



2024-2025 Student Handbook

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“Where TPSD Comes Together!”

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MISSION STATEMENT

Milam Elementary School will serve our community by providing a quality education where students are learning, achieving, and succeeding.

VISION STATEMENT

Milam Elementary School will provide instruction in a safe, orderly environment to ensure that all students perform proficiently on state tests.

OPERATING PRINCIPLES

- ***Student-Centered.*** The needs and interests of students will dominate any decisions that we make or actions we take; we will focus on building the spirit of students to embrace education.
- Be open, honest and transparent about our reasons for our actions, our approaches, our successes and shortcomings.
- Be respectful and appreciative of ideas, feelings, aspirations, and of differences in background, points of view and desires.
- Be customer-oriented in all our interactions.
- Be focused on quality in all aspects of our operations.
- Be innovative and entrepreneurial in seeking, experimenting with and adapting promising educational ideas and practices that will lead to excellent teaching and learning at the highest level.
- Be accountable to our students, their families, our community and to each other.
- Be relentless in our pursuit of excellence.
- Be team-oriented and committed to shared beliefs

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School Calendar 2024-2025

July 1, 2024	Begin FY 2025
July 4, 2024	District Holiday (Independence Day Observed)
July 29, 2024	Staff Report
July 29-31, 2024	Professional Development Days 1-3, No Students
August 1, 2024	First Quarter/Semester 1 Begins for Students
September 2, 2024	District Holiday (Labor Day)
September 3, 2024	First Quarter Progress Reports
October 4, 2024 (46 days)	End of First Quarter
October 7, 2024	Second Quarter Begins for Students
October 10, 2024	First Quarter Report Cards
October 14, 2024	District Holiday (Columbus Day)
October 15-16, 2024	Fall Break for all employees
October 15-18, 2024	Fall Break for students
October 17-18, 2024	Professional Development Days 4-5, No Students
November 12, 2024	Second Quarter Progress Reports
November 25-29, 2024	District Holidays (Thanksgiving)
December 20, 2024 (45 days)**	End of Second Quarter/Semester 1 (60% Day)**
December 23, 2024 – January 3, 2025	District Holidays (Christmas)
January 6, 2025*	Staff Report - Professional Development Days 6, No Students*
January 7, 2025	Third Quarter/Semester 2 Begins for Students
January 9, 2025	Second Quarter Report Cards
January 20, 2025	District Holiday (Martin Luther King Jr Day)
February 11, 2025	Third Quarter Progress Reports
February 17, 2025*	District Holiday (President's Day)*
March 10-14, 2025	District Holidays (Spring Break)
March 18, 2025 (44 Days)	End of Third Quarter
March 19, 2025	Fourth Quarter Begins for Students
March 27, 2025	Third Quarter Report Cards
April 15, 2025	Fourth Quarter Progress Reports
April 18 & 21*, 2025	District Holiday (Good Friday/Easter Monday*)
May 22, 2025 (45 days)	End of Fourth Quarter/End of Year for students (60% Day)**
May 22, 2025	Fourth Quarter Report Cards
May 23, 2025*	Professional Development Day 7, No Students*
May 26, 2025	District Holiday (Memorial Day)
June 30, 2025	End FY 2025

Reserved For Makeup Days *
 Students follow early dismissal schedule **
 First Semester: 91 days
 Second Semester: 89 days
 Student Day Total: 180 days
 Teacher Day Total: 187 days

STUDENT RESPONSIBILITY

Report to Class---Paper---- Pencil---Homework---Positive Attitude

PARENT RESPONSIBILITY

Help your child to:

1. Have supplies necessary for school.
2. Have a quiet place to study and complete homework.
3. Become familiar with school rules and expectations.
4. Be ready to explore learning.
5. Report to school before 8:00 a.m.

STAFF RESPONSIBILITY

1. Provide a positive school climate.
2. Plan long-range, weekly, and daily instructional objectives.
3. Use various instructional methods.
4. Promote good classroom management.
5. Evaluate student performance and update instructional programs.
6. Maintain close communication with parents and students.

MORNING UNLOADING

**Students cannot be dropped off prior to 7:30 am.

From 7:30 am – 7:50 am

Students will be dropped off in the back of the building in the car rider line.

SCHEDULE CHANGES

All schedule questions must be submitted to our counselor Kayla Fisackerly, kbfisackerly@tupeloschools.com. Elective schedule change requests are due by 8/16/24.

*** Specific teacher requests will NOT be met.**

PARENT COMMUNICATION

Teachers will contact parents/guardians through SchoolStatus. Teachers will call parents/guardians through a recorded phone line for any disciplinary or academic concerns.

AFTERNOON LOADING

In order to have a safe and orderly dismissal, we stagger our dismissal times to accommodate the large number of walkers and bus riders that we have on campus. This allows for us to be sure that we can have a smooth transition from one set of dismissal procedures to the next. We begin at 3:00 p.m. dismissing bus students and walkers and follow up with a 3:03 p.m. dismissal of car riders/daycare.

Car riders will be picked up in the car rider line for afternoon dismissal beginning at 3:03 p.m. each day. After 3:25 p.m., students will be brought to the cafeteria and parents can pick students up in the front of the school in the bus rider and daycare lane on Gloster Street. This will allow for administrative supervision to be in a centralized location until all students are picked up by parents. There will be someone standing in front of the school with a communication device to let students and staff know when their rides have arrived. A member of the Milam dismissal team will then direct the students to their cars.

Note: An Administrator will be on campus until all students are picked up.

Comcast/Church Parking Lot

Students that are picked up in the parking lot across the street on Gloster will be led across after the buses are dismissed at approximately 3:00 p.m. Students are not to cross without the crossing guard. We appreciate your cooperation in following these guidelines. The safety of our children is our number one priority.

BUS AND VEHICLE TRANSPORTATION PROCEDURES

From the moment a pupil boards the bus, the student is under the supervision of the driver. The TPSD requires all students to be on their best behavior at all times. Buses will unload at 7:30 a.m. at Milam. No eating or drinking is permitted on school buses. Students are only permitted to get off the bus at their designated stops.

The Tupelo Public School District is committed to providing a safe and orderly environment during the transportation services for eligible students. District school buses are considered extensions of the school environment and all provisions of the Student Code of Conduct apply to students while on school buses. Any student whose conduct on a school bus is improper or jeopardizes the safety of other students may be subject to discipline pursuant to the Student Code of Conduct and may have his/her transportation services suspended.

The following administrative procedures are established to promote good citizenship and increase student safety while on TPSD buses.

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The following administrative procedures are established to promote good citizenship and increase student safety while on TPSD buses.

STUDENT CONDUCT ON BUS

Instructions to Pupils Who Ride School Buses-Loading and Unloading

1. Be at your assigned loading zone on time.
2. Exercise extreme caution in getting to and from your assigned bus stop.
3. Look in both directions before stepping from behind parked cars.
4. Stay well off the roadway until the bus comes to a complete stop and the bus driver indicates that it is safe to board.
5. Do not play on or near the road when there is a sidewalk or pathway.
6. Look in both directions before crossing any roadway.
7. Never walk on the road when there is a sidewalk or pathway.
8. Always walk on the left side of the road facing oncoming traffic and step off the road when a motor vehicle approaches.
9. Wait until the bus comes to a complete stop before trying to load or unload.
10. Use the handrail while getting on and off the bus.
11. If possible wear white or light colored clothing or carry a flashlight when you walk on the roadway at night in order that the motoring public might be aware of your presence.
12. When you must cross the road to enter the bus, or after leaving the bus, always cross in the front of the bus.

BUS PICK - UP AND DROP - OFF PROCEDURES FOR K-12 STUDENTS

1. K-12 students will be picked up and dropped off at the assigned bus stop for their residence (911) address only, as indicated on their student registration documents.
2. In the case of emergency or extreme hardship, parents/guardians may seek permission for their child to ride to another address or on another bus. Such request must be in writing, signed by the parent/guardian, and sent, (delivered, emailed or faxed) to the Transportation Department. The Transportation Director will consider the request and notify the parent if such request is approved.
3. If a student moves to a different address within the District during the school year, and request a change of bus assignment, the student's parent/guardian must provide two proofs of the new residency in order for the change to be made.

Special education transportation issues are addressed in the student's IEP.

WHILE ON BUS

1. Board and depart the bus as instructed/allowed by the bus driver.
2. Do not bring unauthorized articles on the bus (i.e.combustibles, large articles, weapons, drugs, alcohol, etc.).
3. Remain Seated while riding the bus.
4. Be courteous to and follow the instructions of the bus driver and safety patrol.
5. Do not fight with, scuffle with, push or trip others on the bus. Bullying in every form is prohibited.
6. Keep head, hands, and articles inside the bus. Do not spit or litter.
7. Keep hands, feet and all belongings to yourself.
8. Do not smoke or light matches or lighters.
9. Do not distract the driver's attention other than when necessary.
10. Talk to your friends in a normal tone and low volume. Never shout. Do not talk or make unnecessary noises when the bus is approaching and crossing a railroad or a highway intersection.
11. Do not use profane language.
12. If required by the City of Tupelo ordinance, students must wear a mask on the bus.
13. Do not tamper with or destroy property including bus equipment.

School Bus Infractions

1. Improper boarding/departing
2. Bring articles aboard bus or injurious nature or prohibited by school policy
3. Failure to remain seated.
4. Refusing to obey the driver.
5. Fighting/pushing/tripping
6. Hanging out of the window.
7. Throwing objects in or out of the bus.
8. Lighting matches/ smoking on the bus.
9. Spitting/littering
10. Unnecessary noise

11. Tampering with bus equipment.
12. Rude, discourteous, and/or distraction conduct.
13. Destruction of property.
14. Bullying
15. Other misbehavior with disregard to safety, well-being, and respect for others.

BUS DISCIPLINE LADDER SANCTIONS AND PROCEDURES FOR BUS INFRACTIONS

1. Bus driver will record a student's misbehavior in detail on the Bus Discipline Report, which will be provided to the principal.
2. Each building principal will be responsible for handling discipline problems associated with misbehavior on school buses.
3. **A student may enter the bus discipline ladder at any step, depending on the nature of the offense.**
4. Referral to the principal during the probationary period prescribed in the discipline step will result in escalation to at least the next step.
5. Under discretion of the administrator, school disciplinary policies may be followed for any bus incidents.
6. The bus stop is an extension of the bus and the student code of conduct applies.

Step One

1. Warning will be issued to student.
 2. Principal or designee will contact the parent to address the misbehavior.
 3. Special seats may be assigned for offender.
 4. Bus driver will be given a copy of incident report with the sanction imposed.
- *Student may also receive the appropriate penalty on the TPSD discipline ladder.

Step Two

1. Two (2) days suspension from all TPSD buses.
2. Principal or designee will contact the parent to address the misbehavior.
3. Special seat may be assigned for offender.

4. Bus driver will be given a copy of incident report with the sanction imposed.
*Student may also receive the appropriate penalty on the TPSD discipline ladder.

Step Three

1. Five (5) days suspension from all TPSD buses.
2. Principal or designee will contact the parent to address the misbehavior.
3. Special seats may be assigned for offenders.
4. Bus driver will be given a copy of incident report with the sanction imposed.
*Student may also receive the appropriate penalty on the TPSD discipline ladder.

Step Four

1. Ten (10) days suspension from all TPSD buses.
2. Conference will be held with principal or designee to address the misbehavior.
3. Special seats may be assigned for offenders.
4. Bus driver will be given a copy of incident report with the sanction imposed.
*Student may also receive the appropriate penalty on the TPSD discipline ladder.

Step Five

1. Twenty (20) days suspension from all TPSD buses.
2. Conference will be held with principal or designee to address the misbehavior.
3. Special seats may be assigned for offenders.
4. Bus driver will be given a copy of incident report with the sanction imposed.
*Student may also receive the appropriate penalty on the TPSD discipline ladder.

Step Six

1. Off the bus for the remainder of the school year
2. Conference will be held with the principal or designee to address the misbehavior.
3. Bus driver given a copy of incident report with sanctions imposed.
*Student may also receive the appropriate penalty on the TPSD discipline ladder.

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

The promotion, retention, and acceleration policy of the Tupelo Public School District serves as the primary basis for the design and implementation of a grading, marking, and reporting system for communicating academic performance and progress to the students and parents. Through this, the Board of Trustees establishes expectations for the student and staff performance, which meet the District's mission of serving the community by challenging each student to realize his or her potential through access to quality education that requires accountability for all students and employees.

Promotion, retention, and acceleration decisions of students in grades K-12 will be based on the student's academic achievement and progress on the curriculum adopted by the district for the various courses that make up the content requirements of each specified grade level. Placement decisions will be based on the grades earned and reported to parents using the grading marking and reporting system of the district. The retention of a student or repetition of a grade in K-12 for the sole purpose of participating in extracurricular activities is prohibited.

From the Board Policy online; Instructional Program; IHE Promotion and Retention:
Grades 3 through 6

Individual progress of students in grades 3 through 6 will be based on each student's performance and progress on the District Learning Continuum and progress in reading and mathematics computation and application.

Information for use by teachers, principals, and other school staff members in making promotion and retention decisions relative to students in grades 3 through 6 will be as listed:

- Academic achievement and progress on the curriculum adopted by the District for students in grades 3 through 6. The academic achievement and progress shall be reflected by a minimum grade average of 65 in each of the five major subject areas (reading, English/language, mathematics, science, and social studies).

CELL PHONE POLICY

Cell phones and other electronic devices are NOT to be seen nor heard, and cell phone usage is prohibited inside and outside of school buildings during school hours. Violation of this policy will subject the student to discipline consistent with Board policy. In the event of an emergency condition that may require the need for a mobile device, the principal will provide specific written approval and instructions for use of a mobile device.

Unauthorized electronic devices will be confiscated and the parent/guardian of the student will be notified. The school will retain the confiscated electronic device until the student has completed the discipline imposed, after which it will be returned to the parent/guardian. If the parent/guardian does not reclaim the electronic device within thirty (30) days of the end of the semester, the school may dispose of the device.

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' parents/guardians may file a police report with the school resource officer. (See Board policy JD E4)

Cell Phone and Earbuds/Headphones Discipline Ladder (non-instructional use)

- Step #1** - Warning and Parent/Guardian Contact
- Step #2** - 1. Administrative detention – 2 hours In school Detention
2. Contact parent/guardian
- Step #3** - 1. One day In-School Detention (ISD)
2. Parent/guardian conference
- Step #4** - 1. Two days In-School Detention (ISD)
2. Parent/guardian conference (Overnight Required Conference)
- Step #5** - 1. Three days In-School Detention (ISD)
2. Parent/guardian conference (Overnight Required Conference)
- Step #6** - 1. One to three days Out-of-School Suspension (OSS)
2. Parent/guardian conference (Overnight Required Conference) *** If a student refuses to give the cell phone to the teacher/administrator.

GRADING AND EVALUATION OF STUDENTS

The following general policy statements are provided for teachers, administrators, and other staff members charged with the responsibility of implanting a grading, marking and reporting system for the promotion and retention of students. Further, the general policy statements are listed for students, parents, guardians, and other community members as a means of communicating expectations of performance of both students and staff members of the Tupelo Public School District. Grading systems in the District shall be uniform among schools having the same grade level organization.

Part I: General Policy Statements

1. Because grades are intended as a basic method of communicating academic performance of students to parents and guardians, grades will be provided to all TPSD students, parents and guardians.
2. To provide for consistency in communicating academic performance to students, parents, and guardians, a common grading, marking and reporting system will be used in all schools having the same grade level organization. The grading, marking and reporting system is based on a scale of 1 to 100. The grading and marking reporting system for special needs students will utilize the same system or a system specified by the student's individualized education plan (IEP).
3. A common TPSD "report card" for schools with the same level organization will be utilized for communicating academic performance to students, parents and guardians. Report cards will be provided to students and parents on the date established by the TPSD calendar.
4. A common TPSD mid-grading period reporting form, commonly referred to as a "Progress Report" will be used for communicating academic progress to students, parents, and guardians at the midpoint of each grading period. The "Progress Report" will be consistent for schools with the same grade organization. Progress Reports will be provided to students and parents on the date established by the TPSD calendar.
5. Portfolio assessment, parent conference, and other alternative forms of grading, marking, and reporting can be used as additional methods for communication academic performance to students, parents, and guardians. When used as additional methods for communicating academic progress, or as the primary method for kindergarten and first

grade students whose parent(s) elect not to receive grades, portfolio content, conference, and alternative assessment must follow a consistent plan approved by the principal and superintendent and may be used to supplement, but not replace the district's grading, marking and reporting system.

6. Individual progress reports will be provided to parents at the midpoint of each grading period. Parents will be asked to sign and return the progress report to the school. The teacher will maintain a duplicate of the progress report on file. Conferences may be requested by the parents or teacher to discuss the progress report.
7. On dates established by the Tupelo Public School District, each student and parent will be provided a report card. Grades for appropriate nine weeks will be recorded on the report card in accordance with the district calendar. Semester and yearly grade averages will also be recorded on the report card.
8. All grades shall be reflective of progress toward or degree of accomplishment relative to the stated goals and objectives of a subject and shall represent only the quality of assignments completed or not completed. Such grades shall indicate academic achievement only and shall not reflect citizenship, behavior or any other related nonacademic area.

Part II: District Numerical and Letter Grading System

To provide consistency in communicating academic performance to students, parents, and guardians, this policy establishes the following grading system. Schools offering the same grade organization will utilize the applicable numerical grading system for completing report cards. Progress reports and communicating academic performance to students, parents, and guardians. The appropriate level(s) of the grading/marking/ reporting scales as stated in this policy will be published in all students' handbooks, teacher handbooks and all applicable report cards and mid-grading repor

Grading

The numerical and letter grading system for grades K-12 is established and listed for consistent use by teachers and administrators in all courses.

A= 90-100 B=80-89 C=70-79 D=65-69 F=64 or below

Refer to Policy IHA

Numerical grades will not be given in Activity. We will use an E, S, N, and U. E = Excellent, S = Satisfactory, N = Needs Improvement, U = Unsatisfactory.

Students Not Meeting Promotion Requirements

1. Students in grades 1-12 who have not met requirements for promotion will be retained in the same grade or assigned to a supplemental instructional program if available.
2. To the extent that resources are available, supplemental instructional classes and programs will be created to provide assistance to students in danger of not meeting promotion or who have not completed promotion requirements.

Number of Grades

1. Teachers meet at the beginning of the year to determine the appropriate number of grades for their department (ELA, Math, Science/History).
2. Teachers will have at least four major grades and eight minors per nine weeks per subject (ELA, Math, Science/History).

PARENT CONFERENCE

Parents are strongly encouraged to communicate as much as possible with their child's teacher. A parent conference can be scheduled by contacting the classroom teacher or the school guidance counselor. Before school, after school, or during the teacher's planning period, are the most appropriate times to schedule a parent-teacher conference.

AWARD CEREMONY

The awards program will be held during the last week of the school year. The time and place will be announced at a later date. Awards will be given for art, attendance, academics, extracurricular, citizenship, music, and physical education. Please encourage your child to do his/her best at school and become involved in extracurricular activities. All parents are encouraged to attend.

TARDINESS

Students who arrive late for school/class create a disturbance and cause all students in the class to lose valuable instructional time. School begins at 8:00 am and dismisses at 3:05 pm. Students who arrive after 8:00 a.m. must check in through the office and receive a tardy slip before going to class. Parents will be notified after the third tardy. After the third tardy (arriving after 8:00 a.m.), parents or guardians must accompany their children into the office to receive a tardy slip.

CHECKING OUT OF SCHOOL

Requests for leaving school during the day should be in writing from the parent or guardian. No student should ever leave school before a parent or guardian signs them out at the Administrative Office. The office will keep a written record of all students leaving campus. No student will be allowed to leave without permission from a parent or guardian. Latest check in time to be counted present is 9:45 and earliest checkout to be counted present is 1:15. *Checking out of school is not recommended after 2:30 p.m. and is discouraged at any point during the day unless absolutely necessary.*

Checking out of school will not be allowed after 2:45 p.m.

ACTIVITY SCHEDULE

The activity schedule for students will consist of nine-week rotations between Art, PE, Music, and Computer Science. Students enrolled in Band or Strings will keep the same activity all year. Band and Strings students will also receive one hour of Computer Science per week. Students in Challenge will still get an activity. Challenge will be during WIN Time.

WIN time stands for "What I Need". This is built in intervention or acceleration.

ENROLLMENT PROCEDURES

1. Explanations of enrollment procedure:
 - A parent or legal guardian should contact the TPSD Central Office (662.841.8850) to determine the school zone in which they reside.
 - A parent or legal guardian should contact the appropriate school to register the student.
 - A parent or legal guardian must provide the necessary documentation in order for the registration to be complete
 - Students entering pre-kindergarten must be 4 years old by September 1st and live in the Tupelo School District.
 - Students entering kindergarten must be 5 years old by September 1st.
2. Documentation required of the parent or guardian at the time of registration:
 - Two verifications of legal residency from the following (must contain your street address):
 - One of the following: (a, b, c or d)
 - a. filed homestead exemption application form
 - b. mortgage documents or property deeds
 - c. apartment or home lease
 - d. property tax display form
 - One of the following (e, f, or g)
 - e. utility bills
 - f. affidavit of residency (if you are presently living with someone)
 - g. district representative personal visit.
 - Student's Birth Certificate

- Certification of Immunization Compliance Form 121 (This form may be obtained from the health department or your pediatrician.)
3. Documentation requested of the parent or legal guardian at the time of registration:
 - A copy of the student's withdrawal form and report card from the school previously attended.
 4. Registration/Enrollment forms given to parent or guardian at the time of enrollment:
 - Student Enrollment Form
 - Nurse Permission Form
 - Student Emergency Card
 - Free/Reduced Lunch Application
 - Network Service Permission Form (Internet)
 - Residency Registration and Documentation Checklist
 - Completion of online registration

The district reserves the right to require additional documentation and verification at any time. Verification includes home visits.

WITHDRAWAL PROCEDURES

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

STUDENT ABSENCE AND EXCUSES

Consistent with the mission of the Tupelo Public School District, prompt and regular student attendance in all classes is an important goal of the district staff.

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

Excused Absences shall include:

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 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 full name, grade and date of the absences(s). A parent signed checkout will also substantiate a parental

excused absence. A parental excused absence may be for one class, a 30-minute period within a class or an entire day.

Medical Excused Absences

Students are allowed excused medical absences when the absences from (a) illness or injury which prevents the student from being physically able to attend school; (b) a medical or dental appointment; (c) isolation ordered by the county health officer, State Board of Health or appropriate school official or (d) a serious illness or death of a member of the student's immediate family (parents, grandparents, spouse, children, brothers and sisters, including stepbrothers and stepsisters). Excuses must be received within 2 days of absence.

Administrative

An absence is excused when it results from (a) the student's attendance at an authorized school activity with the prior approval of the principal (including field trips, athletic contests, student conventions, musical festivals and any similar activity); (b) the student's participation in an activity that benefits and involves other TPSD students; (c) the attendance of the student at a court proceeding if the student is a party to the action or under subpoena; (d) the student's participation in an official event sponsored by the 4-H or future Farmers (FFA) or (e) the student's official employment as a page at the State Capitol of the Mississippi House of Representatives or Senate.

Other

An absence may be excused if (a) the student's religion requires or suggests the observance of a religious event. Approval of such absence within the discretion of the superintendent or principal, but approval should be granted unless the religion's observance is of such duration as to interfere with education of the student; (b) an absence may be excused when it is demonstrated to the satisfaction of the superintendent or principal, but approval should be granted unless the religion's observance is of such duration as to interfere with the education of the student or (c) an absence may be excused when it is demonstrated to the satisfaction of the superintendent or designee the purpose of the absence is to take advantage of a valid educational opportunity such as travel, including vacations or family travel. Written notices must be received within 2 days of absence.

Refer to School Board Policy JBD online

POSITIVE REINFORCEMENT

The Milam faculty and staff utilize positive reinforcement to promote appropriate behavior among our student body. We try our best to teach students that you don't have to misbehave to gain attention. Students will be rewarded for being good students and good citizens. The rewards include positive notes, homework passes, extra recess time, classroom celebrations, etc. It is our wish that all students will behave in an appropriate manner.

BEHAVIOR INTERVENTION PLANS/FBAs

Behavior intervention plans (BIPs) are utilized to support students in the classroom with multiple disciplinary infractions. Parents are required to participate with the plans, and communicate with their student's teacher about disciplinary goals and progress.

MTSS PROCESS

PURPOSE

The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention.

BOARD POLICY

Three Tier Instructional Model Policy (MTSS Policy)

1. The Board is dedicated to providing high quality instruction and behavioral support to all students. The District requires schools to use a Three Tier Instructional Model to meet the needs of every student enrolled in the District, as supported by educational research and dictated by State Board Policy 41.1, which requires every school district to follow the instructional model, consisting of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students
2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Multi-tiered System of Support Team (MTSS team). Interventions will be:
 - a. designed to address the deficit areas;
 - b. research based;
 - c. implemented as designed by the MTSS;
 - d. supported by data regarding the effectiveness of interventions
3. Teachers should will use progress monitoring information to:
 - a. determine if students are making adequate progress,
 - b. identify students as soon as they begin to fall behind, and
 - c. modify instruction early enough to ensure each student gains essential skills.

4. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large scale assessments.

5. Parental consent will not be required for students in general education settings when the following types of instruments are used for the purpose of improving general education instruction: hearing and vision screening, universal screeners, curriculum based assessment, progress monitoring, parent or teacher questionnaires/ interviews, student observations, behavioral intervention plans, and academic interventions. Exceptions could include students with Individualized Education Programs (IEPs). All requirements under the Individuals with Disabilities Education Act (IDEA) will be followed for those students, including sending Written Prior Notice (WPN) and obtaining informed written parental consent for reevaluation when conducting hearing/vision screening, FBAs/BIPs, student observations, achievement testing and other diagnostic testing as part of a reevaluation as defined by IDEA and state policy, or as clarified by the Office of Special Education Programs.

6. Parents of children with IEPs have procedural safeguards under IDEA and are encouraged to discuss their rights with a special education teacher or administrator if they have questions or concerns.

7. After a referral is made, the MTSS must develop and begin the implementation of an intervention(s) within two weeks.

8. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

- a. performance on a reading screener approved or developed by the MDE, or
- b. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
- c. through statewide end of year assessments or approved alternate yearly assessments in Grade

3. must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

9. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

- a. Phonological awareness and phonemic awareness;
- b. Sound symbol recognition;
- c. Alphabet knowledge;
- d. Decoding skills;
- e. Encoding skills; and
- f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud).

10. All students in Kindergarten and grades 1 through 3 shall be administered a state approved screener within the first 30 days of school and repeated mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the MTSS team for interventions as specified in the Response to Intervention Guidelines developed by MDE if any of the following events occur:

- a. Grades 1-3: A student has failed (1) grade
- b. Grades 4-12: A student has failed (2) grades
- c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
- d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
- e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy- Based Promotion Act.

11. Referrals to the MTSS team must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above.

12. The Board authorizes the superintendent to establish administrative procedures consistent with and in furtherance of this policy.

Last Review Date:5/2022

Review History:05/2021, 8/19, 5/2020

ADMINISTRATIVE PROCEDURES

The Three Tier Instructional Model

1. Tier 1

A. Tier 1 consists of evidence-based behavior support and high quality classroom instruction based on Mississippi Curriculum Frameworks and/or Common Core and State Standards. Tier 1 includes lesson plans designed and implemented to increase student motivation and engagement, including use of multimedia materials; scaffolding; and differentiated instruction, including activities appropriate for individual, small group, and whole group instruction; school, setting-specific, and classroom rules; routines and procedures; and positive behavior interventions and supports (PBIS) to promote success for all students.

B. If the Tier 1 strategies chosen are ineffective, the teacher must implement additional Tier 1 techniques, and/or consider whether Tier 2 and/or Tier 3 strategies are required. The teacher must maintain ongoing documentation regarding which Tier 1 strategies are implemented, data that are continually collected and analyzed, and evidence that decisions are made for individual students based on the data.

C. All students enrolled in the District receive Tier 1 instruction for academics and behavior.

2. Tier 2

A. Tier 2 consists of focused supplemental instruction for small groups of students with similar strengths and needs. Grade level, subject area, and/or behavior teams will be utilized to design, deliver, and monitor Tier 2 supplemental instruction. Supplemental academic instruction is delivered two to three times per week for 15 minutes per session. Tier 2 supplemental academic instruction does not replace core instruction. Behavior supports are ongoing. Data are analyzed and graphed at least twice per month. Data will be used to determine whether to continue Tier 2 strategies, discontinue the Tier 2 strategies, modify the strategies, and/or request individualized support in the form of Tier 3 strategies from the Multi Tiered Systems of Support Team (MTSS).

B. Tier 2 Referral Criteria The following students are considered to be “at risk” for academic failure, behavior problems, and drop out. These students should be *considered* for Tier 2 and/or Tier 3 supports as early as possible:

- 1) Students who have scored Basic on a Mississippi Assessment Program (MAP) or their equivalent;
- 2) Students who fall at, or below, the 25th percentile on nationally- or locally-normed standardized assessments;
- 3) Students who have failed, been retained, or been socially promoted at least once;
- 4) Students who have ever been suspended (In-School Suspension and/or

Out-of-School Suspension) and who are currently exhibiting problematic behavior;

- 5) Students who do not attend school on a regular basis;
- 6) Students who obtain outlying scores on behavior screeners; and
- 7) Other students with unique problems who require academic and/or behavior supports beyond Tier 1.

C. If strategies at Tiers 1 and 2 do not substantially improve student academic and/or behavioral functioning within a reasonable amount of time, students **must be** referred to the MTSS team.

3. Tier 3

A. Tier 3 consists of intensive, individualized, scientifically research-based instructional and behavioral supports designed to effectively address **all** deficit areas for each student supported by the MTSS team. The MTSS team is the problem-solving unit responsible for designing and monitoring Tier 3 strategies in the general education setting. Each school must have a MTSS team consistent with the process developed by the Mississippi Department of Education as required by State Board Policy Chapter 31 Rule 41.1.

B. The chairperson of the MTSS team is the school principal, as the school's instructional leader, or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Each member of the team must have strong working knowledge of: grade level and subject area curriculum and expectations for individual students referred; diagnostic procedures; research-based academic and behavioral techniques designed to effectively remediate specific student needs; data collection and analysis; and effective consultation principles. Membership of the team can change based on the grade-level of the student and their specific academic and/or behavioral needs. However, there will be a mechanism to assure consistency, such as one or more members who maintain membership, such as the Chairperson, a counselor, an academic coach, and/or a behavior specialist.

C. Tier 3 Referral Criteria The following students are considered to be “at substantial risk” for academic failure, behavior problems, and drop out. These students should be considered immediately for Tier 3 supports:

- 1) Students who fall at, or below, the 10th percentile on nationally- or locally-normed assessments;
- 2) Students who have scored “Minimal” on the MAP or who have failed a Subject Area Test; Students who have failed, been retained, or been socially promoted two or more times;
- 3) Students who have ever been expelled or suspended more than 10 days in a school year;
- 4) Students who have experienced 11 or more negative contacts with school

officials due to behavioral issues since entering school;

- 5) “Over-age” students;
- 6) Students with a significant history of excessive and/or prolonged absences;
- 7) Students who obtain extreme outlying scores on behavior screeners; and
- 8) Other students with unique problems who require academic and/or behavior support beyond Tier 2.

D. After a referral is received, the MTSS team must meet as soon as possible to analyze all available information. If the student is at substantial risk and/or the teacher has exhausted his/her repertoire of strategies, the MTSS team must develop and assure implementation of academic and/or behavioral supports within two weeks of receiving the MTSS team referral. Behavior interventions are ongoing. The primary instructor(s) must be closely involved with the personnel delivering the academic and behavioral supports for generalization, transfer, maintenance, and practice in all classroom settings.

E. No later than eight weeks after implementation of the intervention(s) the MTSS team must conduct a documented review of the intervention to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment. In addition, data will be collected as often as prescribed by the research-based intervention; behavioral data will be collected as often as necessary, depending on the PBIS technique(s). Data will be analyzed and graphed by a qualified member of the MTSS team once per week, or as often as prescribed by the research-based intervention(s). The MTSS team will meet and review the data on each child in Tier 3 at least twice per intervention cycle, or more frequently if circumstances warrant. Parents must be notified about the results of formal data reviews and all MTSS team decisions that result in significant changes in the student’s educational program. The-MTSS team will make genuine attempts to meaningfully involve parents in the Tier 3 process.

F. If the student is not making adequate progress, the MTSS team must determine whether to modify the intervention(s). The MTSS team should consider, at a minimum, the following modifications: 1) change the amount of time in the intervention (frequency, duration, and/or intensity; 2) change interventions; 3) add an intervention; 4) conduct more frequent integrity checks; 5) conduct diagnostic assessment(s) to assure the intervention is at instructional level and targeting the appropriate deficits; 6) change interventionist(s), 7) change primary instructor(s), 8) change the setting, time, materials, etc., and/or 9) change the reinforcer(s), reinforcement schedule, graphing/reporting techniques.

4. Referral to the Local Survey Committee (LSC)

A. Generally, a student who has not made *any* progress after eight weeks of intensive scientifically research-based interventions, implemented with integrity, with adequate reviews, data-based decision-making, changes in interventions, etc., in an area of significant concern, should be referred to the LSC for review.

B. Students who are suspected of having a Specific Learning Disability who have not made adequate progress after an appropriate period of time when provided with appropriate

instruction **must** be referred by the LSC for a comprehensive evaluation.

C. If Tier 3 instructional and/or behavioral supports have not been implemented prior to the request to the MET, the MTSS team must meet with the MET to review the data simultaneously. Together the MET and the MTSS team will consider the need for comprehensive evaluation and plan intensive individualized instructional and behavioral supports in general education, including implementation of integrity checks and data-based decision-making. It is possible that intensive interventions and a comprehensive evaluation will be implemented *simultaneously* in this instance.

5. Discontinuation Criteria

All students enrolled in the District are expected to receive appropriate Tier 1 instruction in reading and math and behavior support from highly qualified personnel when placed in general education settings. Students no longer require Tier 2 or Tier 3 supports from District personnel when:

- 1) They continue to exhibit success in the Tier 2 or Tier 3 interventions for a length of time prescribed by the intervention(s);
- 2) They score six (6) consecutive data points on or above the goal line that projects them to a “normal” level;
- 3) The data review team (grade level team, subject area team, behavior team, and/or MTSS team) deems them successful;
- 4) They continue to exhibit success following the downward titration or cessation of Tier 2 or Tier 3 interventions;
- 5) They graduate from high school with a standard high school diploma;
- 6) They are 21 years of age on September 1; or
- 7) They withdrew from the District.

NOTE: Students with an Individualized Education Program (IEP) are included in the District Three Tier Instructional Model, but federal Coordinated Early Intervening Services (CEIS) funds may not be used to provide general education interventions to students with IEPs. Therefore, local, state, and/or District funds must be used to provide general education instructional and behavioral interventions needed by students with disabilities to assist them in gaining access to the general education curriculum in the least restrictive environment. The MTSS team and IEP committee must work together to determine which supports are necessary from general education personnel, and what constitutes specially designed instruction and related services to be delivered by special education personnel.

CAMPUS SECURITY AND GENERAL CLASSROOM ORDER

- A. Any student who starts, provokes or participates in a fight, as set forth in this policy, will be suspended from school immediately and the case reviewed to determine if more serious punishment is appropriate. Any student participating in any violence or in any activity, which significantly disrupts classroom order, the educational process, the order of any school activity or any activity, which endangers the safety, or security of any person may be suspended from school immediately while the matter is investigated and reviewed.
- B. All persons other than school employees and pupils enrolled at a specific school must first go to the principal's office to secure admission when entering the campus. Otherwise, they will be considered to be trespassers and as such, subject to arrest and prosecution.
- C. Any student who has in his/her possession an object that would be classified as a weapon while on school grounds or going to or from school will immediately be suspended in a manner as prescribed by Board policy.

STUDENT CODE OF CONDUCT

[Board Policy Student Code of Conduct](#)

The primary responsibility for the conduct and personal appearance of a student rests with the student and the parents. Students and parents must recognize that discipline and order will be maintained in the school. Proper conduct and clear minds are necessary for education to occur. In carrying out school regulations, students, parents, teachers and the administrative staff should observe the following:

- A. Administrators and teachers shall hold students to strict account for violations of school policy, infractions of the Code of Conduct and other disorderly conduct as defined below at any school, on the way to and from school. On the playgrounds during recess, at school meetings, programs, functions and activities, and upon school buses. The superintendent, principal, or administrator of any school may suspend a pupil from school for good cause in accordance with the policies of the Board.
- B. The superintendent, the principal, or an administrator shall have the power to suspend a pupil for any reason for which such pupil might be suspended, dismissed or expelled by the Board. However, such actions of the superintendent, principal, or administrator shall be in accordance with the written policies of the Board.
- C. The superintendent, principal, or an administrator is authorized to institute appropriate disciplinary action, including immediate suspension, if warranted, against any student for violations of school policy, infractions of the Code of Conduct and other disorderly conduct or misconduct, including but not limited to the following:
 - 1. Fighting
 - 2. Assault
 - 3. Physical altercation
 - 4. Disorderly conduct
 - 5. Sexual harassment, intimidation, or threats
 - 6. Disruption of school operations, functions, programs or activities

7. Disobedience
 8. Disrespect
 9. Insubordination
 10. Insulting language
 11. Insulting behavior
 12. Obscene language/gesture
 13. Vandalism
 14. Malicious mischief
 15. Theft
 16. Damage to property, private or school
 17. Unauthorized use of school property
 18. Unauthorized entry on school premises
 19. Loitering
 20. Use of tobacco
 21. Use of alcoholic beverages
 22. Being under the influence of alcoholic beverages
 23. Use of illegal drugs
 24. Under the influence of illegal drugs
 25. Indecent exposure
 26. Public indecent displays of affection including in cars parked in the vicinity of any school
 27. Leaving class, school program or meeting without permission
 28. Threat or harm to others or threat of destruction of property.
 29. Habitual Violation of School Rules
 30. Possession of any of the following items:
 - Illegal drugs/ look-alike drugs
 - Alcoholic beverages
 - Fireworks, explosives, matches, lighters or incendiary materials
 - Knives, firearms, slingshots, any other weapon or look-alike
 - Pornographic materials
 - Drug paraphernalia
 - Stolen property
 - Tobacco
 - Gang –related paraphernalia
 - Cards or gambling paraphernalia
 - Noise making devices
 - Other disruptive material
 - Other material, possession of which is punishable by law
- D. A student suspended by a superintendent, principal, or other administrator shall be entitled to a review of the case in accordance with the policies of the Board
- E. Other disciplinary actions may consist of demerits, loss of privileges, denial of participation in school activities, probation, or combination of any one or more of such actions, including creative alternative sentences or appropriate constructive assignments, depending on the seriousness and circumstances of the offense and the attitude of the student.
- F. Teachers or administrators may impose detention as a disciplinary action upon student's violations, misconduct, or disorderly conduct not serious enough to require other

disciplinary action. Detention classes shall be held at a place and time to be designated by the teacher or principal. The only permitted activity of students in such classes shall be served the day following its issuance or as fixed by the teacher principal. The number of detentions received by a student must be a consideration to determine the student's citizenship grade, privileges and participation in student activities. A student accumulating twelve (12) hours of detention may be required to show cause why he/she should not be suspended for repeated violations of school regulations.

- G. Any student who is thirteen (13) years of age or older for whom does not comply with the behavioral modification plan shall be deemed habitually disruptive and subject to automatic expulsion on the occurrence of the third act of disruptive behavior during a school year. After the second act of disruptive behavior during the school year by a student who is older than thirteen (13) years of age, a psychological evaluation shall be performed on that child.
- H. The superintendent, or designee, shall have authority to transfer to an alternative education program any student who has been arrested, arraigned for or pleaded guilty or nolo contendere to a serious crime, as defined in this section, which occurred off of school property or away from school-related functions. Serious crime, for the purposes of this section, is an illegal act which indicates the capacity and willingness of the student to injure students and/or employees with bodily harm or to threaten to cause bodily harm or to place students and/or employees in danger of bodily harm or threaten to destroy property. The superintendent or designees will evaluate the circumstance of the serious crime to determine whether (1) the acts of the student indicate a present and possible danger to health, safety, and welfare of a student(s) or employee(s) and (2) whether the more restrictive, security, oriented environment of an alternative education program would serve the educational interests of the student while preserving the safety of students and employees. The Board shall review the students' placement in any alternative program at the next regular meeting. Serious crimes shall include, without limitations, and as examples only:
 - 1. Assault with a deadly weapon
 - 2. Aggravated assault
 - 3. Rape
 - 4. Sexual battery, stalking, or other sexual crime
 - 5. Armed or strong-armed robbery (or attempted)
 - 6. Sale or distribution of a controlled substance

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

The superintendent and the principal of the school have the power to suspend a student for good cause, including misconduct, in the school or on school property, on the way to and from school, or at any school-related activity or event, or for conduct occurring on property other than school property or others than at a school-related activity or event when such conduct by a student, in the determination of the superintendent or principal, renders that student's presence in the classroom a disruption to the educational environment of the school or detriment to the best interest and welfare of the students and teacher of such class as a whole,

or for any reason for which such student might be suspended, dismissed or expelled by the Board under state or federal law or any rule, regulation or policy of the board.

The superintendent, principal or designee may immediately suspend a student for misconduct for no longer than ten consecutive school days or less, subject to an informal hearing. In such cases, the student will be advised of the charges against him/her and be provided an opportunity to respond to the charges.

The superintendent, principal or designee may recommend suspensions for eleven days or more for more serious disciplinary offenses. In such cases, the superintendent, principal or designee may immediately suspend a student for no longer than ten consecutive school days and recommend a long-term suspension, subject to an informal hearing and pending the conclusion of a due process hearing.

The superintendent, principal, or designee may send a student home during any investigation of disciplinary infractions.

LADDER OF CONSEQUENCES Depending on the severity of the offense, the discipline ladder may be entered at any point. REVISED 5.08.19

Step 1: Timeout of Classroom/Parent or guardian conference/warning

Step 2: 1 day of after school detention. Removal from ladder if not referred to office for twenty school days from date of entry unto ladder Parent or guardian conference

Step 3: Overnight Required Conferences Contact parent/guardian Removal from ladder if not referred to office for twenty school days from date of entry unto ladder

Step 4: One Day of Saturday School Failure to report to Saturday School results in 2 additional days of Saturday School. Failure to report to Saturday School for the additional days will result in two (2) days of OSS. Parent or guardian conference Probation for twenty school days

Step 5: One day In-School Suspension (ISS) Parent or guardian conference Probation for twenty school days

Step 6: 1 day of Out-of-school suspension Contact parent/guardian Probation for twenty school days

Step 7: 2-3 days of Out-of-school suspension Parent or guardian conference Probation for twenty school days

Step 8: Five days Out-of-school School Suspension (OSS) Parent or guardian conference Probation for twenty school days

Step 9: Up to 10 days Maximum of Out-of-school Suspension (OSS) Parent or guardian conference Probation for twenty school days REVISED 5.08.19

Step 10: Student may be placed in alternative school or recommended for expulsion. The parent may request a district disciplinary committee hearing to review the principal's decision.

DEFINITIONS

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

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

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

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

1. Pushing or shoving

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

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

D. SELF-DEFENSE: Self-defense is the use of appropriate, reasonable force to defend or remove oneself to another person against the assault of an aggressor when there is no reasonable avenue of escape or means of avoidance.

E. DISRUPTIVE BEHAVIOR: Conduct of a student that is so unruly, disruptive or abusive that is seriously interferes with a school teacher or school administrator's ability to communicate with the students in a classroom, with a student's ability to learn, or with the operation of a school or school related activity, and which is not covered by other laws related to violence or possession of weapons or controlled substances on school property, or school vehicles or at school rated activities. Such behavior includes, but is not limited to: foul, profane, threatening, defiant, or abusive language or action toward teachers or other school employee: defiance, ridicule or verbal attack of a teacher, and willful, deliberate and overt acts of disobedience of the directions of a teacher.

F. HABITUALLY DISRUPTIVE: Actions of a student which cause disruption in a classroom, on school property or vehicles or at a school related activity on more than two (2) occasions during a school year, and behavior that was initiated, willful and overt on the part of the student and which required the attention of school personnel to deal with the disruption. However, no student shall be considered to be habitually disruptive before the development of a behavior modification plan for the student in accordance with the code of student conduct and discipline plans of the school district.

G. BEHAVIOR MODIFICATION PLAN: A plan to develop in a meeting with the principal, reporting teacher and parent of a student, who is at least 13 years old and has been reported by a teacher for disrupting the learning environment, which reflects the agreement of all present at the meeting that no further disruption by the student will be tolerated.

STUDENT DISCIPLINE: ELEMENTARY GRADE 6

[Grade 6 Student Discipline](#)

School is a place that provides rewarding experiences for a large group of students working together from day to day. In order for all to benefit, enjoy, and learn from these experiences in a safe environment; discipline and order must be maintained. The primary responsibility

for the conduct of a student rests with the student, the parents, and the school. Parents should discuss with their children the importance of, and need for, good behavior and a good attitude while in school. Our goal is to promote an atmosphere within the school that is conducive to learning while protecting the rights of students. No student's behavior will be allowed to interfere with the learning opportunities of others. We work to preserve the dignity of the individual while at the same time not allowing them to manipulate the system. Students, parents, teachers and administrators must be consistent in their decisions and be supportive of each other. Parent involvement with the school is required for a positive school environment. It is the parent's responsibility to attend conferences, make arrangements for children upon suspension, and provide current emergency information.

Prior to high-level office referrals, teachers are required to complete documentation of low-level referrals. Depending on the nature of the offense, teachers and parents are to communicate verbally through SchoolStatus and meet in person to alleviate behavior issues. Low-level and high-level office referral forms may be found below:

EXCEPTIONS

Any of the following offenses can merit out-of-school suspension at the discretion of the principal, or principal designee, without going through any steps of the discipline plan:

- A. A shocking or dangerous behavior which may cause physical or emotional harm to the student or others such as inappropriate touching
- B. Fighting, physical altercation
- C. Weapons or other materials punishable by law
- D. Stealing
- E. Drugs, alcohol, tobacco, or drug paraphernalia
- F. Gang related dress or activity
- G. Destruction of school materials and property
- H. Inappropriate clothing
- I. Sexual Harassment
- J. Intimidation

**A more detailed version of the discipline ladder is available online at www.tupeloschools.com

DANGEROUS WEAPONS AT SCHOOL

1. The Board recognizes that possession of pistols, firearms, or other weapons on school premises or at school functions by persons other than duly authorized law enforcement officials creates an unreasonable and unwarranted risk of injury or death to District employees, students, visitors, and guests and further create and unreasonable and unwarranted risk of damage to properties of District employees, students, visitors, and guests. Because of such dangers, the Board hereby prohibits the possession of pistols, firearms, or weapons in any form by any person other than duly authorized law enforcement officials on school premises or at school functions, regardless of whether such person possesses a valid permit to carry pistols, firearms or weapons.

2. Students found to be in possession of pistols, firearms or weapons on school premises or at school functions will be reported to the appropriate law enforcement officials and will be subject to discipline-up to and including permanent expulsion from the Tupelo Public School District for a term of not less than a year- in accordance with the policy.
3. The Board enforces the Crimestoppers program and directs that Crimestoppers information be posted at each school site. The name of any person who provides information that leads to the confiscation by the District or by a law enforcement agency for any illegal firearm on school property shall remain confidential. The superintendent is charged with the responsibility of ensuring that procedures are in place to maintain such confidentiality.
4. The superintendent is authorized to establish administrative procedures consistent with the policy. The superintendent is authorized to purchase, install and utilize metal detection devices to enforce this policy.

ADMINISTRATIVE PROCEDURES FOR WEAPONS

1. For purposes of this policy and procedure, "possession" shall include, but is not limited to: on the student's person, in the student's car, in the student's locker, in the student's backpack, or in any location on school premises or at a school function that, upon investigation, is found to be where the student stored, stashed or secreted the gun/weapon.

2. GUNS /FIREARMS

Any student who has in his/her possession any type of gun/firearm, operable or inoperable, while he/she is in school, on school property, on the school bus, on the way to and from school, or at any school function or activity will immediately be suspended and recommended for expulsion by the superintendent or principal of the school where the offending student is assigned.

3. OTHER WEAPONS

a. Use of Other Weapons

i. Any student who uses or threatens to use any hard or sharp object, regardless of its original purpose, for a weapon while he/she is in school, on school property, on the school bus, on the way to and from school or any school function or activity will immediately be suspended and recommended for expulsion. Examples of such weapons include, but are not limited to, knife, billy club, brass knuckles, ammunition, throwing stars, pipe club, brick, bat, chain, razors, box cutters, etc.

ii. Weapons used by students shall be seized and turned over to the District's security officer.

iii. Principals shall exercise their own discretion in each instance concerning the necessity of the notification of the appropriate law enforcement authorities.

b. Possession of Other Weapons

i. Possession, by students, of any hard or sharp object, regardless of its original purpose, that may be considered a weapon while he/she is in school, on school property, on the school bus, on the way to and from school or any school function or activity shall be considered in violation of this policy.

ii. Suspensions or other punishment for violation of this section of the policy shall be determined by the principal who shall deal with each individual case based on the circumstances.

4. In accordance with state law, the superintendent shall be authorized to modify the period of time for expulsion for violation of this policy on a case by case basis.

See board policy JCDAE(2).

STUDENT THREATS

Students who threaten to harm themselves, 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 district. *See School Board Policy JDDA online*

STUDENT DRESS CODE

The dress code of Tupelo Public School District is not all inclusive. It is virtually impossible to write dress and grooming codes which will properly address every detail and aspect of appropriate dress and grooming. Therefore, it may become necessary for the building principal or a member of the administration staff to make judgment as to whether a student is properly groomed and/or dressed. A student who is not attired appropriately or exhibits grooming which is detrimental and/or destructive to the school environment shall be asked to refrain from wearing the inappropriate attire in the future or shall require the student to be absent from class, the absence will be designed as unexcused.

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:

1. Students are permitted to wear shorts in warm weather provided the shorts are no more than 3 inches above the knee. Cut-off blue jeans are inappropriate as well as shorts with holes, tears, and/or shreds. Holes, tears, and/or shreds will not be permitted on any clothing. *This also applies to PE dress code.
2. The length of dresses and skirts will not exceed three inches above the top of the knee and will also be appropriate for bending, stooping, sitting, and working overhead while at school.
3. Transparent clothing without proper underrating. Transparent wind suits are inappropriate. Wind suits may be worn provided that they are not transparent.
4. Pajama pants, tops, and house shoes are not allowed.
5. Muscle shirts, tube tops, tank tops, and fishnet tops are inappropriate.
6. No clothing shall be as 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. An over shirt is permitted as long as proper undergarment is worn.
9. Any article of clothing which contains or depicts the following are prohibited:
 - a. Substances illegal by law or for minors- alcohol, drugs, tobacco

- b. Profane, suggestive language including shirts from Fudpuckers, Hooter's and wrestling shirts.
- 10. Derogatory symbols or remarks directed to any ethnic group
- 11. Any jewelry worn and/or items of ornamentation which depicts weapons or violence or substances illegal to minors are prohibited.
- 12. 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 in the hair.
- 13. Basketball jerseys will be worn with proper underclothing.
- 14. Shoes and/or sandals shall be worn. Shoes designed to be laced will be laced. Shoes with cleats and house shoes are inappropriate.
- 15. Lose and/or sagging pants, slacks, and shorts falling below the waist without a belt are inappropriate.
- 16. Leggings, jeggings and tights worn by themselves are prohibited; however, they may be worn with appropriate length shorts or shirts.
- 17. Sunglasses will be removed from the head when entering the building.
- 18. Hats, caps, unless part of a special event shall not be worn in the building. The penalty for wearing a hat or cap in the building is confiscation. The hat or cap will be returned to the parent upon completion of the school year.
- 19. Piercing of exposed body parts that cause a distraction or cause a safety concern are prohibited.
- 20. Doo-rags, bandannas, and wash clothes are inappropriate.
- 21. All fasteners and buckles that are designed for use with an article of clothing will be used appropriately at all times.
- 22. Restrictions on a student's manner of dress or clothing will be determined:
 - a. Where there is a clear and present danger to the student's health and safety; or
 - b. When 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.
- 23. Trench coats, or other items of clothing which are utilized to conceal dangerous or prohibited items, are not allowed.
- 24. The Board prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute that denotes membership in a group which advocates drug use, violence, or disruptive behavior. The policy shall be applied at the discretion of the principal, after consultation with the superintendent, as the need arises at individual school sites.

HALL PASS REGULATIONS

1. All teachers will use an electronic hall pass called "SmartPass."
2. Go directly to the destination marked on the pass.
3. When leaving your destination the time must be marked on the pass by a staff member.
4. If you are found in the hallway without a pass, you will be subject to disciplinary action.

LOCKERS

Students may or may not be assigned lockers. If assigned a locker, no locks will be allowed. Lockers are provided and are assigned by the homeroom teachers. The administration reserves the right to search any locker with reasonable cause. Access and use of an assigned locker is a privilege. The school does not guarantee the security of school lockers. Therefore, students are discouraged from bringing valuable personal possessions to school. A student may use only the locker assigned to him or her by the school. Lockers are to be kept clean inside and out and free from graffiti. Stickers should not be placed on the lockers. Locker damage shall be paid for by the assigned student.

LOST AND FOUND

Turn in lost items to the office.

NON-DISCRIMINATION

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

Director of Human Resources
TPSD Administrative Office
Post Office Box 557
Tupelo, Mississippi 38802
662.841.8850

CAFETERIA

Prices:

Lunch Meal Prices:

K-12 \$3.00

Adults/Visitors \$4.50

Reduced Price: \$0.40 for all grades

Breakfast Meal Price:

\$2.00 pre K-12

\$2.75 for Adults/Visitors

Reduced Price: \$0.30 for all grades

The following rules concerning the cafeteria should be observed.

1. Walk in a quiet, orderly manner to and from the cafeteria.
2. Have money ready (exact change if possible).
3. Maintain an orderly line while waiting to get lunch.
4. Leave a clean table and return the tray, silverware, and paper to the proper receptacles.
5. Talk in a normal voice and refrain from “horseplay”
6. Use appropriate table manners.
7. Do not move from seat to seat
8. Only talk to students at your table.
9. No glass containers on campus.

EMERGENCY & EVACUATION PROCEDURES

Several fire drills will be conducted during school term. A bell, ringing three times, and a fire alarm will announce these drills. Teachers and students will evacuate the building as prescribed by fire evacuations plans, which are to be posted throughout the building. It is extremely important that students familiarize themselves with emergency procedures. At the all clear signal of one bell, teachers and students will return to their classrooms. Student horseplay will not be tolerated.

TORNADO DRILLS

Several tornado drills will be conducted during the school term. A bell ringing two times will announce these drills. Teachers and students will immediately go to an interior hallway where students will sit quietly until the all-clear signal of one bell is given.

RELOCATION OF STUDENTS

In the extreme case that we have to relocate students to another site, all students will be at an alternative location until all conditions are considered safe for us to return.

- *In the event of an emergency evacuation, the students will relocate to The Church of Christ, Contact Chad Ramsey 662-842-6082.*
- **** Second Location: First United Methodist Church, Christian Life Center Contact Shannon Turner 662-871-3033 or 662-690-8100.*

ADMINISTERING MEDICATIONS TO STUDENTS

School principals, or their designee, may administer prescription medicines to students in their charge only under the following conditions:

- A. Parents/guardians must request in writing that such service be provided and read and sign a copy of this policy which will be kept on file by the principal or designee.
- B. Medicines must be brought to the principal or designee by the parents/guardian in the container with the information label attached containing the name of the prescribing physician, name of the medicine, dosage and instructions for administration. The instructions should be specific, such as “before meal” or “with food” and etc.

- C. Medicines will only be administered in accordance with the specific instructions on the original container label.
- D. All medication will be kept in a secure designated location. An exception to this provision is made for asthma and anaphylaxis medication, which students may self-administer in accordance with District policy. Access to all stored medication will be limited to the principal or designee who will witness the administration of the medication.
- E. No more than a forty-five (45) school day supply of medication will be stored at school. The principal or designee should return to the parent or destroy with permission of the parent, any unused, discontinued or obsolete medication. Medicine that 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.
- F. The school district does not provide nonprescription medications for the students and will not be responsible for the storage or the administration of such medications.
- G. Student Emergency Cards should be completed for every student. Parents not providing this information will be contacted by the principal or designee.
- H. The following procedures will be followed in case of a medical emergency as may be deemed appropriate:
 - Dial 911
 - Notify school nurse
 - Notify parent/guardian
 - Notify private physician
- I. Milam has a school nurse Monday through Friday. Students feeling ill will be sent to the nurse, she will then contact the parent if needed.

The self-administration of asthma and anaphylaxis medication by a student at school shall be permitted if the student's parent or guardian has given written authorization for self-administration to the school. A written statement from the student's health care practitioner indicating that the student has asthma and/or anaphylaxis and has been instructed in self-administration of such medications must accompany the parental consent and shall be kept on file in the office of the school nurse or school administrator.

The name, purpose, and prescribed dosage of the medications, including the time and circumstances that the student is to receive the medications, must also be included in the statement from the medical practitioner. The length of time for which the medications are prescribed should also be noted.

The District and/or its employees, by law, are not liable for any injury sustained by the student who has self-administered asthma and/or anaphylaxis medications. The parental permission shall be effective for the school year in which it is given and shall be renewed each following school year upon following the steps above.

Upon fulfilling the requirements of this policy, a student with asthma may possess and use asthma medications when at school, at a school sponsored activity, under the supervision of school personnel or before and after normal school activities while on school property including school sponsored child care or after-school programs. *See School Board Policy JGCDA*

ACCESS PRIVILEGE

ACCESS PRIVILEGES: The use of the District network access accounts is a PRIVILEGE, not a right; therefore, inappropriate use may result in cancellation of this privilege. Each student who receives an access account will participate in a discussion with an appropriate District faculty member pertaining to the proper use of the network. Access accounts will only be issued to students and others based on receipt of this signed agreement

The superintendent or his designee may close an access account at any time for inappropriate use. Additionally, based on the recommendation of teachers and staff, the superintendent or his designee may deny, revoke, or suspend user accounts.

See School Board Policy IFBGA online

ASBESTOS SURVEILLANCE OF ALL SCHOOL BUILDINGS

As part of an annual notification, we are informing all persons of their option of reviewing the asbestos management plan, which would include documentation of any changes of asbestos containing material in the schools.

To provide continuing management of the asbestos in our school, all asbestos containing materials (ACM) are inspected *every* six months by an accredited asbestos inspector. Any changes in the ACM 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 three years.

The three-year re-inspection of our school building has been performed as required. A copy of the re-inspection has been filed with the Mississippi Department of Education.

A copy of the surveillance and re-inspection reports, along with a copy of the management plan, is located in the principal's office at each school. In addition, copies of all 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 662.841.8850 to schedule an appointment.

ACTIVE PARENT WEBSITE

Active Parent is an online communication service to allow parents to access student's grades.

To Access the ActiveParent Website: go to www.tupeloschools.com under the parent section.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The Tupelo Public School District routinely makes public certain directory information regarding students. The directory information includes the student name, address, telephone

number, picture, height, and weight of athletes, extracurricular activities, awards, honor rolls, electronic listing, Internet web pages, and other information, which is typically found in school yearbooks, programs, bulletins, and student newspapers. In addition, the District discloses names, addresses, and telephone numbers to military recruiters upon request. Parents and eligible students shall have from July 15 until September 1 to review this notice and request in writing that all or any part of the directory information not be disclosed without prior written consent.

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. Reference Policy KM - Visitors to School

CLASSROOM PARTIES

Teachers may hold classroom parties at the end of each semester.

SUBJECT TO CHANGE

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

DISCIPLINE SUPERVISORS

Art Dobbs --- Secondary
Mrs. Kim Britton---Elementary(K-5)

BELL SCHEDULE

Period	Begin Time	End Time
99 Period	7:50	8:00
1 st Period	8:01	9:11
2 nd Period	9:14	10:24
3 rd Period	10:27	12:34
4 th Period	12:37	1:47
5 th Period	1:50	3:00

TPSD BOARD POLICIES

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

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

Click About

Our District

Click Board of

Trustees

Click Board

Policies

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

Elementary Student Guidebook Topical Reference to Board Policies

1. Student Services and Programs

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

Instruction in recognizing and avoiding sexual abuse	<u>ICG Sex-Related Education</u>
Provision of free appropriate public education to students with disabilities	<u>IDDF Special Education Programs</u>
Enrollment Requirements	<u>JBC School Admission</u>
Proof of Residency for enrollment	<u>JBC School Admission</u>
District ownership of student lockers; right to search	<u>JCDA School Searches</u>
Administration of medications to students	<u>JGCDC Administering Medications to Students</u> <u>JGCDA Asthma Medications</u>
Dismissal procedures	<u>JGFC Dismissals</u>
Responsible and acceptable use of TPSD computers and network and Internet safety program	<u>IFBGA Internet and Email Safety and Acceptable Use Computer Policy</u>

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

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

2. Student Rights and Responsibilities

Topics	Reference; TPSD Policy Code
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Bullying	<u>JDDA Bullying</u>
Controlled substances	<u>JCDAC Drugs and Alcohol (Possession or Reasonable Suspicion)</u>
Firearms and other weapons	<u>JCDAE Possession of Weapons on School Property</u>
Gangs and gang-related activity	<u>JCBB Gang Activity</u>
Sexting and other prohibited uses of technology	<u>IJB CIPA Policy – Acceptable Use</u> <u>IFBGA Internet and Email Safety and Acceptable Use Computer Policy</u> <u>JB Student Complaints of Sexual Discrimination / Harassment – Title IX</u>
Prohibition against sexual harassment or discrimination	<u>JB Students Complaints of Sexual Discrimination / Harassment – Title IX</u>
Family Education Rights and Privacy Act	<u>JRAB Compliance with FERPA</u>
Directory information disclosure and FERPA	<u>JRAB Compliance with FERPA</u>
FERPA right to review education records	<u>JR Student Records</u>
Title I: Parent Right to Know	<u>LAA Title I Parental Involvement</u>

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

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

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

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

4. Special Circumstances Notifications

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

