

Carver Elementary School Handbook 2025 - 2026



April West- McIntosh, Principal

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Hello and welcome to Carver Elementary, where we are proud to be Carver Cubs!! I am beyond excited to have the opportunity to lead such a wonderful school. It is truly an honor and privilege.

I know this school year will hold limitless opportunities for our students to learn and grow. I have very high expectations of the Carver staff and myself. We are committed to fostering a love for learning. Our teachers work diligently to plan exciting and engaging lessons. All students will be actively engaged in fun and learning activities that will help them thrive and grow. We will also teach the importance of community and working together. Each day we will model for our students how to make good choices and exhibit positive behavior.

At Carver, we understand that educating students is a collaborative effort between home and school. Therefore, we hold parental involvement and communication in the highest esteem. Parent and community support is vital to our students' emotional growth and academic success. We welcome parents to play an active role in their child's learning. We hope to see each of you at our special events and celebrations. By working together, we will ensure that our students are the best and brightest!! GREATNESS begins at Carver.

Please take the time to review the handbook. It includes both district and school information, in addition to policies and procedures. It is our hope that the information provided will be of great value in helping you become familiar with our wonderful school. Feel free to contact me at amwest@tupeloschools.com or 662-841-8870 if you have questions, concerns, or suggestions.

Again, on behalf of the entire Carver faculty and staff, I extend a warm and heartfelt welcome to you and your child. We look forward to our continued partnership and assisting you and your child throughout this journey.

Sincerely,
April West- McIntosh
Principal, Carver Elementary

WE ARE READY TO LEARN, RESPECTFUL TO ALL, AND ALWAYS RESPONSIBLE!

Welcome to Carver Elementary



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Mission and Goals of the Tupelo Public School District

TPSD Mission

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



TPSD Goals

Increase student achievement across the District.

Provide a safe, secure, and orderly environment in all schools.

- **Attract and maintain all stakeholders.**
- **Maintain sound financial stability.**
- **Ensure ALL graduates are career/college ready.**

Carver Elementary Mission

Carver Elementary School is a safe and secure learning environment. The committed Carver staff provides an atmosphere of challenging academic programs that promote lifelong learning, responsibility, principles of citizenship, and wise decision-making. We are committed to providing arts and arts-integrated experiences to our students during instruction in the general classroom. High expectations, combined with accountability for all students and staff, create a vibrant school community.

Greatness Begins at CARVER!!

Tupelo Public School District Administration and Discipline Supervisors

Dr. Rob Picou, Superintendent

Dr. Brock English, Deputy Superintendent

Dr. Melissa Thomas, Assistant Superintendent

Art Dobbs, Assistant Superintendent

Tupelo Public School District Board of Education

Sherry Davis - President

Hope Huey - Vice President

Amy Tate - Secretary

Paul Mize - Board Member

Jon Milstead - Board Member





Carver Elementary Essential Information

Carver Elementary Handbook is provided as a reference and information guide to all parents and students. While it contains policies current at the time of printing, we continually review and update them. 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.

Tardies, Checkouts, and Absences – This year, we are focusing on decreasing tardies. Please ensure your child arrives at school on time. All children need a full day of instruction to help them be successful. Give your child the gift of knowledge.

Fact: Students who check out frequently, those who are late to school, arriving after 7:50 a.m., frequently, and those who are absent often have academic problems. Many of the children who fall into these categories have to repeat at least one grade before third grade. As a parent, please support your child in getting to school on time, attending school every day, and staying in school all day.

Expectations, processes, and procedures are in place to ensure the children's safety and maintain good conduct among the students. Each teacher sets a standard of conduct that students are expected to follow. The guidelines below provide the general expectations our teachers have for our students. Please discuss these guidelines with your child to ensure he/she understand the teacher's expectations.

When students are unable to follow guidelines, appropriate discipline will be administered. Students who follow the rules are recognized and often rewarded.

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

Promoting and Reinforcing Personal Responsibility for Learning, Positive Behavior, and Good Citizenship

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

work to improve school climate through the use of the Safe and Civil Schools approach. Strategies outlined in their resource, *Champs: A Proactive and Positive Approach to Classroom Management*, are practiced.

See our district website at <https://www.tupeloschools.com/programs/champs> for more information on Safe and Civil Schools and the Champs approach.

Each school has a certified school counselor and a social-emotional therapist who can provide counseling services. As part of the curriculum, the school counselor can conduct classes and workshops in the students' classrooms. Topics include goal setting, time management, responsibility training, and citizenship.

We have Social Emotional Learning to help increase positive and appropriate behaviors and decrease discipline referrals. The program helps build self-esteem and provides students with numerous opportunities to take on responsibilities. Students also become aware of socially acceptable behaviors and positive character traits. When we provide direction and security, students often respond quickly with better behavior and improved academic performance. We want our students to have lives filled with satisfying work, meaningful achievements, and good relationships. We want them to make good decisions and be active participants in their democracy. Character must be consciously taught, developed, and practiced. This teaching has always been a parent's job, but there are also critical supporting roles for everyone in a community. After all, character counts in school, in the workplace, and life. Acknowledging student demonstrations of good character is essential. We expect the student to do the right thing even when no one is around and there is no immediate reward. Therefore, recognition is emphasized more than reward when it comes to reinforcing positive character traits for long-lasting effects. Examples of recognition strategies abound. Staff and students alike send notes to anyone living out a character trait. Assemblies, parties, and picnics are great opportunities for school communities to celebrate progress and publicly acknowledge TPSD's commitment to character education.

Bullying prevention and violence prevention activities are emphasized through events such as "Start with Hello-Week" and "World Kindness Day." Throughout the school year, activities district-wide, school-wide, and in the classrooms teach and reinforce the importance of respect and treatment of others. Students are taught the importance of treating others with kindness and respect.

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

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

TIMES TO REMEMBER

ARRIVAL TIME

A safe and secure learning environment is our top priority. Adult supervision begins at 7:15 a.m. each morning. Please do not drop off a student until a staff member is outside at carpool. Carpool students should be dropped off in the carpool lane. Please do not enter the parking lot to drop off or pick up students. Bus riders will unload and load from the drive-thru at the front of the school. Only buses and daycare vans can drop off in the front of the school from 7:15 a.m. to 7:50 a.m.

After 7:50 a.m., your child is considered tardy, and parents must park their vehicle and walk their child(ren) to the office to sign them in. We appreciate your cooperation in helping us keep our students safe.

Breakfast service begins at 7:15 a.m. Students will be allowed to enter their classrooms at 7:25 a.m. **Instructional time begins promptly when students enter the classrooms.**

TARDY

A student is considered tardy if he/she is not in the classroom by 7:50 a.m. Unexcused tardies are monitored by school personnel. **If the student is tardy, the parent is required to walk his/her child into the school and sign him/her in.** Please do not drop off your child in front of the building after 7:50 a.m.-There will not be a staff member present to ensure safety.

Staff members are on duty from 7:15 a.m. to 7:50 a.m. to help children enter the building safely. Children are allowed to open their car doors and exit onto the sidewalk. **For safety reasons, please have students seated behind the driver and have them exit on the left side of the car.** Often, staff members open the car doors to assist students and expedite the process. The carpool lane will be blocked at **7:45 a.m.** If you are not in the carpool line by 7:45 a.m., you will need to go to the front entrance of the school and sign your child in at the office.

DISMISSAL

Staggered dismissal starts at 2:40 p.m. Students will be dismissed to **authorized persons only, as indicated on the student information/emergency form.** Always notify your child's teacher, **in writing**, of any change in procedures or changes in the person(s) picking him/her up. Students will be dismissed in the same way every day, unless written notice is received to inform us of a change. **To ensure the safety of all students, transportation changes will not be accepted by phone.** It is urgent that parents pick up students promptly after the 2:40 p.m. dismissal



Bus Transportation and Conduct

· Staff members on duty will walk the bus students in line to the dismissal area in front of the school. Students will be dismissed by bus number as a group. Carver staff will stay with students until they are seated on the bus with the driver.

Transportation to school via bus is a privilege extended to students who qualify under state regulations and who obey the code of conduct for bus transportation. From the moment a student boards the bus, they are under the supervision of the bus driver. Eating and drinking are not permitted on school buses. Students are only allowed to get off the bus at their designated stops. School Board Policy JICC addresses appropriate behavior on a school bus. Serious disciplinary infractions can result in suspension from riding the bus. Balloons are not allowed on a school bus to ensure the safety of all passengers and the driver. Safety when dropping off and picking up students is our priority.

Daycare Students

· Students will be dismissed from their classrooms. When the daycare van arrives, those students will be walked to the loading area at the front of the school. Staff members on duty will stay with the students until they are seated in the van with the driver.

Car Riders

· Car riders are loaded near the playground area. **(Kindergarten on the left, and first grade on the right)** Students who ride home in cars should dismiss through the car rider line.

Walkers

A staff member will meet parents at the school's front entrance with students who walk home.

**** Students will not be allowed to go to another classroom after school to wait for another student. They should meet outside.**

Children are not allowed to go back into the buildings without supervision. Teachers will allow students to use the restroom before dismissal, if requested. Leaving the bus or other dismissal area causes a delay for others at Carver and at our feeder school, Lawhon.

EARLY DEPARTURE FROM SCHOOL

Parents are strongly encouraged to schedule their child's doctor, dental, and other appointments after school hours. If this is not possible, send a note to the teacher on the day of the appointment. Upon arrival, go to the office to sign your child out. While you are signing the checkout sheet, the secretary will page your child to come to the office. The school office is

extremely busy around dismissal time. **Checkouts for K-2 students after 2:00 p.m. will only be permitted in an emergency.** Arriving at school late or leaving early is detrimental to your child's education. Please help us model respect for the school day. Instructional time is valued and protected by our staff.

A parent or guardian must sign out students who are leaving during school hours. Only persons listed on the student emergency card will be allowed to check the student out.

SCHOOL ATTENDANCE POLICY

ATTENDANCE - JBD TPSD Board Policy

To be considered as having attended school for a full day, a student must be present for at least 63% of their instructional day, as fixed by the TPSD Board for each school. **To report absenteeism, a student with an absence that is more than 37% of the student's instructional day will be considered absent for the entire school day.**

1. Excused Absences shall include:

a. Parental Excused Absences

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

b. Medical Excused Absences

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

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

A parent or guardian must sign out students who are leaving school during school hours. Please avoid checking students out early. **Remember, a child cannot be checked out after 2:00 unless it is an emergency.** Only authorized persons listed by the parent or guardian will be allowed to check a student out at any time.

IMPORTANT INFORMATION AND POLICIES

DRILLS

Carver School will conduct safety drills in accordance with state regulations. We will have fire drills, tornado drills, evacuation drills, lockdown drills, and earthquake drills. These drills are in place to help students and staff members know what to do in case a real situation occurs. We encourage students to stay calm and follow procedures. Parents and other guests present in the building during one of these drills will be asked to participate.

CAFETERIA INFORMATION

All students will be given an application for free and reduced lunch. Children are not labeled or treated differently upon receipt of this opportunity. The school system is required to provide every parent with the opportunity to apply. The Carver cafeteria serves two meals each day. Breakfast is served from 7:15 a.m. until 7:50 a.m. each day. Lunch is served between 10:50 a.m. and 1:00 p.m. The menu is published weekly in the local newspaper and on the district's website www.tupeloschools.com. Although meals may be purchased daily, students are encouraged to pay by the week. Students who choose to bring their lunch are encouraged to pack a healthy, nutritious meal. They may purchase milk from the cafeteria. Parents and other visitors who wish to eat lunch in the cafeteria should notify the office by 8:30 a.m. on the day of their visit, either with a note or a phone call. The cafeteria needs to take a lunch count each morning.

Each day, students will have a working snack time in class. Students should bring a healthy, nut-free snack to school. Healthy meal choices are also available for purchase in the cafeteria.

Current meal prices are found on the Tupelo Public School District website.

Staff and Visitor's Lunch Price - \$ 4.25 per lunch meal

Student Lunch Price: PreK - \$2.75, K-12th grades - \$3.00, Reduced Lunch Price - \$0.40

On the myschoolbucks.com website, parents may create an account to check account balances and to have emails sent to notify them of low meal balances. For a fee, parents may make payments for breakfast and/or lunch at the same website.

Please send only nut-free snacks and lunch items. Many students have food allergies.

DELIVERIES AND BIRTHDAY PARTIES

In the interest of student safety and to avoid interruptions during instructional time, deliveries of balloons, flowers, gifts, etc. will not be accepted at school. Please have deliveries made to your child's home. Please arrange with the teacher when wanting to provide cupcakes, cookies, etc.,

For the entire homeroom class. Invitations to birthday celebrations cannot be handed out at school.



Carver Elementary School is a participating school in the Whole Schools Initiative. The four goals are:

ARTS INTEGRATION - To provide learning opportunities to improve student academic achievement through the integration of the arts into the core curriculum

ARTS DISCIPLINE - To increase students' and teachers' skills, knowledge, awareness, and experiences in all arts disciplines

PROFESSIONAL LEARNING - To build a school culture with sustainable systems that support arts integration as an approach to teaching

COMMUNITY INVOLVEMENT - To increase family and community engagement and understanding of the arts

Family Engagement

Volunteer participation is encouraged by parents, guardians, and community members. Along with your child's teacher, our Family and Community Engagement Specialist, Donna Worsham, dfworsham@tupeloschools.com can assist in coordinating participation.

Carver Elementary PTO

The PTO is an organization of parents and teachers who work together to improve and enhance the school environment. Everyone is invited to join the PTO and share in the partnership of support. Through general meetings, emails,



phone calls, and newsletters, parents are kept up to date on the school's plans and progress, as well as its activities.

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

- *Field Day
- *Fun Runs
- *Fall and Spring Orientation
- *Pastries for Parents
- *Classroom Grants
- *PBIS events
- *Spring Arts Festival
- *Fall Festival
- * Carver Christmas

Kindergarten Philosophy and Goals



The early childhood years are a crucial time in a child's development. The learning that takes place during the first eight years of life serves as the foundation for all later academic, social, emotional, physical, and motor development. All children are capable of learning and meeting developmental milestones. Therefore, the Kindergarten Guidelines are proposed to assist all early childhood educators in their efforts to provide a high-quality, evidence-based program serving kindergarten children to support school readiness.

School Readiness Definition - “Responsibility for school readiness lies not with children, but with the adults who care for them and the systems that support them” (National Governors Association, 2005, p. 2)

School readiness is a multi-dimensional construct that goes beyond the skills, knowledge, and dispositions of children as they enter kindergarten. Children are eligible for school when they have reached the chronological age established by the state, as described on page 11; however, school readiness is achieved through a combination of efforts involving children, families, schools, communities, and the state.

READY CHILDREN show an eagerness to explore, discover, engage, and learn.

They demonstrate interest and abilities in all dimensions of early learning and development, including social and emotional development, language development, cognition and general knowledge, physical well-being and motor development, and approaches to learning. Children are unique individuals who do not develop at the same time or in the same way. Therefore, school readiness should be viewed as a continuum of behaviors rather than an inflexible or

narrow set of proficiency skills. Any age-eligible child who is eager to attend kindergarten should be deemed “ready.”

READY FAMILIES recognize their role as their child’s first and most stable teacher and advocate while understanding their child’s current level of development. Families ensure a safe and consistent environment, promote good health, provide steady and supportive relationships, and understand their relationship with the school system to ensure a smooth transition.

READY SCHOOLS provide a welcoming and inclusive environment for all and have professional educators who consistently promote growth and achievement for students with diverse backgrounds, experiences, and abilities, while working in partnership with families and communities.

READY COMMUNITIES include businesses, faith-based organizations, early childhood service providers, community groups, and local governments that collaborate to support schools and children’s long-term success by providing families with access to information, affordable services, and high-quality early learning opportunities.

READY STATES play a crucial part in supporting communities, schools, and families through developing appropriate policies; providing adequate funds; ensuring access to high-quality early development and learning opportunities; preparing and retaining a world-class early childhood workforce; ensuring an infrastructure to coordinate services, including data systems for accountability and demonstrating political leadership to make school readiness a state priority.

Adapted from National Governors Association. 2005. Building the foundation for bright futures: Final report of the NGA Task Force on School Readiness. Washington, DC: Author

All children attending high-quality kindergarten programs will:

1. Improve their self-concept;
2. Increase their intellectual growth;
3. Enlarge their understanding of the world, people, experiences, and ideas;
4. Increase competencies and skills in oral language, literacy, writing, listening, and thinking;
5. Increase their competencies and skills in mathematical reasoning and scientific exploration;
6. Increase their skills involved in physical coordination and gross and fine motor skills;
7. Increase their competence in dealing with emotions, feelings, and social situations;
8. Increase their self-direction and independence;
9. Develop cooperative, trusting relationships;
10. Develop their natural curiosity and creative potential; and
11. Develop a love of learning

Information Unique to a Kindergarten Program:

The curriculum used in kindergarten classrooms in the Tupelo Public School District is built on high-quality research and evidence-based principles. The following principles are evident in the learning environment and curriculum in our classrooms:

1. Skills and concepts specific to developmental domains developed by the Mississippi Department of Education are foundational to all instruction.
 - a. English Language Arts
 - b. Mathematics
 - c. Social Studies
 - d. Science
 - e. Social and Emotional Development
 - f. Physical Development
 - g. The Arts
2. Learning activities that acknowledge children's rates of development are evident.
3. Children are in an inclusive learning environment that embraces diversity.
4. Children use their senses in the instructional process (sight, hearing, touch, taste, and smell).
5. Active engagement (exploring, playing, manipulating, and problem solving) is the primary strategy for delivering instruction.
6. Children are taught using a combination of instructional strategies, which include active engagement in integrated learning centers, speaking and listening, participating in large and small groups, and individual instructional settings.
7. Attitudes and examples from teachers and in lesson content taught reflect a positive problem-solving approach. Therefore, attention should be given to instructional methods, emotional climate, environment, peer-to-peer interaction, and educator-child interaction.
8. Children have experiences that are sensitive to the value of play, for it is through play that children create their meaning and learning.

Students will be assessed at various times throughout the year. Kindergarten students will have opportunities to show mastery of content through a variety of assessments, including ISTATION, a kindergarten readiness assessment. The Kindergarten Readiness Assessment provides parents,

teachers, and early childhood providers with a shared understanding of what children know and can do when they enter school.

Literacy Statement

Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade unless they meet the reasonable cause exemptions for promotion.



ACADEMIC AND BEHAVIOR INTERVENTIONS

Interventions are provided for students who are experiencing difficulty in academics or with behavior. In addition to classroom teachers, assistant teachers and interventionists provide interventions for students on Tier II and Tier III with the guidance of teachers through research-based resources such as Phonics First, Sounds Sensible, Envision Math, Multi-Sensory Math and other teacher-designed face-to-face intervention strategies.

The **Teacher Support Team** (TST) is a group of educators and parents or guardians who meet to determine interventions for students experiencing difficulty in the classroom. Interventions are developed to help students become successful.

Instructional Intervention is one-on-one or small-group instruction designed to assist students who experience difficulty or have been referred to the Teacher Support Team.

GUIDANCE SERVICES

Carver has one certified guidance counselor. Our counselor is part of the preventive program of emotional health of our students. Each child at Carver School has access to our school counselor. Parents who wish to arrange a conference with the counselor are asked to call the school office at (662)841-8870. Additional student services are provided by our Social and Emotional Therapist and our Lifecore support therapist, who works at Carver. Several guidance services for students and their families are coordinated with community organizations.

HIGHLY QUALIFIED TEACHERS

In the Tupelo Public School District, teachers are required to have a minimum of a bachelor's degree, and many hold advanced degrees, such as a master's, specialist, or doctoral degree. Teachers with three years of experience may complete the National Board certification process. District teachers spend a significant amount of time on professional development every school

year through Professional Learning Communities or other organized professional development sessions.

PARENT–TEACHER CONFERENCES

Communication between the school and home is an essential part of the educational process. Schools rely on conferences to supplement report cards, portfolios, and other written forms of communication between parents and teachers. Parents or teachers may request conferences. Parents wishing to arrange conferences can contact the teacher or the school secretary during the school day. All parents will be contacted for a conference during two of the grading periods.

CARVER SCHOOL FIELD TRIP GUIDELINES

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

SPECIALS

➤ ***Art***

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

➤ ***Music***

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

➤ ***Physical Education /Health***

Physical education classes provide time for exercising and participating in cooperative and competitive games. Students learn the importance of good sportsmanship and physical exercise. Students will move to music. Our school offers classes that provide cognitive content and learning experiences in various activity areas, including fundamental movement skills, physical fitness, rhythms and dance, and games. Through many planned physical activities, each student should reach his/her optimum physical, mental, emotional, and social development. Students are encouraged to wear comfortable shoes and clothes – dresses are not a good choice of clothing on P.E. day. Please let us know if your child ever has any special needs (such as injuries or illnesses).

➤ ***Computer Lab***

All students will attend multiple computer labs at scheduled times during the specials rotation. Carver is committed to preparing its students for a world of technology by providing instruction in computer ethics, care, and use. Students become familiar with the different parts of the computer and learn how to navigate the keyboard properly by working on programs designed to support reading and math instruction in the classroom. Classroom teachers utilize the computer lab for additional instruction. Academics taught in the students' homeroom classes are incorporated into the computer lab through instructional software. Each individual classroom is also equipped with its computer station.

➤ ***Media Center***

Our media center allows students to enter the magical and exciting world of reading. The Carver Media Center is home to hundreds of fiction and non-fiction works. There is also a vast selection of books in our collection program, which is conveniently organized so that students can easily select books at their reading level. Every homeroom has a designated time to visit the media center, but all children have access to it every day. During media class, the children learn

how to utilize the media center more efficiently and check out books. All books are due in a week, but may be returned early or renewed if extra time is needed.

Challenge

The Challenge Program is available for intellectually gifted children in grades 2 through 8 in the Tupelo Public School District. Students are screened in first grade through teacher observations, group intelligence tests, and achievement tests. In some circumstances, students are screened in higher grades. Students who are referred for testing take an individual intelligence test. Regulations from the Mississippi Department of Education require that all children score at or above the 90th percentile to be eligible for the Challenge Program.

Students in the program meet for five hours each week with their challenge teacher.

PARENTS AND OTHER VISITORS

Visitors to the School

The principal is responsible for all persons in the building and on the campus and will schedule visits through his/her designee 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:

To ensure that no unauthorized persons enter the school with malicious intent, all visitors must report to the school office upon entry to receive authorization and identification passes for visiting other areas of 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 to minimize classroom disruption. Principals are authorized to refuse entry onto school grounds to individuals who do not have a legitimate reason to be there and to request that any unauthorized person or persons engaging in unacceptable conduct leave school property immediately. Principals are further authorized to request assistance from 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.

Parent/Visitor Parking

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

PERSONAL ITEMS

Children should bring to school only the materials and supplies that are necessary and requested. Items that are distracting to others and disruptive to the learning process are considered nuisance items and should not be brought to school. No weapons or look-alike weapons are allowed on school property. Toy guns, toy knives, whistles, chewing gum, and fad toy items are examples of distracting materials. Bringing some of these items will result in severe disciplinary actions.

Due to the possibility of loss or damage, cell phones, iPads, large amounts of money, and other valuable items should not be brought to school. *The Tupelo Public School District cannot be held responsible for the loss of such items.*

LOST AND FOUND

Articles found in and around the school should be turned in to the office. Owners may claim their property by identifying it. Be sure to label your child's coats, jackets, sweaters, and backpacks. Unclaimed clothing will be donated to a local charity at the end of each month. Parents are always welcome to come by and check the items.

PLACEMENT POLICY

Children are carefully placed in classrooms, taking into account confidential information from parents and teachers. Requests for specific teachers are not accepted.

STUDENT WITHDRAWALS

If you need to withdraw your child from school, please come to the office to inform us of the date your child will be withdrawing and the new school they will be attending. We will complete a withdrawal form for the student to take to his new school. Student records are sent to the next school when requested by that school. Remember to return all textbooks and library books to school and pay any outstanding fees before withdrawal.

STUDENT APPEARANCE

It should be a matter of personal pride for a student of the TPSD to maintain high standards of neatness and appropriateness of dress and appearance. Therefore, the following guidelines must be strictly enforced:

- ❖ Shorts must be the right length and fit correctly.
- ❖ Muscle shirts, tube tops, tank tops, and fishnet tops are not acceptable.
- ❖ The midriff shall not be exposed while walking, standing, and/or sitting.
- ❖ Clothing, accessories, or manner of grooming which, by nature of its color, arrangement, trademark symbol, or any other attribute that indicates or implies membership or affiliation with cults or cult activity, gangs or gang activity or association is strictly prohibited.
- ❖ Shoes designed to be laced must be laced.
- ❖ Loose and/or sagging pants, slacks, and shorts falling below the waist are unacceptable.
- ❖ We encourage wearing tennis shoes for physical education classes.

Parents will be called to bring a change of clothing to the school if a student is not dressed appropriately.

Student Health /School Nurse Program

Medications

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

Medicines must be brought to the school nurse or their designee by parents in the original container, with the pharmacy information label attached. This label should list the name of the prescribing physician, the name of the medicine, dosage, and instructions for administration.

1. The instructions should be specific, such as “before meals” or “with food,” etc.
2. Medicines will only be administered according to the specific instructions on the original pharmacy label.
3. No more than a 45-day school supply of medication will be stored at the school. The principal or designee should return to the parent, or destroy with permission of the parent, any unused, discontinued, or obsolete medication.
4. Medicine 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.

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

Self-Administration of Asthma and Anaphylaxis Medication

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

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

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

- * Call 911
- * Notify school nurse

- * Notify parent/guardian
- * Notify private physician

The health of your child is important to all of us. If a child becomes ill or is injured at school, he or she will be cared for temporarily. Parents will be notified and expected to pick up the child. **It is therefore crucial that emergency phone numbers are kept up to date.** Please call the school office to let us know about any changes to your phone number or address.

TUPELO PUBLIC SCHOOLS' INCLEMENT WEATHER PROCEDURE

It will be our practice to always put the safety of our students and staff first when dismissing school due to inclement weather. We carefully check the conditions for transportation and make the decision to dismiss school after we have considered all of the information available. Parental discretion is encouraged in cases involving safety in unusual or specific situations. The final decision for a child to attend school or not during inclement weather rests with the parent.

There are times when major thoroughfares are kept open, and we have school, even when some roads are still frozen. It is our plan to keep bus travel on open roads, where no dangers exist, in order to complete a school day. We would not want to miss an entire day because of frozen conditions on just a few minor streets.

If inclement weather occurs during the day and it becomes necessary to close school early, an announcement will be made by the Superintendent. All local news media will be notified, and radio and television stations will announce the decision to dismiss early. Parents will be notified with a text message or a phone call, so please keep phone numbers current at all times in our database. Every precaution will be taken to ensure the safety of all students.

Students will not be allowed to leave the school campus if a tornado warning is in effect. Carver has a storm shelter on campus. Parents are welcomed to go inside the building to stay, but students may not leave until the warning is lifted.

A list of local media that will be notified is listed below:

- Television: WTVA, broadcast channel 9 and cable channel 6, AND WCBI, broadcast channel 4 and cable channel 13

- Radio – WTUP/WESE, WELO/WZLQ, WWKZ, WYSE, WPMX/WWZD, WFTA/WFTO, WWMS, WAFR
- Northeast MS Daily Journal

Asbestos Notification

In accordance with the Asbestos Hazard Emergency Response Act (AHERA) regulations established by the EPA, all school districts are required to provide an annual notification to all parents, teachers, and employees regarding our asbestos management program. This annual notification informs all persons of their option to review the Asbestos Management Plan for our school district.

To continue managing the asbestos in our schools, all Asbestos-Containing Materials (ACMs) are inspected every six months by an accredited asbestos inspector. Any changes to these materials are recorded in a surveillance report as part of the management plan.

Additionally, an accredited Asbestos Management Planner conducts a comprehensive inspection of all ACMs every 3 years. This 3-year re-inspection has been performed as required, and a copy has been filed with the Mississippi Department of Education.

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

Family Education Rights and Privacy Act

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

General Information

With a published curriculum in grades K-6 that focuses on reading and mathematics, students receive a solid foundation in the basic skills through a variety of instructional techniques. A licensed teacher staffs each regular classroom. The media specialist, guidance counselor, and principal support teachers with meeting the needs of children. All schools also offer physical education, music, and art.

Non-discrimination

The Tupelo Public School District does not discriminate on the basis of race, color, national origin, sex, disability, age or any other classifications protected by law in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

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

Active Parent

Active Parent is an on-line communication service to allow parents to access students' grades, attendance, discipline, etc.

2024-2025 Registration for Tupelo Public School District – Using ActiveParent

The 2024-2025 school year student registration must be completed for every student online through ActiveParent. One ActiveParent account is required per family for Online Registration. Multiple students can be attached to one ActiveParent account.

Call your student's school for assistance with any of the following:

- IF you do not have an ActiveParent account for registration o you will need an ActiveCode to create your ActiveParent account
- IF you already have an ActiveParent account and you do not remember your login and/or password -You need to register a new to TPSD student
- You will need an ActiveCode the each new student. -You need to register a returning student that is not currently attached to or active for your account

To Create an ActiveParent Account, if you do not already have one.

After obtaining an ActiveCode, access the ActiveParent website as noted below:

- Enter the ActiveCode provided to you and click Redeem Code
- Complete all required (*) fields on the Create Account screen & Create User
- o Username MUST be a minimum of 8 characters
- o Password MUST be a minimum of 8 characters with 1 number
- Log into the ActiveParent account to continue the registration process or to add additional students to your ActiveParent account.
- o Every student not already attached to an ActiveParent account must have a unique ActiveCode to use for Online Registration

To Access the ActiveParent Website:

<https://activeparent.tupeloschools.com/Login.aspx?ReturnUrl=%2f> OR

<http://www.tupeloschools.com> • Click on Teaching and Learning, then click on Resources o Under Parent Weblinks – click on Active Parent OR • Click on the I WANT TO... link o Select Register or Re-Enroll My Child § Select Instructions for 2023-2024 Registration Using ActiveParent § Select Student Registration • New Students • Returning Students.

Online Registration Process:

Upon logging into ActiveParent the parent/guardian will see the action icons in the ActiveParent Header: 1. Select Language Dropdown a. Parents have the ability to view the ActiveParent screens in languages other than English, if needed. 2. Attached Student list a. Students already attached to the ActiveParent account will appear in this list 3. Online Registration Icon a. Click this icon OR Student Registration button to enter an ActiveCode to begin the registration process or to attach additional students for registration 4. Settings Icon a. Click on this icon to change profile information such as password, email and phone number 5. Logout Icon a. Click on this icon to log out of ActiveParent Upon clicking the Online Registration (Icon or Button #3) the parent/guardian will be taken to the screen below to select an attached student or to enter an ActiveCode. 1. Select an attached student from the Dropdown and click Begin Registration for students already attached to the ActiveParent account. OR 2. Click the blue Have a code to enter? Click here to enter the code received from the school. 3. The screen below will appear for parent/guardian to enter the ActiveCode obtained from the school and click Redeem Code. 4. Begin the registration process. Fill in the blanks, answer the Additional Fields questions and then click Next Step to move to the next step. All required fields will be marked with a red asterisk *. The parent/guardian can save and come back later at any point by clicking the Save Progress and Continue Later button. The parent/guardian can also cancel registration at any point by clicking the Cancel Registration button. This will revert any changes that have made during this session and return them to the student selection page. Parents/guardians can advance through the steps by clicking the Next Step and Previous Step buttons at the bottom right of the page or by clicking any of the steps on the left side of the page. The user will advance through steps, filling in required information and uploading required. Once the parent/guardian has completed all nine steps of registration (or verified that the already entered data is correct), the parent/guardian must confirm the data, enter their full name, and click Save and Finish.

Title 1: Parents- Right-to-Know

The qualifications of teachers and paraprofessionals employed in schools funded by Title I will be provided upon parent request. Title I School wide Programs are available at the Early Childhood Education Center and the eight K-5 elementary schools. For further information, please contact the principal of the school where your child attends or the Director of Federal Programs. In addition, a parent may request information on the level of achievement of the

parent's child on each state academic assessment, and/or a timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

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

Tupelo Public School District School Listings

Carver Elementary

April West-McIntosh, Principal
910 North Green Street
841-8870/841-8877 (fax)

Early Childhood Education Center

Katie Coon, Principal
1402 North Green Street
840-5237/842-2609 (fax)

Joyner Elementary

Kimberly Foster, Principal
1201 Joyner Avenue
841-8900/841-8903 (fax)

Tupelo High School

Mark Enis, Principal
4125 Cliff Gookin Boulevard 841-8970/841-8987 (fax)

Tupelo Middle School

Heather Cartwright, Principal
1009 Varsity Drive
840-8780/840-1831 (fax)

Tupelo Structured Day Program

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

Lawhon Elementary

Wesley McCullough,
Principal
140 Lake Street
841-8910/840-1856 (fax)

Lawndale Elementary

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

Milam Elementary

Terry Harbin, Ph.D., Principal
720 West Jefferson Street
841-8920/841-8929 (fax)

Parkway Elementary

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

Pierce Street Elementary

Anthony Golding Ph.D., Principal
1008 Pierce Street
841-8940/841-8959 (fax)

Rankin Elementary

, Principal
1908 Forrest Street
841-8950/840-1826 (fax)

Thomas Street Elementary

Christy Carroll, Principal
520 South Thomas Street
841-8960/841-8965 (fax)

Administrative Office

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

Hancock Leadership Center

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

SRO E-mail address

thscime@tupeloschools.com

TPSD Hotline

841-7771

T.I.P.S. Line

841-7772



2025-26 TPSD Calendar

July 1, 2025	Begin FY 2026
July 3-4, 2025	District Holiday (Independence Day Observed)
July 28, 2024	Staff Report
July 28-31, 2024	Professional Development Days
August 1, 2025	Students Report
September 1, 2025	District Holiday (Labor Day)
September 2, 2025	First Quarter Progress Reports
October 3, 2025	End of First Quarter
October 6, 2025	Second Quarter Begins For Students
October 9, 2025	First Quarter Report Cards
October 13, 2025	District Holiday (Columbus Day)
October 14-15, 2025	Fall Break (All Employees)
October 14-17, 2025	Fall Break (Students)
October 16-17, 2025	Professional Development For Teachers
November 18, 2025	Second Quarter Progress Reports
November 22-28, 2025	District Holidays (Thanksgiving)
December 19, 2025	End of Second Quarter (60% Day)**
December 22, 2024-January 2, 2026	District Holidays (Christmas)
January 5, 2026	Staff Reports (Professional Development Day)
January 6, 2026	Students Report
January 8, 2026	Second Quarter Report Cards
January 19, 2026	District Holiday (Martin Luther King Jr Day)
February 10, 2026	Third Quarter Progress Reports
February 16, 2026	District Holiday (President's Day)*
March 9-13, 2026	District Holidays (Spring Break)
March 17, 2026	End of Third Quarter
March 18, 2026	Fourth Quarter Begins For Students
March 26, 2026	Third Quarter Report Cards
April 3, 2026	District Holiday (Good Friday)*
April 6, 2026	District Holiday (Easter Monday)*
April 14, 2026	Fourth Quarter Progress Reports
May 22, 2026	End of Fourth Quarter/End of Year for Students (60% Day)**
May 22, 2026	Fourth Quarter Report Cards
May 22, 2026	Graduation
May 25, 2026	District Holiday (Memorial Day)
June 30, 2026	End FY 2026

Reserved For Makeup Days *
 Students follow early dismissal schedule **
 First Semester: 90 days
 Second Semester: 90 days
 Student Day Total: 180 days
 Staff Day Total: 187 days

TPSD BOARD POLICIES

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

<http://www.tupeloschools.com>

Click About Our
District Click Board
of Trustees
Click Board Policies
To view policy, type Policy Code next to the Descriptor.

Elementary Student Guidebook
Topical Reference to Board Policies
A. Student Services and Programs

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

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

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

Dual Enrollment	IDAG Dual Enrollment
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B. Student Rights and Responsibilities

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

FERPA right to review education records	JR Student Records
Title I: Parent Right to Know	LAA Title I Parental Involvement
Non-discrimination – Title VI, Title IX, Section 504, ADA	BAAB Non-Discrimination / Equal Opportunity Policy
Notice of non-discrimination coordinator(s) and procedures for making a complaint of discrimination or sexual Harassment	BAAB Non-Discrimination / Equal Opportunity Policy

Sex equity policy and grievance procedures	JB Students Complaints of Sexual Discrimination / Harassment – Title IX
School bus safety procedures	JCDAD Bus Conduct
Dress code	JCDB Dress Code for Students
Outstanding fees and fines	JS Fee Policy
School discipline code	JCB Code of Conduct JD Student Discipline Code
Parking	JGFF Automobile Use
Drug testing	JCDAB Student Drug Testing Program
Suspension and expulsion procedures, with due process requirements	JDD Suspension JCAA Due Process
Notice of Disability Accommodations	IDDH Section 504 -- Americans with Disabilities Act -- Non-Discrimination

C.General Information

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

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

D. Special Circumstances Notifications

Topics	Reference; TPSD Policy Code
IDEA procedural safeguards	IDDF Special Education Programs
IDEA request for evaluation	IDDF Special Education Programs
IDEA request for due process	IDDF Special Education Programs
IDEA change of placement	IDDF Special Education Programs
Notification of Eligibility for Supplemental Education Services	IDDF Special Education Programs IDDH Section 504 - Americans with Disabilities Act - Non-Discrimination

Student and Parent Acknowledgment Form

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

Our signatures verify that we have received a copy of the 2023-2024 Student Handbook, and understand that the handbook is a work in progress document and that changes may be made throughout the school year in response to unanticipated events.

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

I certify that at the start of the 2023-2024 school year, I was given a copy of the **2023-2024 Student Handbook and/or have been ensured access to an electronic version of the handbook.**

Student Signature

Parent Signature

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