guardian from reporting to Tupelo High School to checkout a student. A member of the THS administrative staff will determine the credibility of the circumstance, and if such a circumstance does exist, authorization to check out of school will be extended to the student.

A student will be recorded as absent from a class if a dismissal requires the student to be absent from class for thirty (30) minutes or longer. Students will be allowed five unexcused check-ins per semester prior to disciplinary action. Students will receive a tardy for the sixth unexcused check-in and any additional check-ins will result in a tardy. All unexcused check-ins may result in both period and daily absences.

Leaving school without proper authorization will result in disciplinary action. In no case shall a person other than an authorized parent/guardian be permitted to take a student from school unless the principal, or the

principal's designee, is satisfied that such person has the approval of the authorized parent or guardian. It shall be the student's responsibility to contact the teacher to make arrangements to complete make-up work upon returning to school. If a student fails to contact the teacher within 48 hours of returning to school after an absence, the student will forfeit the opportunity for any make-up work contained in the make-up work guidelines.

## Tardies

The practice of being punctual is considered by Tupelo High School to be an acquired habit that enhances the student's ability to succeed in adult life. A student who is absent from the classroom or is tardy in arriving to the classroom will not achieve at the same level as the student who is punctual to class. Tardy to class is defined as not being in the classroom when the tardy bell rings to begin class. **Each student will be allowed a cumulative total of five (5) tardies per semester for all classes; not per class.** A student who exceeds the allotted number of tardies per semester will be subject to disciplinary action. For any excessive tardy, the administration reserves the right to review a student's schedule and make adjustments, if necessary.

Students who report to campus between 8:00 and 8:30 will receive a tardy. Students who report to campus after 8:30 will be considered absent for first period and should report to the Attendance office for a check in slip. To excuse this absence will require students to follow the THS attendance procedures for a parental or medical excuse. Car trouble, personal and/or family errands, failure to awaken, failure to be awakened by a family member, or a family member assuming responsibility for a late arrival to school or to the first scheduled class are not examples of an excused tardy.

Students will be allowed **five (5) unexcused check-ins per semester** prior to disciplinary action. **An unexcused check-in will also count as an unexcused tardy.** Students will receive a tardy for any additional unexcused check-ins and will be subject to disciplinary action. All unexcused check-ins may result in both period and daily absences.

**Each student will be allowed five (5) tardies per semester.** A student who exceeds the allotted number of tardies per semester will be subject to disciplinary action.

### Tardy Consequences

Tardy 6—Detention	Tardy 7— (2) Detentions
Tardy 8—Saturday School	Tardy 9— ONS (overnight suspension)
Tardy 10—1 Day of ISS	Tardy 11—1 Day of OSS
Tardy 12—2 Days of OSS	Tardy 13—3 days of OSS
Tardy 14—5 days of OSS	Tardy 15—Referral to Fillmore Center

## Truancy

A student will be considered truant if the student is unaccountably absent from class for five minutes. Disciplinary action will occur for all truancy reports. If the student is truant for 30 minutes or more the student will receive an unexcused absence in the class.

## Make-Up Work

A student will be expected to complete and submit all class assignments and/or homework upon returning to school if the assignments and/or homework were assigned prior to the student's absence. The same is true for a test – the student will be expected to take a test upon returning to school if the test had been assigned prior to the student's absence. However, the teacher will have discretion to make other arrangements, if necessary. Long-term assignments (assignments made at least two weeks in advance) are due the day of the student's return to school from an excused absence. If the student is in school or on campus before leaving for a school activity, the student will turn in the long-term assignment(s) before school begins (before leaving for the school activity), between classes, or during lunch in order to avoid late penalties. Long-term assignments that are graded may be turned in late with a one grade-letter penalty for each day late. After the fourth day, the assignment will not be accepted.

The guidelines for make-up work are as follows:

- An additional day to complete make-up work will be extended to a student in addition to the number of days missed consecutively from school for an excused absence. A student who is absent for one day will have two days to complete make-up work; a student absent from school for two consecutive days will have three days to complete make-up work; a student absent for three consecutive days will have four days to complete make-up work, etc.
- A student with an unexcused absence will be awarded a maximum of 70% credit for completion of homework, assignments, or tests and the unexcused absence remains on the student's attendance record.

## Schedule Requirements

Students in grades 9, 10, and 11 will be encumbered for four block periods. A student classified as a graduating senior may opt for three blocks with one block of senior leave. If a student is scheduled for senior leave they must exit campus at the fourth block dismissal. If they student does not have appropriate or consistent transportation for 4th block and is scheduled for senior leave, the student will be placed in a 4th block class.

A CPE (Career Pathway Experience), formerly CO-OP, student must be enrolled in a minimum of 2 blocks per day to be eligible to participate in any after school activity as it relates to CPE.

Student eligible to participate in the CPE program must meet the following requirements:

- Must be at least 16 years of age
- Must be at least a junior in high school
- Or a senior in high school who has completed two years of career-technical education
- Or a senior in high school who is dual enrolled in the 2nd year of a career-technical education in the CPE.

## Subject Selection Guidelines

General guidelines for subject selection are as follows:

- Students in grades 9, 10, and 11 will enroll in four block periods per semester in which Carnegie unit will be awarded upon successful completion. Seniors may opt for three block periods while exercising the privilege of senior leave.
- For a student participating in an activity governed by the Mississippi High School Activities Association, a certain number of completed units are required each year to maintain eligibility in addition to a required grade point average. Check with a guidance counselor for the most current eligibility requirements.
- A student will not receive credit for serving as a manager of an athletic team.
- If a student fails to earn a Carnegie Unit of credit in English I after a second enrollment, the student will be allowed to enroll in English I and English II simultaneously.

## Senior Leave

A student classified as a graduating senior may request third and fourth block for senior leave. Students that have been scheduled for senior leave must vacate the premises at the end of second block. If students do not have transportation after the first two weeks of class, they will be enrolled in a third and/or fourth block course respectively.

For a student to be enrolled in the third or fourth block of senior leave the following criteria must be met:

- Classified as a graduating senior for that school year
- Has passed all SATP subject area test
- Has transportation to exit campus at earlier time. Students who are scheduled in for senior leave but who demonstrate they do not have adequate transportation will be rescheduled third and/or fourth block course.

## Schedule Changes

Students are urged to consider their course selections carefully during registration. Teacher assignments, course offerings and class sizes are determined from registration information. The master schedule is developed based on what students requested in the spring. Any request for a schedule change must be made prior to the end of the spring semester. After the last day of the semester, students may not request changes except for the following reasons:

- When credit is needed for graduation
- When credit has been earned in summer school
- When a student has not passed the prerequisite for the next course
- When a student has previously failed with a teacher and space is available in another section
- When the administration determines a level change is necessary based on the recommendation of the teacher and approval of the parent

Please note the following with regard to schedules:

- Choice of teachers cannot be honored
- Schedules cannot be changed to accommodate jobs after school
- Change of course selections may adversely affect eligibility for interscholastic competitions including athletics. Student athletes should consult with the Athletic Director prior to making schedule changes



## Correspondence Courses

A student may earn a maximum of one (1) Carnegie unit through completion of an approved correspondence course. Permission to enroll in a correspondence course must be granted by the principal, and a student may not enroll in a correspondence course without a minimum of twelve (12) Carnegie units.

A student must receive permission and order the correspondence course no later than two weeks after the beginning of each semester. All correspondence lessons and tests will be completed before April 1. No correspondence test will be administered after April 1. If the correspondence credit is necessary to meet graduation requirements, the final grade must be received by the principal's designee one week (seven calendar days) prior to graduation. A half-unit of a full-unit course will not be accepted for credit.

An application to enroll in a correspondence course during the summer months will receive favorable consideration if the course is not a part of the THS summer school schedule and if the student has earned the minimum number of Carnegie units.

## Online Courses: PLATO

Plato Learning System credit recovery incorporates a standards-based and self-paced approach to learning. Students are provided with assessment tests, which prescribe lesson plans to fit each student's needs. Students have a higher level of autonomy through the Plato labs, but can always ask for assistance from the supervising teacher. The program is designed to help recover credits that were previously failed. Not all classes are offered through the Plato program. Plato is rigorous and students completing courses in Plato must work hard, take notes, read, and prove competency. It is important to note that all students are not eligible. Students must consult with their school counselor to determine if they are eligible for the program and how to enroll. Once work is completed students would earn a 65 and receive credit for the previously failed class.

## Dual Enrollment

Dual Credit is a program that allows high school students to earn college credit toward a post-secondary diploma while enrolled in high school. Tupelo High School students may enroll at a state institution of higher learning or community or junior college provided certain requirements have been met: Any junior or senior student who is participating in designated courses and has a cumulative high school GPA of a 3.0 and a minimum of 16 on ACT. In addition, students receiving dual credit for English courses from Delta State must meet the following sub score criteria of 16 in English on the ACT. Math courses require a 19 in math. Dual Credit applications are available online by the college provider (ICC or DSU). Cost is \$100 per course (ICC students) or \$72 per course plus one-time \$25 application fee (Delta State students) and is the responsibility of the student. Some courses may require fees to be paid that are also the responsibility of the student.

## Advanced Placement Courses (AP)

Any student enrolled in an AP course(s) **may take the AP test for that subject(s)**. Students who take an AP class will automatically receive the multiplier for that course, regardless if they take the test or not. Students that choose to take the AP test for that subject will be required to pay \$50.00 per test, unless the student qualifies for Free/reduced lunch, in which case the cost would be \$25.00 per test.

# Graduation Requirements

## Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

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

### TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> <li>English I</li> <li>English II</li> </ul>
Mathematics	4	<ul style="list-style-type: none"> <li>Algebra I</li> </ul>
Science	3	<ul style="list-style-type: none"> <li>Biology I</li> </ul>
Social Studies	3½	<ul style="list-style-type: none"> <li>1 World History</li> <li>1 U.S. History</li> <li>½ U.S. Government</li> <li>½ Economics</li> <li>½ Mississippi Studies</li> </ul>
Physical Education	½	
Health	½	
Art	1	
College and Career Readiness	1	<ul style="list-style-type: none"> <li>Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.</li> </ul>
Technology or Computer Science	1	
Additional Electives	5 ½	
<b>Total Units Required</b>	<b>24</b>	

#### Requirements

- Student must identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
  - Have a 2.5 GPA
  - Passed or met all MAAP assessments requirements for graduation
  - On track to meet diploma requirements
  - Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

#### Recommendations

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

### ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> <li>Alternate English Elements I-IV</li> </ul>
Mathematics	4	<ul style="list-style-type: none"> <li>Alternate Math Elements I-III</li> <li>Alternate Algebra Elements</li> </ul>
Science	2	<ul style="list-style-type: none"> <li>Alternate Biology Elements</li> <li>Alternate Science Elements II</li> </ul>
Social Studies	2	<ul style="list-style-type: none"> <li>Alternate History Elements (Strands: U.S. History and World History)</li> <li>Alternate Social Studies Elements (Strands: Economics and U.S. Government)</li> </ul>
Physical Education	½	
Health	½	<ul style="list-style-type: none"> <li>Alternate Health Elements</li> </ul>
Art	1	
Career Readiness	4	<ul style="list-style-type: none"> <li>Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)</li> </ul>
Life Skills Development	4	<ul style="list-style-type: none"> <li>Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)</li> </ul>
Additional Electives	2	
<b>Total Units Required</b>	<b>24</b>	

#### Requirements

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

## Traditional Diploma Endorsement Options

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

### DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> <li>English I</li> <li>English II</li> </ul>
Mathematics	4	<ul style="list-style-type: none"> <li>Algebra I + two (2) additional math courses above Algebra I</li> </ul>
Science	4	<ul style="list-style-type: none"> <li>Biology I + two (2) additional science courses above Biology I</li> </ul>
Social Studies	4	<ul style="list-style-type: none"> <li>1 World History</li> <li>1 U.S. History</li> <li>1/2 U.S. Government</li> <li>1/2 Economics</li> <li>1/2 Mississippi Studies</li> </ul>
Physical Education	1/2	
Health	1/2	
Art	1	
College and Career Readiness	1	<ul style="list-style-type: none"> <li>Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.</li> </ul>
Technology or Computer Science	1	
Additional Electives	8	<ul style="list-style-type: none"> <li>Must meet CPC requirements for MS IHLs</li> </ul>
<b>Total Units Required</b>	<b>28</b>	

### Additional Requirements

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

## TPSD's Career Clusters

One of the keys to improving student achievement is providing students with relevant contexts for studying and learning. Career Clusters do exactly this by linking school-based learning with the knowledge and skills required for success in secondary education and the workplace. The National Career Clusters Framework comprises Career Clusters and related Career Pathways to help students of all ages explore different career options and better prepare for college and the workplace.

Each Career Cluster represents a distinct grouping of occupations and industries based on the knowledge and skills they require. The Career Clusters and related Career Pathways provide an important organizational tool for schools to develop more effective programs of study and curriculum.

<p><b>Hospitality &amp; Tourism</b> Encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p> <p><b>Major Option:</b> Culinary Arts</p>	<p><b>Architecture &amp; Construction</b> Designing, planning, managing, building, and maintaining the built environment</p> <p><b>Major Option:</b> Construction</p>	<p><b>Human Services</b> Planning, managing, and providing services in the area of family and human needs, such as counseling and mental health services, personal care and consumer services.</p> <p><b>Major Option:</b> Early Childhood Education Teacher Academy</p>	<p><b>Health Science</b> Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development</p> <p><b>Major Option:</b> Health Science</p>
<p><b>Manufacturing</b> Planning, managing, and performing the process of materials into intermediate or final products and related professional and technical support activities, such as production, planning, control, maintenance, and manufacturing/process engineering.</p> <p><b>Major Option:</b> Welding</p>	<p><b>Science, Technology, Engineering and Math</b> Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services and research and development services.</p> <p><b>Major Option:</b> Engineering</p>	<p><b>Marketing Sales and Services</b> Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications, and market research.</p> <p><b>Major Option:</b> Marketing and Economics</p>	<p><b>Transportation, Distribution, and Logistics</b> Planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services, such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.</p> <p><b>Major Option:</b> Automotive Service Technology Collision Repair</p>
<p><b>Arts, Audio/Visual Technology, &amp; Communications</b> Designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services</p> <p><b>Major Option:</b> Digital Media Technology</p>			

## **Graduation - Subject Area Requirements**

### **Mississippi Subject Area Testing Program (MSATP)**

The MSATP consists of four academic, end-of-course tests. Since the 2001–2002 school year, students have been required to pass the subject area test(s) as a requirement for graduation. Students are assessed on the content at the completion of the course in Algebra I, Biology I, English II, and U.S. History from 1877. The English II test consists of both a multiple-choice component and a writing component. Students must pass both components to acquire a passing score on the English II Subject Area Test. Under the direction of the Mississippi Department of Education, advisory committees of Mississippi educators used the Mississippi Curriculum Frameworks to determine the content to be assessed and the types of questions to be included. Once the frameworks were evaluated, Mississippi teachers of the subject areas were asked to participate in a survey to determine the emphasis to be placed on each of the content areas being measured.

After the content was determined, a blueprint was developed showing the areas to be assessed, the number of items in each area, and the types of items to be used to test the strands or competencies. Test items are in the form of multiple-choice questions. The English II Writing Assessment (the writing component of the English II Subject Area Test) requires students to respond to a writing prompt. Advisory committees of Mississippi teachers participated in all parts of the test-development process. As part of the No Child Left Behind (NCLB) and Title I requirements, all students who are enrolled in Algebra I and English II (Multiple-Choice only) for the first time must be tested. The scores of all these first-time test takers must be included in the annual report cards and Adequate Yearly Progress (AYP) calculations to comply with the federal law.

### **Specific Information about the Subject Area Tests:**

#### ***Algebra I Subject Area Test***

The Algebra I Subject Area Test measures a student's knowledge of and skill level in applied algebra. The test consists of 65 multiple-choice items. Many multiple-choice items contain charts, graphs, or diagrams that the student will use to determine the correct answer. Questions from the following five competencies are distributed throughout the test: Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability.

#### ***Biology I Subject Area Test***

The Biology I Subject Area Test measures a student's knowledge of basic biological concepts, the use of science skills, and the application of biology to real-world problem solving and decision making. Students will interpret data, apply concepts, and draw conclusions in answering the questions. The test consists of 89 multiple-choice items, which may include charts, diagrams, or graphs. Questions from the following assessment strands are distributed throughout the test: Chemical Basis of Life, The Cell, Genetics and the Molecular Basis of Heredity, Natural Selection and Diversity, Ecology, and Nature of Science.

#### ***English II Subject Area Test***

The English II Subject Area Test measures knowledge of language arts, reading comprehension, and effective writing skills according to competencies found in the 2006 Mississippi Language Arts Framework, Revised for Tenth Grade. The English II Subject Area Test consists of both a multiple-choice component and a writing component. Students must pass both components to acquire a passing score on the English II Subject Area Test. The multiple-choice component of the English II Subject Area Test contains items that measure the four competencies addressing vocabulary, reading comprehension, writing, and grammar.

#### ***U.S. History from 1877 Subject Area Test***

The U.S. History from 1877 Subject Area Test measures not only important historical knowledge but also real-world skills by having students read and interpret statistical data, maps, charts, and tables. The test consists of 89 multiple-choice questions. Some of the multiple-choice questions include a chart, map, or other stimulus that must be interpreted accurately in order to answer the questions correctly. Questions from the following assessment strands are distributed throughout the test: International Relations, Domestic Affairs, Geography, Economics, and Civics.

## **Graduation - Notification of Status**

With the conclusion of each nine-week grading period, a student will receive a report card that will indicate academic progress. The report card is the school's official notice to the student and parent/guardian of academic progress. The parent/guardian is encouraged to review the report card and discuss the student's academic progress with the student. The parent/guardian is encouraged to call the THS guidance office and arrange a conference if there is a question regarding the student's progress or if the parent/guardian needs more information. Once has been determined that a senior has failed to meet the minimum requirements for graduation, the THS guidance

office will notify the student and parent/guardian by telephone. An official notification will be forwarded to parent/guardian by mail. In accordance with Mississippi Public School Accountability Standards, a student who fails to meet the graduation and/or exit requirements or fails to meet the passing score on the state exit examination will not be allowed to participate in the graduation ceremony.

## **SATP Tutoring**

The Mississippi Subject Area Testing Program, Second Edition (SATP2) consists of four academic, end-of-course tests. Students are required to pass the subject area tests as a requirement for graduation. Students are assessed on the content at the completion of the course in Algebra I, Biology I, English II, and US History. The English II Test consists of both a multiple-choice component and a writing component. Students must pass both components to acquire a passing score on the English II Subject Area Test. All students enrolled in any SATP2 courses for the first time are required to take the subject area tests. A student's graduation requirements are based on the year he or she enters the 9th grade.

Students who have not passed a required subject area test, school-day tutoring will be offered. Seniors will have priority in enrollment. Students will be required to attend the review sessions until the school is notified of successful completion of the required subject area test(s). The students will be pulled from an elective class a minimum of two sessions per week for one hour each session. Attendance is mandatory and will be recorded.

## **Graduation - Senior Expenses**

Tupelo High School cannot predict if a senior will meet all the requirements for graduation nor can Tupelo High School be responsible for expenses incurred by a prospective graduate. The student will assume responsibility to determine graduation status relative to the purchase of senior items such as invitations and cap and gown rental.

## **Graduation - Participation**

Participation in the graduation ceremony is not a requirement for graduation. However, a senior who plans to participate in the ceremony shall attend the graduation practice and be on time. Graduation practice is mandatory and will be designated by the principal.

## **Graduation - Early**

Early graduation involves the completion of all high school academic requirements in less than a traditional four-year program. A student applying for early graduation will meet the same standards required of all graduates of Tupelo High School.

A student applying for early graduation should file an application with the principal no later than the end of the sophomore year. A student who plans to graduate early will schedule a conference with the student's counselor and parent/guardian to arrange a course of study. The principal will appoint a standing committee each year to examine all requests for early graduation and make a final decision as to the validity of the student's request. Members of the committee will be the principal, a guidance counselor, and three classroom teachers.

Factors to be considered in evaluating the request include: stated reasons for requesting early graduation, recommendations secured by the student from five current or former high school teachers, the intellectual and academic qualifications of the student, the completion of three semesters at Tupelo High School immediately preceding graduation, and a B average in all courses attempted at Tupelo High School. The committee will render a decision prior to the end of the first term of the student's junior year. If the decision is denied, the committee will justify the decision in writing to the parent/guardian of the student. The decision of the committee will be final.

## **Graduation - Special Distinction and Distinction**

Students who successfully meet all graduation requirements as established by the State of Mississippi and the TPSD Board of Trustees will be awarded a diploma based on the following standards:

- Successfully complete the minimum number of required Carnegie units and required courses - Diploma
- Successfully complete 26 Carnegie units and required courses with 85 minimum average - Diploma w/ Commendations
- Successfully complete 28 Carnegie units and required courses with 85 minimum average - Diploma w/ Honors

Students with a final grade point average between 95 and 100 for all courses taken in grades 9-12 will graduate with special distinction. Students with a final grade point average between 89-94 for all courses taken in grades 9-12 will graduate with distinction.



## **Graduation - Valedictorian and Salutatorian**

The student graduating with eight semesters of work with the highest grade point average will be recognized at graduation as valedictorian of the graduating class of Tupelo High School. The student graduating with eight semesters of work with the second highest grade point average will be recognized at graduation as salutatorian of the graduating class. The valedictorian and salutatorian of THS will complete the graduation requirements of the Mississippi Department of Education, the Tupelo Public School District, and the required courses for admission to the public universities in Mississippi.

In the case of a tie for either valedictorian or salutatorian, the highest numerical average for all courses taken during the current school year will determine the valedictorian. The student with the second highest numerical average for all courses taken during the current school year will be the salutatorian. The numerical averages will be carried to four decimal points. In the event a tie still exists, the student who has taken the most courses from the following list will be valedictorian: AP Art—History of, AP Art—Portfolio, AP Biology, AP Calculus, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP European History, AP French, AP Economics Micro and Macro, AP Physics, AP Psychology, AP Statistics, AP US Government, AP Spanish, AP US History, and AP World History. The final method for breaking a tie for either valedictorian or salutatorian will be the total number of Carnegie units earned for all courses taken during grades 9-12. All credits earned will be included in the tiebreaker.

## **Graduation - Senior Awards**

### **Hall of Fame**

The THS Honors Committee selects the Tupelo High School Hall of Fame. The committee is composed of faculty and staff members appointed by the administrative staff. The committee will screen and recommend a minimum of 10 applicants to the Hall of Fame. In order to receive consideration, a graduating senior will submit an application to the committee which will include a recent photograph. An incomplete application will not be placed before the committee for consideration. The recommendation of the committee is final. Early Graduates are not allowed to apply for Hall of Fame.

### **Quality Point Average Recognition**

At the THS graduation ceremony students who have a QPA of 4.0 or higher will be recognized. A QPA is a calculation of a senior's high school career which includes eight consecutive semesters averaged.

## **Course Schedule Changes**

Any change to a student's schedule will be made in accordance with the following:

- An error occurred during the scheduling process
- Completion of a course during a summer term, or by correspondence.
- Teacher recommendation. As an example, a teacher may initiate a schedule change if the level of the course is inappropriate for the student; the request will require administrative and/or counselor approval.
- Counselor review. As an example, upon review of a student's academic record, a counselor may initiate a schedule change in order to satisfy graduation requirements.
- Advancement. As an example, a student may advance to an accelerated or AP course with approval from a counselor.

## **Dropping an Honors/AP Course**

After the first 5 days of each school semester, the policy for transferring from an Honors or Advanced Placement course to a lower-level course is as follows:

- Transfer from an Honors/Advanced Placement course to a lower-level course is allowed at the end of the 1<sup>st</sup> and 3<sup>rd</sup> nine-weeks grading period only. After this time, no transfers will be allowed.
- Students transferring into the District after the 1<sup>st</sup> or 3<sup>rd</sup> nine-weeks grading period will be given a nine weeks period in which to decide to transfer from any Honors/AP courses.
- Students will receive their un-weighted average as a grade to be carried into the lower-level course.
- If no lower-level course is available, the student will remain in the honors or AP course.
- Students that transfer out of an Honors/AP course will not be allowed to re-enter that track during the remainder of their high school career.
- Grades below a 65 in AP or Honors course will not be weighted.
- All transfers from any honors/AP course must receive the approval of the principal or the subject-area supervising administrator.
- Hardship cases - In hardship cases, a committee composed of the principal, a counselor, and another school official may choose to drop a course and, if possible, replace it with a course with a similar level of rigor. The decision of the committee will be final. Examples of hardship cases may include but are not limited to illness or injury.

## Grading Formula

A comprehensive nine-week exam will be administered in all subjects. The exam will count as 20% of the grading period average. The final average will be obtained by adding the averages of the two grading periods and dividing by two.

## Grading Scale

The Tupelo High School grading scale will be as follows:

A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	65 - 66
F	Below 65

A grade received in a Pre-AP course will be multiplied by a factor of 1.025, and a grade received in an AP course will be multiplied by a factor of 1.045. Dual enrollment/credit courses will be graded using the grading scale of the partnering college.

An incomplete grade (NG) will be assigned when a student has not completed make-up work during a grading period. If the incomplete grade has not been corrected within two weeks after the end of the grading period, a failing grade (F) will be assigned. No incomplete grade will be given as a final grade in a course.

Grades will be reported and recorded in numerical form and will reflect the actual numerical average in the course as specified in the grading plan for the course.

### Grade Reporting

Progress reports will be issued at the midterm of each nine-week grading period. Report cards will be issued upon the conclusion of each nine-week grading period. Each student is responsible for taking the progress report and the report card home for parental inspection. The final report card will be mailed to the parent/guardian using the address provided by the student.

Upon review of the progress report or report card, a parent/guardian will be aware of the following: 1) successful completion of each course 2) grade classification requirements, and 3) graduation status. The parent/guardian is encouraged to call the counseling center to request a teacher-parent conference if the progress report or report card indicates the student is performing unsatisfactorily.

## Grade Reporting

Progress reports will be issued at the midterm of each grading period. Report cards will be issued upon the conclusion of each nine-week grading period. All grades recorded on the report card include the 1.025 and 1.045 weighted formulas for Pre-AP and AP courses. Each student is responsible for taking the progress report and the report card home for parental inspection. The final report card will be mailed to the parent/guardian using the address provided by the student.

Upon review of the progress report or report card, a parent/guardian will be aware of the following: 1) successful completion of each course 2) grade classification requirements, and 3) graduation status. The parent/guardian is encouraged to call the counseling center to request a teacher-parent conference if the progress report or report card indicates the student is performing unsatisfactorily.

Students in grades 9-12 will receive report cards upon the conclusion of each nine-week grading period.



## **Rank in Class and Grade Point Averages**

The first official class rank and grade point average of a Tupelo High School student will be calculated upon conclusion of the sixth semester for a student who has successfully completed eleventh grade classification requirements or early graduation requirements. An additional class rank and grade point average will be calculated upon conclusion of the seventh semester for a student who has successfully completed twelfth grade classification requirements. In order to qualify for academic honors, a student must be enrolled as a full-time student at THS for four consecutive semesters immediately prior to graduation.

The final class rank and grade point calculation for a student will be computed upon conclusion of the eighth semester for a student who has successfully completed all requirements for graduation. The final grade point average calculation will determine the valedictorian and salutatorian of Tupelo High School.

A student who successfully completes approved courses prior to entering the ninth grade may receive Carnegie unit credit as allowed by the Mississippi Department of Education. However, the numerical average will not be included in determining rank in class.

Rank in class will be determined by credits earned in grades 9-12 and the resulting grade point average. A student's GPA will be calculated by using the final average in each course for all courses taken in grades 9-12.

The final average of each course for all courses taken in grades 9-12 will be used to calculate the grade point average. For courses in which one Carnegie unit is awarded for successful completion, the final average will be used to calculate the grade point average.

For courses in which one-half Carnegie unit is awarded for successful completion, the final semester average will be used to calculate the grade point average.

For courses in which two or more Carnegie units are awarded for successful completion, the final average will be used once to calculate the grade point average. The final average of each course for all courses taken in grades 9-12 will be averaged and carried to four decimal points. There will be no rounding of the final grade point average. No final average in excess of 100 will be recorded on a student's transcript or cumulative record. Upon application of the weighted grading policy, averages that exceed 100 will be used to calculate the official class rank.

If a student fails a course and the identical course is repeated during a second enrollment, the final average of the second enrollment will be included to calculate the grade point average if the student successfully completes the course after the second enrollment. However, the final average of the failed course as earned during the initial enrollment will also be used to calculate the student's grade point average. If a student fails a course and the course is not retaken by the student, the final average of the course will be used to calculate the grade point average.

When a student repeats a course in which a Carnegie unit has been previously awarded for successful completion, the final average earned during the second enrollment in that course will also be included to calculate the grade point average of the student. The final average of the initial and second enrollments will be used to calculate the grade point average. A second enrollment will require prior approval.

## **Transcripts**

Tupelo High School will release information on a school record according to the regulations of the Family Education Rights and Privacy Act. A written request will precede any official transcript to be mailed by Tupelo High School. THS will furnish one transcript to any designated receiver upon request without a fee. A fee will be assessed for subsequent transcript requests.

Tupelo High School will release the cumulative folder of a student upon receipt of a request for the official school records by a transfer school.

## Promotion and Retention

Pupil progression through grades 9-12 will be based upon each student's accumulation of Carnegie unit credits. Awarding Carnegie unit credit in individual courses will be based upon the following: data on instructional management plan objectives, a minimum of 140 hours of instruction, classroom assignments, class participation, completion of projects, and other criteria established by the teacher and approved by the principal.

A student must successfully complete all requirements and earn one Carnegie unit of credit in English I before progressing to English II, III, or IV. However, if a student fails to earn a Carnegie unit of credit in English I after a second enrollment, the student will be allowed to enroll in English I and English II simultaneously. A student will not be allowed to enroll in three different levels of English during the same school year. A student who earns a Carnegie unit in Algebra I will not be allowed to subsequently enroll in Pre-Algebra without the recommendation of that student's Algebra I teacher.

A student who earns Carnegie unit credits in Algebra I and Geometry will not be allowed to subsequently enroll in Pre-Algebra.

### Test and Examinations

Scheduling of competition or performances in extracurricular activities such as athletics, band, clubs, speech, drama, choral music and other student activities is prohibited on a day immediately preceding the administration of quarter examinations. In addition, a rehearsal, meeting or practice associated with student activities will be conducted prior to 6:00 p.m. on a day immediately preceding quarter examinations.

An exception will be considered when an organization or group outside TPSD schedules a student activity event. However, participation in such events must have the written prior approval of the principal.

## Exemptions

Students in grade 9-12 may choose to be exempt from end of course final exams for full credit and half credit course if the following criteria are met:

- Student has not received ISS or OSS during the school year
- The student has an eight-five (85) or above average in the course
- The student has not missed more than **five (5) days/periods** prior to days designated for final exams for full credit courses; **out of the 5 days granted, only three (3) can be unexcused**
- The student has not missed more than **three (3) days/period** prior to days designated for final exams for half credit courses; **out of the 3 days granted, only one (1) can be unexcused**
- Student has no more than three (3) tardies to the class
- Student has not been assigned placement at the Structured Day Program during the school year;

If the student elects to take an exam in which exemption requirements have been met, the student will not be penalized by an exam grade that would lower the student's final average.

College visits are considered school related absences. Eleventh and twelfth graders are allowed two college visits per year.

School related absences do not affect exemption status. In other words, students may still be exempt if school related absences cause the total number of absences to exceed the exemption limit. **Additionally, for the 2021-2022 school year only, any medically excused absences will not count against the 5 day absence total for exemptions.**

## Test and Examinations

Scheduling of competition or performances in extracurricular activities such as athletics, band, clubs, speech, drama, choral music and other student activities is prohibited on a day immediately preceding the administration of quarter examinations. In addition, a rehearsal, meeting or practice associated with student activities will be conducted prior to 6:00 p.m. on a day immediately preceding quarter examinations.

An exception will be considered when an organization or group outside TPSD schedules a student activity event. However, participation in such events must have the written prior approval of the principal.

## Honor Roll

At the end of each grading period, students with a final numerical average of 90 or above in each course will be listed on the Superintendent's Honor Roll. A student with a final average of 80 or above in each course will be listed on the Principal's Honor Roll.

A student will meet the Schedule Requirements components to be eligible for Honor Roll inclusion.

## **Tuition**

For information regarding tuition, please contact the Office of Student Support Services at 662-841-8955.

## **Withdrawing from School**

When it becomes necessary for a student to transfer or withdraw from Tupelo High School, the student will report to the guidance office and request a withdrawal form. The student will complete and return the form to the guidance office. The student will return all school issued textbooks and equipment. The student will satisfy all fines and fees assessed throughout the students' THS career. The official records of the student will be released upon receipt of an official written request by the transfer school.

## **Student Code of Conduct**

The primary responsibility for the conduct and personal appearance of a student rests with the student and the parents. Student 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.

## **Due Process**

A student who has been expelled, suspended or otherwise denied admission to attend school for a period of more than ten days has the right to due process only as provided in District policy (JCAA) and according to law.

## **Academic Integrity**

Cheating is a form of academic dishonesty in which a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Cheating is defined as participation in any activity in which a student knowingly misrepresents or assists another student to misrepresent his or her actual achievement in any form of academics. Students caught in the act of cheating before the act has been completed will be determined to have been cheating. Continuous acts of cheating will be treated in a severe manner.

Examples of cheating include but are not limited to the following:

- Copying from work that is not one's own while completing an assignment or during a quiz, test, paper, or exam.
- Allowing someone to copy one's work while completing an assignment or during a quiz, test, or exam.
- Collaborating on any assignment before acquiring the stated and/or written authorization of the teacher.
- Using unauthorized materials such as calculators or similar electronic devices not approved by the teacher during a quiz, test, paper, or exam or while completing any other assignment.
- Completing an assignment for another person.
- Altering graded work after it has already been returned, then submitting the modified assignment for evaluation and/or credit in another class. It would also be considered cheating if the assignment remains unaltered.
- Stealing, reproducing, circulating, or receiving by any means, or otherwise gaining access to a quiz, test, or exam prior to the time authorized by the teacher.
- Retaining, possessing, using, circulating, or conversing with others about previously a given quiz, a test, or exam materials without approval from the teacher.
- Providing false information in connection with any inquiry regarding academic integrity.
- Copying data or calculations from another group during a classroom lab experiment.

Plagiarism is a form of academic dishonesty in which a student purposefully takes and/or uses as his/her own work another's published or unpublished thoughts, ideas, and/or writings. Plagiarism is defined as the verbatim repetition or paraphrasing, without attribution, of another person's writing, work, or research.

Violations include but are not limited to the following:

- Copying another student's work and submitting it as one's own work.
- Using any other person or organization to prepare work which one then submits as his/her own.
- Paraphrasing the thoughts of another source without printed attribution or verbal citation in the case of an oral presentation.
- Citing a source that does not exist or citing an online source for which a student has not obtained a date and web address at the time of access (such as a website that no longer is available).
- Attributing ideas and information to a source not included in the source.
- Citing a source in a bibliography when the source was neither consulted nor cited in the assignment, aside from the bibliography

itself.

- Intentionally distorting the meaning or applicability of data.
- Inventing data or statistical results to support conclusions.

In any case of academic dishonesty, the following basic consequences will occur: a zero (0) for the assignment in question, notification of the student's parents or legal guardians, notification of the student's guidance counselor, and meet with the Academic Integrity Committee. Additional offenses will result in the following: all of the basic consequences; the ineligibility for any and all academic recognition; removal of the student from any leadership positions in the school or in extracurricular activities, including, but not limited to, captainships on athletic teams, student government and/or class officer positions, club/activity leadership positions (e.g., editor of the yearbook, editor of the student newspaper, etc.); and denial of written recommendations by any THS faculty, staff or administrator (e.g., scholarship, college admission, etc.)

## **Appeal Process**

A student or parent/guardian may appeal any decision concerning cheating directly to the teacher within ten (10) calendar days after the parent is informed of the incident. If the teacher denies the appeal, the teacher shall inform the student or parent/guardian of his/her right to appeal to the Academic Integrity Committee.

The committee shall meet jointly with the teacher, parents/guardian, and student to hear why the teacher believes cheating took place and why the student and parents believe that cheating did not take place. Within ten (10) days of the meeting, the Academic Integrity Committee shall make a recommendation of action to the principal.

If the appeal is successful at any level, the infraction will be removed from the student's record.

## **Dress Code (see policy JCDB)**

A student who is not attired appropriately or exhibits grooming which is detrimental and/or causes a disruption to the educational environment shall be asked to refrain from wearing the inappropriate attire in the future and/or shall be required to make arrangements for more suitable or appropriate dress. If the arrangement for more suitable clothing requires the student to be absent from class, the absence will be designated as unexcused. The student will be placed in ISS until the student's clothing meets District dress code policy.

It should be a matter of personal pride for a student of the Tupelo Public School District to maintain high standards of neatness and appropriateness of dress and appearance. Therefore, the following guidelines will be observed.

### Grades 9-12

1. The minimum length for shorts is three inches above the knee.
2. Holes, tears, and/or shreds above the knee that expose skin, undergarments and inappropriate areas are prohibited.
3. The minimum length for dresses and skirts without leggings is knee length and shall also be appropriate for bending, stooping, sitting, and working overhead while at school.
4. Transparent clothing without proper underclothing is prohibited.
5. Muscle shirts, tube tops, tank tops, racer back tops, spaghetti strap tops and fish-net tops are prohibited. Tops that expose undergarments (brassiere, camisole, etc.) and/or shoulder blades are prohibited.
6. No clothing top shall be so low in the front as to expose any part of the breast or shall be so low in the back to expose the shoulder blades.
7. The midriff shall not be exposed while walking, standing, and/or sitting.
8. Any article of clothing which contains or depicts the following is prohibited: substances illegal by law for minors - alcohol, drugs, tobacco; profane, suggestive, and/or violent language; derogatory symbols or remarks directed to any ethnic group.
9. Any jewelry and/or items of ornamentation which depict weapons of violence or substances illegal to minors are prohibited.
10. Hair shall be free from obnoxious odors and shall be clean and neat in appearance. Hair shall not obstruct vision, and hair shall not be extreme in color. Picks, combs, and rollers shall not be worn in the hair.
11. Basketball jerseys shall not be worn without appropriate underclothing.
12. Shoes and/or sandals shall be worn. Shoes designed to be laced shall be laced. Shoes with cleats and house shoes are prohibited.
13. Loose and/or sagging pants, slacks, and shorts falling below the waist without a belt are prohibited.
14. Leggings, jeggings and tights worn by themselves are prohibited, however, they may be worn with an appropriate length shorts, skirts, dresses or shirts that are no more than three inches above the knee.
15. Sunglasses will be removed from the head when entering a building.
16. Hats and caps, unless a part of a TPSD athletic uniform, shall not be brought to school. A practicing physician's statement permitting a headdress for a specific period of time will be permitted. The penalty for bringing a hat or cap to school is confiscation. The hat or cap will be returned to the student upon completion of the school year.
17. Piercings of exposed body parts that cause a distraction or cause a safety concern are prohibited. Tongue piercings are prohibited.
18. **Skull caps, Doo-rags, bandannas, and washcloths** are prohibited.
19. All fasteners and buckles designed for use with an article of clothing shall be used appropriately at all times.
20. Restrictions on a student's manner of dress or grooming will be determined: (a) where there is a clear and present danger to the student's or other students' health and safety; or (b) when the attire causes an interference with work, a disruption to the educational environment, or creates classroom or school disorder as a result of such manner of dress or grooming.
21. Trench coats or other items of clothing which could be utilized to conceal dangerous items are prohibited.
22. Pajama pants or pajama clothing is prohibited.
23. Tutus are prohibited.
24. Biking shorts, compression shorts, and sliders are prohibited however, they may be worn under appropriate length shorts, skirts, or dresses that are no more than three inches above the knee.

\*Students who participate in sports or extracurricular activities can wear these shorts during those activities

## **Use of Cell Phones and Electronic Devices in School**

Use and misuse of cell phones has become a serious problem that threatens the ability of the District's schools to properly and efficiently operate their educational programs. Therefore, cell phones are not to be seen nor heard, and cell phone usage is prohibited, inside school buildings during school hours.

Under special circumstances, a teacher may allow students in his/her class to use their cell phones or during that class only, solely for purposes relating to the educational objectives of that class, and only upon specific verbal instruction by the teacher. Examples of appropriate uses include but are not limited to notating assignments in the device's calendar function, utilizing the calculator function, memo function, etc. Improper use or using the device after the educational objective has been completed will subject students to the consequences listed below.

The use of cell phones at school-sponsored functions outside the regular school day is permitted only to the extent and within the limitations allowed by the event or activity the student is attending.

Violation of this policy will subject the student to discipline under this provision and/or any other applicable provision in the Student Code of Conduct.

The student and/or the student's parents/guardians expressly assume any risk associated with students owning or possessing technology equipment including cell phones. The students' parent/guardian may file a police report with the school resource officer.

Definitions:

- "Cell phone" shall include paging devices and all other types of telecommunications and/or electronic device and accessories.
- "Use of a cell phone" includes any incoming or outgoing call, text message, message waiting, page, or any other audible sound coming from the phone or device.
- In the event of an emergency condition that may require the need for a cell phone, the principal or designee will provide specific written approval and instructions for use of a cell phone.
- Cell phones used in violation of this policy will be confiscated and the parent/guardian of the student will be notified. The school will retain the confiscated cell phone until the student has completed the discipline imposed, after which it will be returned to the parent/guardian.

## **Bus Transportation and Conduct**

School transportation is a privilege extended to students who qualify under state regulations and obey the code of conduct for bus transportation. A student will ride only the bus on which the student has been assigned. A student will only enter/exit his/her bus at the assigned bus stop. Balloons and large floral arrangements will not be allowed on a school bus to ensure safety for all passengers and the driver. School Board Policy JICC addresses appropriate behavior on a school bus. Serious discipline infractions will result in suspension from riding a bus.

## **Student Threats**

The TPSD Board of Trustees recognizes that a threat made by a student to harm self, others or property, creates a risk of injury or death to District employees, students, and visitors, and further creates a risk of damage to property of the District, employees, students, and visitors. The Board hereby establishes this policy to address such risk:

Students who threaten to harm self, others or threaten to damage or destroy property will be subject to expulsion from TPSD for a term of not less than one year. Students who threaten to harm self, others, or threaten to damage or destroy property must be examined by a licensed private psychologist or psychiatrist at the expense of the parent or guardian to determine appropriateness for either continued attendance or for readmission to the TPSD. The board will not be obligated to rely solely on such evaluation. The evaluation must include a statement of whether or not the student, in the opinion of the examiner, is a threat to self, to others, or to property. The statement by the examiner also must include recommendations for a behavior plan and other pertinent educational recommendations. Further, it is unlawful to use any electronic means, email, instant messaging, cell phones, etc., to intimidate, threaten, bully or harass others. Students are subject to discipline for off-campus behavior if the student's conduct renders his/her presence in the classroom a disruption to the educational environment of the school or a detriment to the best interest and welfare of the students and/or staff as a whole. Students in violation of this policy will be referred to law enforcement as well as be subject to school discipline.

## **Tobacco, Vapes, and CBD Products**

Possession or use of tobacco, nicotine, CBDs (cannabidiols) in any form, substances used as smoking material, or related products (matches, lighters, vape devices and/or cartridges, etc), and the solicitation of such products are prohibited. Violators may be prosecuted pursuant to local and state law in addition to the consequences stated in the TPSD Code of Conduct.

## **School Detention**

School detention consists of thirty minutes before and after school. After school detention begins at five minutes after the school dismissal bell and concludes after thirty minutes. Morning detention begins thirty-five minutes prior to the beginning of the school day bell and concludes five minutes prior to the first block period. A student will be counted as absent if the student is not present to sign roll. In the event a student is absent, the student will serve the assigned detention upon immediate return to school. A student will be allowed twenty-four (24) hours to make transportation arrangements once detention has been assigned to the student. A student who reports late to detention will not be admitted. If a student attends school and fails to report to detention, consequences will be assigned according to the school discipline ladder.

## **Alternative Placement Procedure**

The Tupelo Public School District places students in an alternative school setting under special circumstances. Examples are: If a student fights, he will be placed at the alternative school for a minimum of forty-five days. If a student is drinking alcoholic beverages or has alcohol in his possession, he will be placed at the alternative school for a minimum of ninety days. If a student has drugs in his possession or is under the influence of drugs, he will be placed at the alternative school for a minimum of one hundred eighty days or possibly expelled.

## **Substitute Teachers**

Courtesy to a substitute teacher is one of the most vital ways to build good school-community relations. A student who demonstrates an unwillingness to cooperate with a substitute teacher and disturbs a substitute teacher's classroom will be subject to disciplinary action.

## **Assemblies**

A student's behavior during an assembly should be refined and courteous. Students are expected to enter and exit an assembly in a quiet and orderly manner. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Students are encouraged to be attentive during an assembly, applaud courteously, and respect all participants. A student behaving in an unacceptable manner will be subject to disciplinary action.



## Chromebooks 1:1 Laptop Program

Laptops (Chromebooks) and laptop accessories are furnished by the Tupelo Public School District and issued to each student at the beginning of each school year. Students and parent/guardians are required to sign the TPSD Acceptable Use Policy.

- Parent/Student will be held personally and financially responsible for any cost associated with loss, injury and/or damage of an issued laptop that results from inappropriate or neglectful behavior of the student.
- Students will adhere to the TPSD Acceptable Use Policy to ensure proper use of laptop and network access.
- Students will be responsible for the proper use, as defined by TPSD (see iCreate the Future Handbook), of the laptop issued to each student and bring it operable to class when requested by the teacher. Student will use the laptop in class under the specific direction of the teacher. Violations may result in disciplinary action.
- Parents/Students will notify the school help desk immediately if the laptop becomes inoperable or is damaged.
- Parent/Students will notify local law enforcement, in addition to school help desk (must provide police report) in the event of theft.
- Parents/Students will be responsible for the timely return of the laptop (and any associated fees) at the end of each school year, or in the event of withdrawal from TPSD. Criminal charges will be filed through local law enforcement in the event a TPSD laptop is not returned or associated fees paid.

Students will make laptops available for inspection by an administrator or teacher upon request. All files, messages or information accessed, downloaded or transferred on District-owned technology are not private. Violation of TPSD Policy and/or illegal, immoral, or unethical use of laptop will result in disciplinary action.

For more information on the TPSD 1:1 Initiative, see the Chromebook Handbook on the TPSD website at [www.tupeloschools.com](http://www.tupeloschools.com). The Handbook provides responsible use and liability information, proper use and care guidelines, frequently asked questions and basic MacBook use information.

## Textbooks

Textbooks are furnished by the Tupelo Public School District and the State of Mississippi. Classroom sets of textbooks will be provided for each class. Students may request individual issued textbooks through the THS Media Center. Once a textbook has been issued to a student, the student assumes full responsibility for the proper care and return of the textbook. A fine will be assessed for any misuse or abuse to a textbook, and in the event of a lost textbook, a student will pay the price of the textbook. Damage to a textbook by another person or party is the responsibility of the student to whom the textbook was issued.

Textbook categories are as follows: New(N), Good(G), Fair (F), Poor(P), Bad(B). A student will pay the full contract price of a lost or non-returned textbook. No fine will be assessed if a textbook drops one category during the school year.

A seventy-five percent (75%) fine will be assessed if a textbook drops two categories. If a textbook drops more than two categories, full contract price is required to replace the book. A twenty-five percent (25%) fine will be assessed for torn pages or a damaged cover. If a textbook is issued in new condition, but returned in an unusable condition, the student will pay full contract price for the textbook.

## Fees and Fines

Fees and fines will be assessed to students throughout the school year for participation in activities and/or programs, as well as any school related damages to school property (including textbooks and laptops).

In accordance with TPSD Policy JIH, a student's locker is jointly accessible to the student and school officials and may be subject to a search at any time at the discretion of school officials.

There will a \$1.00 notary fee for students to have a certification of school attendance education form notarized.



## Arrival/ Dismissal of School

The school day will begin at 8:00 AM and end at 3:00 PM.

Buildings will be open at 7:50 AM daily. Upon arrival to school, a student will report to the appropriate areas of assembly. Students are **NOT** permitted to remain in cars and are **not** allowed to assemble in the parking lots upon arrival to school; a courtesy warning will be issued for the first infraction. Any other infractions will be subject to discipline actions. A student may lose driving privileges for repeated violations.

Students arriving to school before 7:50 will report to the main courtyard, cafeteria courtyard, cafeteria or to the designated area of assembly. In the event of inclement weather, students will report to either the cafeteria or the physical education gymnasium. Ninth grade students will report to H Commons. Students arriving after 8:30 will report to the attendance office for a check-in slip. After a student arrives on campus, he/she must first secure permission before leaving the campus for any reason.

## Transportation and Parking

A student transported to school in a privately owned vehicle will enter the campus from either the north parking lot (C Building) or the south parking lot (stadium).

Students transported by the Tupelo Public School District will disembark buses at the designated area. Upon dismissal of school, students transported by the Tupelo Public School District will report to the designated area to board all buses.

The north parking lot near C Building is designated as senior parking during the school year. Juniors and sophomores will park in the south parking lot. Ninth grade students will park in the east parking lot. A student's car and the parking lots are off-limits to students during the school day. Automobiles parked on the school campus are subject to search when school officials have reason to believe weapons, drugs, or objects prohibited by school policy or state law are contained therein.

## Automobiles

A student who drives to school must have proof of insurance and a valid license to drive. Students who drive must also consent to random drug and alcohol testing throughout the school year. It will be the responsibility of each student-driver to purchase a current THS parking decal for five dollars within three weeks following the first day of school. An automobile without a valid parking decal may be removed from campus at the owner's expense. The parking decal will be displayed on the front windshield on the lower left side—do not tape the decal on the windshield. A student's driving privileges on campus will be revoked for a minimum of nine (9) weeks if a student purchases or receives a parking decal under false pretenses.

An automobile improperly parked or without a valid parking decal, will receive a warning for the first violation with parent notification. Upon the third violation, the automobile will be removed from campus at the owner's expense, and the student will face disciplinary action.

Students must park their vehicle upon arrival to campus and immediately exit. They will not be permitted to return to their vehicle unless permission is granted by an administrator.

Students are expected to abide by all traffic laws when operating their motor vehicle. Loud music is prohibited.

Violation of these parking rules or the operation of a motor vehicle in such a way to cause danger to school property or to endanger life or limb of persons using school facilities, driveways, or parking areas may result in the following consequences:

- 1st offense- warning or driving privileges suspended for three days
- 2nd offense- driving privileges suspended for 10 school days
- 3rd offense- driving privileges suspended for the remainder of the semester
- 4th offense- driving privileges suspended for the remainder of the school year

If a student drives or parks on campus while campus driving privileges have been suspended, the student will be assigned ISS (Steps 5-10). Driving privileges may be revoked for a prolonged period if student disregards suspension of driving privileges.

A student who receives a traffic violation notice will be allowed five (5) days from the date of the notice to pay the violation in the security office, room H104, Tuesdays and Thursdays between 10:30 AM and 1:30 PM. A fine will be issued for the second violation; fines will double thereafter for each additional violation.

Students found to have driven onto campus and are not licensed drivers will be subject to disciplinary action by TPSD and a suspension of future driving privileges for 1 semester.

A student who needs to make arrangements for a handicap parking space will notify security, H104.

## **Emergency Drills**

In accordance with District and state emergency and safety regulations, unannounced emergency drills will be conducted throughout the year. In the event of a fire drill, a warning will be issued by the continuous sound of a loud buzzer and voice command. Students will exit the classroom as instructed by the classroom teacher in an orderly fashion and assemble in the area designated by the classroom teacher. The classroom roll will be checked at the assembly area. In the event of a tornado drill, a warning will be issued by the intermittent ringing of the regular school bell and voice command. Students will exit classrooms and report to designated areas of assembly as instructed by the classroom teacher. The classroom roll will be checked once students arrive at the assembly area. Upon completion of the drill, students will return to their respective classrooms upon the ringing of the regular bell and voice command. A student will not be allowed to leave school without a parent/guardian during the execution of an emergency drill.

## **Off Campus Activities**

School policies and discipline apply to student conduct that occurs off-campus and would violate the Code of Student Conduct if:

- There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
- The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
- Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
- The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement made on school property to complete a transaction outside of school that would violate the Code of Student Conduct.

## **Restroom Privilege**

A student shall receive proper authorization before exiting a classroom for restroom purposes. A restroom "excuse" will include a written excuse verifying teacher authorization. Failure to receive prior authorization before leaving the classroom will result in disciplinary action.

## **Elections**

Class favorite elections will be conducted in the following manner: students will nominate students for class favorites and the nominations will count as votes as there will be no additional voting. A student who has received ISS or OSS will not be eligible for any election.

The election for Mr. and Miss THS will require enrollment as a full-time student at Tupelo High School for three (3) continuous semesters prior to the election, a cumulative 3.0 GPA, and no major discipline referrals. Each senior may nominate only one boy and one girl, and all nominees must meet the requirements. The final ballot will consist of five nominees for Ms. THS and five nominees for Mr. THS – the top three nominees chosen by the senior class and two chosen by the THS Honors Committee.

## **Signs**

A sign or poster will not be posted in any building or on the campus without permission from an administrator. Signs or posters may not be taped to windows, glass, or plexiglass. An administrator's initials will signify that permission has been granted to post the sign or poster. A student or group responsible for posting the sign must remove the sign within twenty-four (24) hours after the event.

## **Clubs**

Tupelo High School offers over 60 clubs for students to participate in. Clubs offer a great opportunity for students to get involved at Tupelo High School. Club participation also allows for students to gain points towards receiving an honor letter their senior year. If students are interested in participating in a club, they may sign up at the annual club fair, which takes place in H commons. An announcement will be made regarding the date of the club fair.

If you are interested in starting a club, you may pick up a club application request in A108 for approval. All clubs must have prior approval and must have a THS teacher as the sponsor.

## **Intramural Sports**

In order to provide more opportunities for students to participate in athletics, the District may offer intramural sports at Tupelo High School and/or Tupelo Middle School. The intramural sports program will be conducted under the supervision of the principals, who may appoint a designee to be responsible for programming, scheduling, supervision, etc.

Sports will be offered based on the current interests of the student body. Any group interested in starting an intramural program in a particular sport should contact the school principal. If it is shown that there are an adequate number of students interested in starting an intramural program in that sport, every reasonable effort will be made to do so.

Intramural sports at Tupelo High School will be governed by the following guidelines:

- The intramural sports program will be conducted under the supervision of the principal or designee.
- All intramural contests will be played after school hours.
- All contests will be supervised by a District staff member.
- While a physical examination is not required, it is encouraged. A participant may instead choose to submit a waiver of physical examination form, along with a medical history form and a permission form, all of which must be signed by his/her parent or guardian.
- Participants must be enrolled in either Tupelo High School or Tupelo Middle School. Students attending the alternative school or suspended or expelled may not participate.
- Students who participate in varsity athletics may not play intramurals in the same sport.
- National Federation rules shall govern in each sport.
- A participant may not play in an intramural contest if he/she was absent from school that day.
- No minimum grade point average is required of intramural participants.
- Participation in intramural sports is a privilege and not a right. Administration may limit and/or restrict a student's participation in intramurals if he/she has violated school policy.

## **Student Social Events**

The TPSD Board of Trustees recognizes that well planned social events can contribute to the individual development of students and accordingly authorizes such activities. To that extent, the Board authorizes the participation of high school students in social activities sponsored by sanctioned school clubs and organizations with the approval of the principal prior to the public announcement of the event.

School sponsored activities for high school students will be concluded at least thirty minutes prior to the local curfew for minors. Social activities may not be scheduled for the night immediately preceding state mandated or end of term testing.

All such social activities must be fully chaperoned by members of the teaching staff, administration and where possible, by parents of students involved. Hours and rules of participation will be reasonable and subject to the approval of the principal. Students or guests who violate the rules of participation will be removed from the premises and referred to the appropriate authorities. Attendance at school sponsored social events may be limited to students in goodstanding.

## **Sportsmanship and Sporting Events**

Tupelo High School adheres to the policies and regulations of the MHSAA and will promote sportsmanship in all activities and events. Good sportsmanship is defined by the National Federation of High School Athletic Associations as a concrete measure of the understanding and commitment to fair play. Students are reminded that a ticket to an athletic event or activity is a privilege to observe a contest and support the team, not a license to verbally assault game officials, the opposing team, or its fans.

Tupelo High School supports an alcohol and drug-free environment for learning, activities, and athletics. To support this endeavor, beverages not purchased from the event concession stand or school approved vendors, or carried into the event in any cup, glass, can, or other open or unsealed container are prohibited. Exceptions may be water, infant formula, or other beverages deemed acceptable by the administration.

## **Cafeteria**

Tupelo High School operates a closed campus. Students are encouraged to exhibit courteous and appropriate manners while in the cafeteria. Strict adherence to the lunch schedule will be observed. Students will return trays and waste to the appropriate return areas when finished. Cafeteria trays and any food items will not be allowed outside the cafeteria, **unless “grab-n-go” meals are in effect per administration.** Fast food delivery to a student during school hours is prohibited.

## **Drinks and Food**

Food and drinks shall be consumed in the cafeteria unless an order for “grab-n-go” for meals is instituted by the administration, in which case, students will consume those meals during the approved breakfast and lunch times in their respective classes. Bottled water may be consumed in the classroom throughout the day as well as during meals.

## **Solicitations and Fund-Raising**

Educational facilities, personnel, and students will not be utilized in any manner for the promotion or sale of services or products offered

by individuals or private organizations operating for a profit. The following are specifically prohibited:

- Distribution by students or personnel of pamphlets urging students, parents, and/or others to purchase services or products sold for profit;
- Sale by students or personnel of products or services, except in relation to school sponsored activities approved by the principal; and
- Similar activities that would involve the time of personnel and students and interfere with the normal schedules and activities of the school.

All schools will earnestly seek to educate students in the services performed by humanitarian agencies, and will encourage students to participate in their financial support and community projects, but fund-raising drives should not be conducted by such organizations among the students during school hours. Activities such as games of chance or raffles may not be conducted or sponsored in school buildings or on school grounds. In addition, fund raising activities will not be permitted to interfere with the school’s nutritional program.

Written permission from parents must be on file in the school prior to allowing any student to participate in a fund-raising activity. No student shall be required to participate in any fund-raising activity.

Any school club or organization must request and receive permission from the principal to engage in fund raising activity. The request must be in writing by the sponsor of the club or organization. Plans for such activities should be made well in advance of the event and the total fund-raising efforts must not be a burden or nuisance to the students, faculty, parents, or the community.

## **Title 1: Parent Right to Know**

Upon parent request, the qualifications of teachers and assistants employed in schools or programs funded by Title 1 will be provided. Title 1 School wide programs are available at Martin Luther King and all K-2 schools within the Tupelo Public School District. For further information, please contact the Director of Federal Programs at (841-8850) or your child’s principal.

Tupelo Public Schools strives to ensure that students who meet the criteria for McKinney-Vento Homeless Act of 2002 are placed at the ECEC upon arrival. To ensure their placement, slots are left open should a student arrive at any time during the school year.

## **Subject to Change**

This Student Handbook is provided as a convenience to the students of the 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.

## **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 employees regarding our asbestos management program. This annual notification informs all persons of their option to review the Asbestos Management Plan for our 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 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 Tupelo Public School District routinely makes public certain directory information regarding students. This directory information includes the student's 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 student's 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.

## **Parents-Right-To-Know**

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.

Discipline Supervisors:

Dr. Brock English, Secondary

Mrs. Kim Britton, Elementary

## **Medications**

Parents must request in writing that medication prescribed for their child be provided by school officials and must read and sign a copy of this policy, which will be kept on file by the principal.

Medicines must be brought to the principal or designee by the parents in the original container with the pharmacy information label attached listing the name of the prescribing physician, name of the medicine, dosage and instructions for administration.

1. The instructions should be specific, such as "before meals" or "with food," etc.
2. Medicines will only be administered in accordance with the specific instructions on the original container pharmacy label.
3. No more than a forty-five (45) school day supply of medication will be stored at the school. The principal or designee should return to the parent, or destroy with permission of the parent, any unused, discontinued or obsolete medication.
4. Medicine which is not repossessed by the parent within seven (7) days of notification by school authorities will be destroyed by the principal or designee in the presence of a witness.

If the student's physician has prescribed an over-the-counter medication for the student, it must be in an unopened, original container, with a pharmacy label showing the student's name, directions for administration and the recommended dosage. If the prescribing physician has given the parent a sample medication, the container must be labeled as stated herein.

### Self-Administration of Asthma and Anaphylaxis Medication

Students may self-administer asthma and anaphylaxis medication only in accordance with state law and Board policy. Each student with asthma or anaphylaxis is required to have an Asthma Action Plan (AAP) or Allergic Reaction Care Plan (ARCP), signed by his/her healthcare provider and updated annually, on file at the student's school. Neither the District nor its employees shall, by law, be liable for any injury sustained by the student who has self-administered asthma or anaphylaxis medication.

Access to all stored medication will be limited to the principal or designee who will witness the administration of the medication.

The following procedures will be followed in case of a medical emergency as may be deemed appropriate:

- \* Call 911
- \* Notify school nurse
- \* Notify parent/guardian
- \* Notify private physician

## Masks and Face Coverings

As applicable, the Tupelo Public School District follows the City of Tupelo Executive Order regarding face coverings in response to the COVID-19 pandemic. The Executive Order states that the wearing of face coverings is required in all public buildings, by all persons age 12 and older.

## Visitors to School

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.

## Threats of Violence

The Tupelo Public School District will not tolerate threats of violence against any school or facility of the District, or against any individual student or employee of the District. The State of Mississippi enacted the Mississippi Terroristic Threats Law which makes it a **felony**

*“for any person to make a threat to commit a crime of violence or a threat to cause bodily injury to another person if the threat does in fact cause a reasonable expectation or reasonable fear of the imminent commission of an offense, and if, in making the threat, the person has the intent to: (i) intimidate or coerce a civilian population or a segment of the civilian population to cede to the person's demands, or (ii) influence or affect, by intimidation or coercion, the policy or conduct of a unit of government, educational institution, business or segment of the civilian population to cede to the person's demands. It is not a defense to prosecution under this law that at the time the threat is made the defendant did not have the intent or capability to actually commit the specified offense, nor is it a defense that the threat was not made to a person who was an intended victim of the threatened act.”*

Students who are guilty of making a terroristic threat are subject to appropriate disciplinary action as specified in policy JCB. [MS Senate Bill 2141]

## **Blended Courses**

Tupelo High School and Tupelo Middle School offer blended learning courses. Blended learning is defined as a hybrid instructional delivery model where students are provided face-to-face instruction as needed and a computer-based, Internet-connected learning environment with some degree of student control over time, location, and pace of instruction and in which a Mississippi-certified teacher is responsible for providing instruction and monitoring progress. Students and parents will be notified of the offerings through the District website, text messages, and emails. Students may be advised of course offerings through their counselors or teachers. Criteria for being eligible to take a blended learning course will be determined by the course content. Some blended learning courses will be offered for credit recovery as well. Blended learning courses will be offered by grade level or by subject area. The content, curriculum, and assessments for each blended learning course will be aligned to the competencies, objectives, and standards of the respective Mississippi course. State assessments will be given where applicable. Parents will keep informed of grades through Active Parent.



## Tupelo Public School District School Listings

### **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, Principal  
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**

Terry Harbin, Ph.D., Principal  
720 West Jefferson 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-Robinson,  
Principal  
901 South Thomas Street  
841-8960/841-8965 (fax)

### **Tupelo High School**

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

### **Tupelo Middle School**

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

### **Tupelo Structured Day Program**

Tanisha Smith, Ph.D., Director  
903 Fillmore Drive  
690-50004/840-1836 (fax)

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### **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  
840-1847/840-1581 (fax)

### **SRO E-mail address**

[thscrimet@tupeloschools.com](mailto:thscrimet@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.

### Secondary Student Guidebook Topical Reference to Board Policies

#### A. Student Services and Programs

<u>Topic</u>	<u>Reference; TPSD Policy Code</u>
Parental Involvement Policies under Title I	<a href="#"><u>LAA Title I Parental Involvement</u></a>
Prohibition against sexual harassment or discrimination	<a href="#"><u>JB Students Complaints of Sexual Discrimination / Harassment – Title IX</u></a>
Birth certificate requirements for enrollment	<a href="#"><u>JBC School Admission</u></a>
Free and reduced meal program	<a href="#"><u>EEA Free/Reduced Lunch</u></a>
Any changes in the eligibility criteria for free and reduced lunch	<a href="#"><u>EEA Free/Reduced Lunch</u></a>
School wellness policy (Healthy, Hunger-free Kids Act of 2010)	<a href="#"><u>JG School Wellness Policy</u></a>
McKinney-Vento Homeless Assistance Act	<a href="#"><u>JQN Education for Homeless Children and Youth</u></a>
Abstinence education	<a href="#"><u>ICG Sex-Related Education</u></a>
Instruction in recognizing and avoiding sexual abuse	<a href="#"><u>ICG Sex-Related Education</u></a>
Provision of free appropriate public education to students with disabilities	<a href="#"><u>IDDF Special Education Programs</u></a>
Enrollment Requirements	<a href="#"><u>JBC School Admission</u></a>
Proof of Residency for enrollment	<a href="#"><u>JBC School Admission</u></a>
District ownership of student lockers; right to search	<a href="#"><u>JCDA School Searches</u></a>
Administration of medications to students	<a href="#"><u>JGCDC Administering Medications to Students JGCDA Asthma Medications</u></a>
Dismissal procedures	<a href="#"><u>JGFC Dismissals</u></a>
Responsible and acceptable use of TPSD computers and network and Internet safety program	<a href="#"><u>IFBGA Internet and Email Safety and Acceptable Use Computer Policy</u></a>
Transportation policies	<a href="#"><u>EDA Student Transportation</u></a>

Student residency and tuition	<a href="#">JBCC Student Tuition for Out-of-District Students</a>
Communicable and infectious disease and management of students with the disease (COVID-19)	<a href="#">JGCC Communicable Diseases</a>
Challenge Program	<a href="#">IDE Gifted Education Program</a>
Early Literacy Program	<a href="#">ICHI Literacy Based Promotion</a>
Weighted grades	<a href="#">IHA Grading System</a>
Parental objections to sex education, family life instruction and sexually transmitted diseases	<a href="#">ICG Sex-Related Education</a>
English as a Second Language education availability	<a href="#">IK Limited English Proficiency Instruction</a>
Eligibility for participation in extracurricular activities	<a href="#">IDFA Intramural / Interscholastic Athletics</a>
Parental right to review instructional materials	<a href="#">IJJ Instructional Resources</a>
High school graduation requirements (high school only)	<a href="#">IHF Graduation Requirements</a>
Right of students with IEP to participate in graduation ceremony (high school only)	<a href="#">IHF Graduation Requirements</a>
Physical education requirement, including waiver of required classes	<a href="#">IHF Graduation Requirements</a>
Dual Enrollment	<a href="#">IDAG Dual Enrollment</a>

#### **A. Student Rights and Responsibilities**

<b>Topics</b>	<b>Reference; TPSD Policy Code</b>
Bullying	<a href="#">JDDA Bullying</a>
Controlled substances	<a href="#">JCDAC Drugs and Alcohol (Possession or Reasonable Suspicion)</a>
Firearms and other weapons	<a href="#">JCDAE Possession of Weapons on School Property</a>
Gangs and gang-related activity	<a href="#">JCBB Gang Activity</a>
Sexting and other prohibited uses of technology	<a href="#">IJB CIPA Policy – Acceptable Use</a> <a href="#">IFBGA Internet and Email Safety and Acceptable Use Computer Policy</a> <a href="#">JB Student Complaints of Sexual Discrimination / Harassment – Title IX</a>
Prohibition against sexual harassment or discrimination	<a href="#">JB Students Complaints of Sexual Discrimination / Harassment – Title IX</a>
Family Education Rights and Privacy Act	<a href="#">JRAB Compliance with FERPA</a>
Directory information disclosure and FERPA right to opt out	<a href="#">JRAB Compliance with FERPA</a>

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

### A. General Information

<b>Topics</b>	<b>Reference; TPSD Policy Code</b>
Asbestos Hazard Emergency Response Act Notification	<a href="#">EM Hazardous Materials</a>
Attendance, absenteeism, truancy	<a href="#">JBD Attendance, Tardiness and Excuses</a> <a href="#">JBAC Truancy</a>
Parent Council	<a href="#">LEB Relations with Parent Organizations</a>
TPSD Goals	<a href="#">BA Board Operations Goals and Objectives Mission Statement</a>
TPSD Mission	<a href="#">BA Board Operations Goals and Objectives Mission Statement</a>
School visitation procedures	<a href="#">KM Visitors to the Schools</a>
Waiver of school fees	<a href="#">JS Fee Policy</a>
Abstinence education	<a href="#">ICG Sex-Related Education</a>
Field trips	<a href="#">IFCB Field Trips and Excursions</a>
Parking decals	<a href="#">JGFF Automobile Use</a>
Recognition for Accomplishments	<a href="#">AGA Recognition for Accomplishments</a>
Emergency School Closing Procedures	<a href="#">EBBD Emergency Closings</a>

## B. Special Circumstances Notifications

Topics	Reference; TPSD Policy Code
IDEA procedural safeguards	<a href="#">IDDF Special Education Programs</a>
IDEA request for evaluation	<a href="#">IDDF Special Education Programs</a>
IDEA request for due process	<a href="#">IDDF Special Education Programs</a>
IDEA change of placement	<a href="#">IDDF Special Education Programs</a>
Notification of eligibility for supplemental education services	<a href="#">IDDF Special Education Programs</a> <a href="#">IDDH Section 504 – Americans with Disabilities Act – Nondiscrimination (and Exhibit)</a>

# Student and Parent Acknowledgment Form

The student handbook is provided as a convenience to the students of Tupelo High School. While it contains some information current at the time of posting, the Tupelo Public School District 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.

A copy of the current policies of the Tupelo Public School District is available at [www.tupeloschools.com](http://www.tupeloschools.com) as well as in the District Office.

We certify that at the start of the 2021-2022 school year, we were given access to the Student Handbook at <http://www.tupeloschools.com/domain/646>. We 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.

Student (please print): \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian (please print): \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_