Tupelo High School Handbook 26-27

Dear Students and Families,

Welcome to the 2026-2027 school year at Tupelo High School!

At THS, our goal is simple: to provide every student with the opportunities, support, and encouragement needed to be successful both inside and outside the classroom. Whether you are entering high school for the first time or preparing for your senior year, we want your experience at Tupelo High School to be one that challenges you, inspires you, and helps you reach your full potential.

This handbook is designed to serve as a resource throughout the school year. It contains important information regarding school policies, procedures, expectations, and student services. While every effort has been made to ensure the information is accurate at the time of publication, district policies and procedures may be revised throughout the year. For the most current information, please visit the Tupelo Public School District website at http://www.tupeloschools.com.

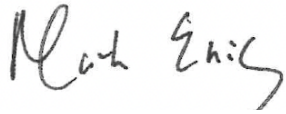
Tupelo High School has a proud tradition of excellence in academics, athletics, fine arts, and student leadership. Maintaining that tradition requires all of us—students, families, teachers, and staff—working together with a shared commitment to respect, responsibility, and high expectations. When we do that, great things happen for kids.

This year, we are especially excited about the opportunities ahead. Our goal is to graduate more students than ever before in the history of Tupelo High School. That goal is about more than numbers—it represents our commitment to helping every student find success, overcome challenges, and cross the graduation stage prepared for the next chapter of life. We believe every student can achieve great things when given the support, encouragement, and expectations they deserve.

I encourage you to review this handbook carefully and keep it available as a reference throughout the year. If you ever have questions or need assistance, please do not hesitate to reach out. We are here to support you and help make this school year a successful one.

I am excited about what lies ahead and look forward to another great year at Tupelo High School. Together, we will continue our tradition of excellence while creating even more opportunities for students to succeed.

Sincerely,



Mark Enis
Principal
Tupelo High School

Tupelo High School

Administration	
Mark Enis	Principal
Dr. Ryan Curry	Director of Career Technical Center
Landon Morse	Associate Principal
Tyrone Catledge	Assistant Principal 9th Grade
Krystle Grice	Assistant Principal 10th Grade
Constance Burleson	Assistant Principal 11th Grade
Russ Harrell	Assistant Principal 12th Grade
Christy Jordan	Assistant Principal 504 / Testing

Counselors	
Anne Marie Goad	9th Grade
Shannon Rogers	10th Grade
Suzanne Blakey	11th Grade
Manessa Hadley	12th Grade (A-H)
Tyler Philley	12th Grade (I-Z)
Katie Schaefer	Social Emotional
Brittany Terrell	Middle College & Dual Credit

Assistance Directory	
Academic Counselor	J-Building
Absences/Attendance	I-Building
Bus Information	J-Building
Lost and Found	J-Building
Nurse	H-Building
Resource Officers	J-Building
Vehicle Registration and School Security Office	H-Building
Visitor's Pass	J-Building

Phone Numbers			
Administration	841-8970	Cafeteria	841-8976
Guidance and Counseling	841-8980	School Resource Officer	841-8970
Attendance	841-8974	Career-Technical Ed	841-8990
Media Center	841-8979	Security	841-8978
Band Hall	841-8975	Chorus Dept.	841-8977
Nurse	841-8619	Athletics	841-8888

Mission: Capturing hearts and minds daily.
District Goals
1. Increase student achievement across the district.
2. Provide a safe and orderly environment for all schools.
3. Improve, develop and retain human capital
4. Improve internal and external communication.
5. Increase management, effectiveness and efficiency.

The board is committed to the policy that no otherwise qualified individual will excluded from participation in, be denied the benefits of, or be subjected to illegal discrimination under any District educational program or activity on the basis of sex, race, color, national origin, religion, creed, marital status, age, veteran status, disability, or any other category protected by law, in accordance with federal and state law. To that extent, the District will not do business with individuals or organizations that practice any type of illegal discrimination. (Policy BAAB#1)

The following persons have been designated to handle inquiries or reports regarding the non-discrimination policy:	
Tupelo Public School District Scott Williams, Title IX Coordinator 445 north Church Street, Tupelo, MS 38804 sewilliams@tupeloschools.com 662-841-8609	Tupelo Public School District Heather Justice, 504 Coordinator 903 Fillmore Drive, Tupelo, MS 38801 hcjustice@tupeloschools.com 662-690-5006

Attendance and Absences

Attendance-TPSD Board Policy JBD
To be considered to have attended school for a full day, a student must be present for 66% of his/her instruction all day as fixed by the Board for each individual school. For the purposes of reporting absenteeism, a student who has an absence of more than 34% of the student's instructional day shall be considered absent the entire school day.

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

B. Medical Excused Absences
Students are allowed excused medical absences when the absences result from illness or injury that prevents the student from being physically able to attend school; a medical or dental appointment; isolation order 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 two school days of those absence(s).

2. Unexcused Absences
A. 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.

Compulsory Attendance

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

Check Out/Check in Procedures

When it becomes necessary for a student to leave school before the regular dismissal time, a parent/guardian will report to Tupelo High School to check the student out. Such a checkout will require the signature of the parent/guardian or any emergency contact as listed on the student's emergency card. The parental signatures will substantiate as a parental excused absence, unless notified otherwise by the parent at the time of check-out or check-in. An advance checkout is acceptable. For example, if it is necessary for a student to leave school early on a Thursday, a parent/guardian may report to Tupelo High School on any day before Thursday to sign the student out. The act of the student checkout may occur at the convenience of the parent/guardian. Three check-ins per semester (not resulting in an absence) may be excused by a parent/guardian for any reason. Tupelo High School will grant an exception for medical appointments, provided every effort is made to schedule them after 1:45 PM. In the event of a medical appointment, the student may submit an appointment card to the attendance office before 8:30 AM. The appointment card will include the appointment date and time, as well as the doctor's name. If the appointment card contains the required information, the student may check out of school. Tupelo High School reserves the right to confirm a medical appointment that requires early dismissal from school.

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

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

Leaving school without proper authorization will result in disciplinary action. Only authorized parents/guardians are permitted to take a student from school unless the principal or the principal's designee is satisfied that the person has the approval of the authorized parent/guardian.

It shall be the student's responsibility to contact the teacher regarding make-up work upon returning to school. If a student fails to contact the teacher within 48 hours of returning to school after an absence, the student will forfeit the opportunity to complete any make-up work outlined in the make-up work guidelines.

Tardies

Tardy to Class

The practice of being punctual is considered by Tupelo High School to be an acquired habit that enhances the student's ability to succeed in adult life. A student who is absent from class or tardy in arriving will not achieve at the same level as a student who is punctual to class. Tardiness to class is defined as not being in the classroom when the tardy bell rings to begin class. **Each student will be allowed a cumulative total of three (3) tardies to class per nine weeks; not per class.** A student who exceeds the allotted number of tardies per nine weeks will be subject to disciplinary action. For any excessive tardiness, the administration reserves the right to review a student's schedule and adjust, if necessary.

Students who arrive at school between 8:00 and 8:30 will report directly to their first block class, and a tardy will be recorded by their classroom teacher. Students who arrive after 8:30 will be considered absent for the first block and must report directly to the Attendance Office to check in. Students must follow the THS attendance procedures to excuse this absence (parental, medical, etc.). **Car trouble, personal and/or family errands, failure to awaken, failure to be awakened by a family member, or a family member assuming responsibility for a late arrival to school or to the first scheduled class are not examples of an excused tardy.**

Tardy to School

Students will be allowed **three (3) unexcused check-ins per nine weeks** prior to disciplinary action. **An unexcused check-in will also count as a tardy.** Students will receive a tardy for each additional check-in and will be subject to disciplinary action. All unexcused check-ins may result in both period and daily absences.

Tardies to class and tardies given for late check-ins will be tallied separately. A student who exceeds the allotted number of tardies per nine weeks will be subject to disciplinary action.

Tardy Consequences

Tardy 1-3 - Warning
Tardy 4 - 1 Detention
Tardy 5 - 2 Detentions
Tardy 6 - Required Overnight Parent Conference
Tardy 7 - 1 Day of ISS
Tardy 8 - 3 Days of ISS
Tardy 9 – Required Overnight Parent Conference
Tardy 10 - 1 Day of OSS
Tardy 11 - 3 Days of OSS
Tardy 12 – 20 Days at Structured Day Program

Truancy

A student will be considered truant if they are unaccountably absent from class for 5 minutes. Disciplinary action will occur for all truancy reports. If the student is truant for 15 minutes or more, the student will receive an unexcused absence in the class.

1st Offense – 1 day of ISS
2nd Offense – 3 days of ISS
3rd Offense – 3 days of OSS
4th Offense – 20 days at Structured Day Program

Make-Up Work

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

The guidelines for make-up work are as follows:

- An additional day to complete make-up work will be extended to a student in addition to the number of days missed consecutively from school for an excused absence. A student who is absent for one day will have two days to complete make-up work; a student absent from school for two consecutive days will have three days to complete make-up work; a student absent for three consecutive days will have four days to complete make-up work, etc.
- A student with an unexcused absence will not be permitted to make up work.
- There is no virtual learning outside of TPSD Policy IAAA

Subject Selection Guidelines

General guidelines for subject selection are as follows:

- Students in grades 9, 10, and 11 will enroll in four block periods per semester, in which Carnegie units will be awarded upon successful completion.
- For a student participating in an activity governed by the Mississippi High School Activities Association, a certain number of completed units is required each year to maintain eligibility in addition to a required grade point average. Check with a guidance counselor for the most current eligibility requirements.
- If a student fails to earn a Carnegie Unit of credit in English I after a second enrollment, the student will be allowed to enroll in English I and English II simultaneously. All students must take English I (or Accelerated English I), English II (or Accelerated English II), English III (or AP English Language and Composition), and English IV (or AP English IV).

*Alternative credits that satisfy MDE graduation requirements may be approved by the principal (Policy IHF).

Senior Leave

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

For a student to be enrolled in senior leave, the following criteria must be met:

- Classified as a graduating senior for that school year
- Has passed all MAAP subject area tests
- Has transportation to exit campus at an earlier time. Students who are scheduled for senior leave but who demonstrate they do not have adequate transportation will be rescheduled in another course.

Schedule Requirements

Students in grades 9, 10, and 11 will be encumbered for four block periods. A student classified as a graduating senior may be eligible for senior leave. If a student is scheduled for senior leave, they must exit campus at the start of their senior leave. If the student does not have appropriate or consistent transportation and is scheduled for senior leave, the student's senior leave will be replaced by a credit-bearing class.

A WBL (Work-Based Learning), formerly CPE or CO-OP, student must be enrolled in at least 2 blocks per day to be eligible to participate in any after-school activity related to CPE.

Students eligible to participate in the WBL program must meet the following requirements:

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

Schedule Changes

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

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

Please note the following regarding schedules:

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

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

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

Correspondence Courses

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

A student must receive permission and order the correspondence course no later than two weeks after the beginning of each semester. All correspondence lessons and tests will be completed before April 1. No correspondence test will be administered after April 1. If the correspondence credit is necessary to meet graduation requirements, the final grade must be received by the principal's designee one week (seven calendar days) prior to graduation. A half-unit of a full-unit course will not be accepted for credit.
An application to enroll in a correspondence course during the summer months will receive favorable consideration if the course is not a part of the THS summer school schedule and if the student has earned the minimum number of Carnegie units.

Online Courses: Edmentum

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

Wave Time

WaveTime is a structured, after-school support program at Tupelo High School designed to provide students with targeted academic assistance and enrichment opportunities. WaveTime is held two days a week from 2:20–3:20 PM.

During WaveTime, students may be assigned to:

- Academic remediation in courses such as Algebra I, English II, and Biology I to strengthen skills and prepare for state assessments
- Intervention sessions based on academic performance, attendance, or other identified needs
- ACT / PSAT preparation and college and career readiness activities
- Enrichment opportunities for students who are meeting or exceeding expectations

Student participation in WaveTime is data-driven and may be required based on grades, assessment results, or teacher/administrator recommendation. Students are expected to report promptly to their assigned location and remain for the full session. Transportation will be provided on designated WaveTime days.

WaveTime reflects Tupelo High School's commitment to providing additional time and support to ensure all students have the opportunity to succeed.

Dual Credit

Dual Credit is a program that allows high school students to earn college credit toward a post-secondary diploma while enrolled in high school. Tupelo High School students may enroll at a state institution of higher learning or community or junior college, provided certain requirements have been met: Any junior or senior student who is participating in designated courses and has a cumulative high school GPA of 3.0 and a minimum of 16 on the ACT. In addition, students receiving dual credit for English courses from Itawamba Community College must meet the

following sub-score criteria of 17 in English on the ACT. Math courses require a 19 in math. Dual Credit applications are available online from the college provider (ICC or DSU). Cost (tuition and materials fee) is determined each year by the awarding institute and is the student's responsibility. These requirements can be found on THS's website as well as pricing for each institution.

Advanced Placement Courses (AP)

Advanced Placement (AP) courses at Tupelo High School are designed to provide students with rigorous, college-level academic experiences. Students enrolling in AP courses should understand that these classes require a significant commitment both inside and outside of the school day. Students are expected to complete assignments, readings, projects, and preparation activities beyond regular school hours. Enrollment in an AP course becomes final after the first assessment grade, and students will not be permitted to withdraw from the course.

In addition, all students enrolled in AP courses are required to take the corresponding AP examination at the end of the course to receive the accelerated course weight. Students enrolled in AP courses are responsible for a portion of the AP examination fee. The student cost is $50.00 per exam. Students who qualify for free or reduced-price lunch will pay a reduced fee of $25.00 per exam. Students who fail to take the AP exam, unless excused for documented medical reasons, may be required to reimburse the district for exam costs and any applicable late fees.

Graduation Requirements

Traditional Diploma (24 credits)

Begins with incoming freshmen of 2018-19 (Class of 2022 and after)

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

Curriculum Area	Carnegie Unit	Required Subjects
English	4	English I, English II
Math	4	Algebra I
Science	3	Biology I
Social Studies	3 ½	U.S. History, World History, ½ U.S. Government, ½ Mississippi Studies, ½ Economics
Physical Education	½	
Health	½	
Arts	1	
College & Career Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence
Technology or Computer Science	1	
Additional Electives	5 ½	
Total Units Required	**24**	

Additional Requirements:

- Students must identify an endorsement prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met the College or Career Readiness Benchmarks (ACT sub-scores of 17 in English and 19 in Math, or earned a Silver level on ACT WorkKeys, or SAT equivalency sub-scores).

Alternatively, a student must meet ALL the following:

1. Have a 2.5 GPA
2. Passed or met all MAAP assessments requirements for graduation
3. On track to meet diploma requirements
4. Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

Recommendations:

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

Academic Endorsement

Begins with incoming freshmen of 2018-19 (Class of 2022 and after)

Curriculum Area	Carnegie Unit	Required Subjects
English	4	English I, English II, 2 additional
Math	4	Algebra I, 2 additional maths above Algebra I
Science	3	Biology I, 2 additional sciences above Biology I
Social Studies	3 ½	U.S. History, World History, ½ U.S. Government, ½ Mississippi Studies, ½ Economics
Physical Education	½	
Health	½	
Arts	1	
College & Career Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence
Technology & Computer Science	1	
Total Units Required	**26**	

Additional Requirements:

Overall GPA of 2.5

- Courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or the SAT equivalency sub score)
- Two additional Carnegie Units for a total of 26
- Must successfully complete one of the following:
    - One AP course with a C or higher and take the AP exam
    - One Diploma Program-IB course with a C or higher and take the IB exam
    - One academic dual credit course with a C or higher in the course

Distinguished Academic Endorsement

Begins with incoming freshmen of 2018-19 (Class of 2022 and after)

Curriculum Area	Carnegie Unit	Required Subjects
English	4	English I, English II, 2 additional
Math	4	Algebra I, 2 additional maths above Algebra I
Science	4	Biology I, 2 additional sciences above Biology I
Social Studies	4	U.S. History, World History, ½ U.S. Government, ½ Mississippi Studies, ½ Economics
Physical Education	½	
Health	½	
Arts	1	
College & Career Readiness	1	Must occur in the student's junior or senior year, or in the student's completion of a 4-year sequence
Technology & Computer Science	1	
Electives	8	Must meet CPC requirements for MS IHLs
Total Units Required	**28**	

Additional Requirements:

- Overall GPA of 3.0
- Courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math, or the SAT equivalency sub-score
- Four additional Carnegie Units for a total of 28
- Must successfully complete one of the following:
    - One AP course with a B or higher, and take the AP exam
    - One Diploma Program-IB course with a B or higher, and take the IB exam
    - Once an academic dual credit course with a B or higher in the course

Career and Technical Endorsement

Curriculum Area	Carnegie Unit	Required Subjects
English	4	English I, English II
Math	4	Algebra I
Science	3	Biology I
Social Studies	3 ½	U.S. History, World History, ½ U.S. Government, ½ Mississippi Studies, ½ Economics
Physical Education	½	
Health & PE	½	
Arts	1	
College & Career Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence
Technology & Computer Science	1	
Career and Technical Education Electives	4	Must complete a four-course sequential program of study
Additional Electives	3 ½	
Total Units Required	**26**	

Additional Requirements:

- Overall GPA of 2.5
- Silver level on ACT WorkKeys
- Two additional Carnegie Units for a total of 26
- Must successfully complete one of the following:
    - CTE dual credit or articulated credit
    - Work-based Learning experience or Career Pathway experience
    - State Board of Education approved national credential

Alternate Diploma Option

The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

Curriculum Area	Carnegie Unit	Required Subjects
English	4	Alternate English Elements I-IV
Math	4	Alternate Math Elements I-III, Alternate Algebra Elements
Science	2	Alternate Biology Elements, Alternate Science Elements II
Social Studies	2	Alternate History Elements (Strands: U.S. History and World History), Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	½	
Health	½	Alternate Health Elements
Arts	1	
Career Readiness	4	Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
Total Units Required	**24**	

Additional Requirements:

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

Subject Area Requirements for Graduation

Mississippi Academic Assessment Program (MAAP)

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

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

Specific Information about the Subject Area Tests:

Algebra I Subject Area Test

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

Biology I Subject Area Test

The Biology I Subject Area Test measures a student's knowledge of basic biological concepts, the use of science skills, and the application of biology to real-world problem solving and decision making. Students will interpret data, apply concepts, and draw conclusions in answering the questions. The test consists of 65 questions consisting of multiple-choice and technology-enhanced items, which may include charts, diagrams, or graphs. Questions from the following assessment strands are distributed throughout the test: Cells as a System, Energy Transfer, Reproduction and Heredity, Adaptations and Evolution, and Interdependence of Organisms and Their Environments.

English II Subject Area Test

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

MAAP Tutoring

The Mississippi Academic Assessment Program (MAAP) consists of three end-of-course academic assessments required for graduation: Algebra I, Biology I, and English II. Students enrolled in these courses for the first time are required to take the corresponding subject area test. The English II assessment includes both a multiple-choice component and a writing component, and students must pass both portions in order to receive a passing score on the English II Subject Area Test. A student's graduation requirements are determined by the year he or she enters

the 9th grade.

To support student success, Tupelo High School will incorporate remediation and academic support opportunities during WaveTime throughout the week for students who have not yet passed a required MAAP subject area test. These targeted remediation sessions will focus on strengthening student skills and preparing students for future testing opportunities. Seniors will also be eligible for enrollment in these remediation sessions. Attendance is strongly encouraged and will be monitored.

Graduation-Notification of Status

The Mississippi Academic Assessment Program (MAAP) consists of three end-of-course academic assessments required for graduation: Algebra I, Biology I, and English II. Students enrolled in these courses for the first time are required to take the corresponding subject area test. The English II assessment includes both a multiple-choice component and a writing component, and students must pass both portions in order to receive a passing score on the English II Subject Area Test. A student's graduation requirements are determined by the year he or she enters the 9th grade.

To support student success, Tupelo High School will incorporate remediation and academic support opportunities during WaveTime throughout the week for students who have not yet passed a required MAAP subject area test. These targeted remediation sessions will focus on strengthening student skills and preparing students for future testing opportunities. Seniors will also be eligible for enrollment in these remediation sessions. Attendance is strongly encouraged and will be monitored.

Graduation-Senior Expenses

Tupelo High School cannot predict whether a senior will meet all the requirements for graduation, nor can it be responsible for expenses incurred by a prospective graduate. The student will assume responsibility for determining graduation status regarding the purchase of senior items, such as invitations and cap-and-gown rental.

Graduation-Early

Early graduation involves completing all high school academic requirements in fewer than the traditional four years. A student applying for early graduation will meet the same standards required of all graduates of Tupelo High School.

Board Policy

1. Early graduation involves the completion of all high school academic requirements in less than a traditional four-year program. Any high school student who will complete the number of Carnegie units and other existing standards required by both the state and the District prior to completing eight (8) semesters of high school work may petition to graduate early.

2. Early graduation will be permitted under circumstances where the student will benefit from early graduation. Early graduates may participate in the regular spring commencement ceremony.

3. The intent of this policy is to provide an opportunity for the student to improve his/her educational or vocational future by graduating from high school with less than eight semesters of attendance in grades nine through twelve.

4. The Board authorizes the superintendent to establish administrative procedures consistent with this policy.

Administrative Procedures

1. Eligibility - To be eligible for early graduation, a student must meet the graduation requirements for one of the three endorsements diplomas listed in District policy (IHF) Exhibit IKF - E4.

2. Application - A student and his/her parents may make an application to the high school principal for early graduation. The application form for Early Graduation is available through the counseling office and is attached to this policy as an

exhibit. Applications will be accepted from students during the spring semester of their sophomore or junior year. Before an application will be given to a sophomore student, the parent/guardian must submit a written request to the counselor.

3. Conference - The student will schedule a conference with the counselor to: (a) review the application procedure and student's records, and determine if early graduation is possible, and (b) discuss the reason(s) for early graduation in view of the student's educational and/or vocational goals. Following this conference, the counselor will schedule a meeting with the student and the student's parent/guardian to discuss the student's application for early graduation.

4. Under special circumstances, a student who will have successfully completed all courses required for graduation and all state-mandated assessments will be allowed to graduate early without having completed the application process. 5. If an approved early graduation student falls below the minimum diploma endorsement criteria, the student's application will be terminated.

6. If the request for early graduation is approved and all requirements for graduation are completed, the high school principal will issue the student's diploma at the regular spring graduation ceremony.

Graduation-Special Distinction

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

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

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

Graduation-Valedictorian and Salutatorian

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

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

Graduation-Senior Awards

Hall of Fame
The THS Honors Committee selects the Tupelo High School Hall of Fame. The committee is composed of faculty and staff members appointed by the administrative staff. The committee will screen and recommend a minimum of 10 applicants to the Hall of Fame. To be considered, a graduating senior must apply to the committee, which requires a video. An incomplete application will not be placed before the committee for consideration. The committee's recommendation is final. Early Graduates are not allowed to apply for the Hall of Fame.

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

Career Academies

Career Academies are designed to prepare students for both college and careers. They are schools within schools that link students with peers, teachers, and community partners in a structured environment that fosters academic success. Tupelo High School and Tupelo Career-Technical Center work together to formulate an overall experience that will lead to successful career choices.

Each 9th grader that enters Tupelo High School will begin the Career Academy process through the Freshman Academy. The majority of 9th graders will enroll in the Exploring Careers class, where they will explore career opportunities. Once the pathways that are offered within our district and state are explored, students will choose an Academy and a Pathway according to their career interests.

10th, 11th and 12th grade students will receive support in aligning their schedules to their areas of career interest, while maintaining extracurricular activities as well as continuing to enroll in electives that spark their interest beyond their career choice.

Key Elements of Career Academies

- A small learning community (SLC)
- A college-prep sequential curriculum with a career theme
- An advisory board that forges partnerships with employers, higher education institutions, and the broader community
- A sequenced, comprehensive work-based learning component

Career Academies Mission

To empower students through personalized learning for academic and career success in a supportive, collaborative learning environment.

Career Academies Goals

- Enhanced Achievement
- Improved Academic Performance
- College and Career Readiness
- Reduced Dropout Rates
- Economic Workforce Development
- After Graduating High School: Enroll! Employ! Enlist!

Career Academies and Pathways (Listed on the following 4 pages)

TUPELO PUBLIC SCHOOL DISTRICT

PURPOSE POTENTIAL PATHWAYS

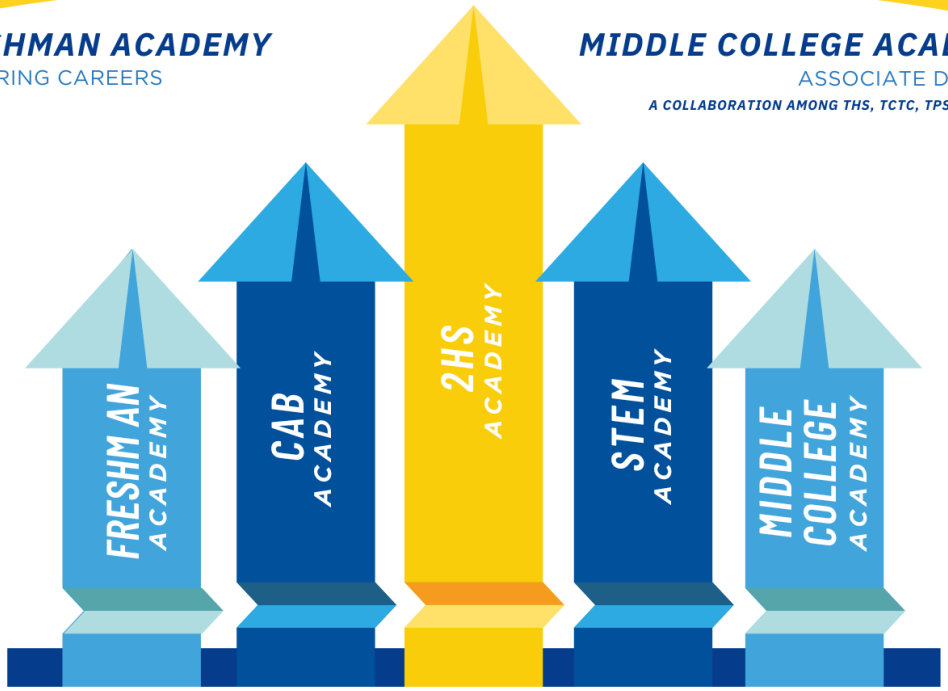
CAREER ACADEMIES

DISCOVER YOUR PURPOSE, POTENTIAL & PATHWAY

FRESHMAN ACADEMY
EXPLORING CAREERS

MIDDLE COLLEGE ACADEMY
ASSOCIATE DEGREE

A COLLABORATION AMONG THS, TCTC, TPSD AND ICC



CAB ACADEMY
COMMUNICATIONS, ARTS & BUSINESS

- BUSINESS, MARKETING & FINANCE
- CULINARY ARTS
- DIGITAL MEDIA
- BROADCAST JOURNALISM
- PERFORMING ARTS
- VISUAL ARTS

2HS ACADEMY
HEALTH & HUMAN SERVICES

- EARLY CHILDHOOD EDUCATION
- EDUCATOR PREPARATION
- HEALTH SCIENCES
- LAW & PUBLIC SAFETY
- JROTC

STEM ACADEMY
SCIENCE, TECHNOLOGY, ENGINEERING AND MATH

- AUTOMOTIVE
- COLLISION REPAIR
- CONSTRUCTION
- ENGINEERING
- WELDING

THE PLAN

FRESHMAN ACADEMY 9th

College Visit

Excellence begins with exploring possibilities towards a successful future. As a 9th grader, students will enroll in the Freshman Academy, where they will explore colleges and careers through the 9th Grade Exploring Careers course of study and choose their academy and pathway. Each 9th Grader will begin their Individualized Student Plan for success. Students will explore Career Pathways, colleges and universities in Mississippi, while learning about the pathways that are available to them at Tupelo High School and the Tupelo Career-Technical Center. As a 9th Grader, students will utilize Major Clarity, a student database, that helps them hone in on their career interest and document experiences, community service and documents that will be an asset to them throughout their high school , college and/or career. The Freshman Academy is the beginning to helping ensure that every student's education leads to successful college and/or career outcomes, whether through Enrollment of a two or four-year degree, Employment in the workforce or Enlisting in the military.

Sophomore Plan 10th

Business/Industry Visit

Excellence continues through students entering their chosen pathway for success. Academic courses will work in collaboration and context, with a focus on each Career Academy. As a 10th grader, students will participate in cross-curricular learning experiences between academic and academy courses. Students will explore different professions as they participate in school, district and local experiences. The collaboration between business and industry will allow for guest speakers and industry tours. Each 10th grader will experience pathways aligned with the Mississippi Department of Education.

Junior Plan 11th

College/Business-Industry Fair

Excellence is our tradition and students will begin to earn college credit through dual credit/dual enrollment options. Students will begin obtaining credentials through their academy pathway that include, but not limited to ,WorkKeys and certifications in specified occupational programs. Junior year will also open up opportunities for paid and/or unpaid internships through the Work-Based Learning Program and/or job shadowing. These experiences will allow students to have real-world, hands-on experiences in business and industry that are consistent with their Individualized Student Plan and/or chosen career pathway. In addition, each 11th grader will have the opportunity to take the ACT exam that will provide for students who plan to enter college to begin the process for applying for college scholarships and submitting college applications.

Senior Plan 12th

Job Shadow/Internship/Interview

Excellence at its best, 12th graders are now entering in the stage of finalizing their career choice and are making the decision of entering college and/or the workforce. Students will continue to expound on their paid/unpaid internships and will participate in an end-of-year signing day that will be their capstone to solidify the excellent choices they have made throughout their high school career. Students will leave their career academies with a knowledge base that will be an asset to their future careers and livelihood. Students will graduate with a high school diploma that will include an endorsement in one or more areas: CTE Endorsement, Academic Endorsement and/or Distinguished Academic Endorsement.

COLLEGE & CAREER CONTINUUM

PURPOSE
POTENTIAL
PATHWAYS

9TH GRADE

- Freshman Academy
- Portfolio (Major Clarity)
- Career Exploration
- College/University Visit
- Choose an Academy
- Choose a Pathway
- Capstone Project

10TH GRADE

- Enter Academy/Pathway
- Business/Industry Visit
- Cross Curricular Experiences
- Guest Speakers

11TH GRADE

- College Fair
- Business and Industry Fair
- Dual Credit/Enrollment
- Job Shadowing/Internships
- ACT Exam

12TH GRADE

- Job Shadowing/Internships
- Mock Interviews
- Download Portfolio

AFTER HIGH SCHOOL

- ENROLLED!
- EMPLOYED!
- ENLISTED!

Tupelo Public School District Career Academies define the portrait of a graduate as students knowing the endless possibilities they are capable of obtaining beyond high school. Throughout a student's entire high school career, they will learn to become Resilient Achievers, Collaborators, Communicators, Critical Thinkers, Innovators and Civic & Global Contributors.

Portrait of a Graduate

Collaborator

- Demonstrates the ability to work interdependently with diverse perspectives to promote learning and achieve common goals.

Communicator

- Communicates with purpose and intent in a variety of modes and formats through effective reading, writing, listening and speaking skills.

Critical Thinker

- Exhibits the ability to reason through and weigh evidence to make complex decisions.

Innovator

- Generates, invests in and shares ideas and solutions.

Civil & Global

- Understands, embraces and participates in open dialogue regarding diverse issues that impact their community and an inclusive world.

Resilient Achiever

- Overcomes obstacles and recognizes the need to continue growth through perseverance.

Dropping an Accelerated Course

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

- Transfer from an Advanced Placement, Dual Credit or Accelerated course to a general curriculum course must be done after the first assessment. After this time, no transfers will be allowed.
- Students will receive their unweighted average as a grade to be carried into the general curriculum course.
- If no general curriculum course is available, the student will remain in the accelerated, AP, or DC course.
- Students who transfer out of an Honors/AP or Dual Credit course will not be allowed to re-enter the accelerated, AP, or DC courses for that track during the remainder of their high school career.
- Grades below a 65 in accelerated, AP, or DC courses will not be weighted.
- All transfers from any accelerated, AP, or DC course must receive the approval of the principal.
- Hardship cases - In hardship cases, a committee composed of the principal, a counselor, and another school official may choose to drop a course and, if possible, replace it with a course with a similar level of rigor. The committee's decision will be final. Examples of hardship cases may include, but are not limited to, illness or injury, and must be substantiated by a medical excuse.

Grading Formula

A comprehensive nine-week exam will be administered in all subjects. The exam will count as 20% of the grading period average. The final average will be obtained by averaging the two grading periods and dividing by 2.

Grading Scale

The Tupelo High School grading scale will be as follows:

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

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

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

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

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

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

Grade Reporting

Progress reports will be issued at the midpoint of each grading period. Report cards will be issued upon the conclusion of each nine-week grading period. All grades recorded on the report card include the 1.025, 1.035, and 1.045 weighted formulas for accelerated, Dual Credit courses, and AP courses. Each student is responsible for taking the progress report and the report card home for parental inspection. The final report card will be mailed to the parent/guardian using the address provided by the student.

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

Students in grades 9-12 will receive report cards upon the conclusion of each nine-week grading period. Students who are not in an accelerated AP or DC course will not be able to receive an average higher than 100.

Rank in Class and Grade Point Averages

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

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

A student who successfully completes approved courses prior to entering the ninth grade may receive Carnegie unit credit as allowed by the Mississippi Department of Education. However, the numerical average will not be included in determining class rank. Rank in class will be determined by credits earned in grades 9-12 and the resulting grade-point average. For students entering 7th grade during the 2019-2020 school year, rank in class will be determined by credits earned in grades 7-12.

The final average of each course for all courses taken in grades 9-12 will be used to calculate the grade point average. For students entering 7th grade during the 2019-2020 school year, final averages of each credit-bearing course taken in grades 7-12 will be used to calculate the grade point average. For courses in which one Carnegie unit is awarded for successful completion, the final average will be used to calculate the grade point average. For courses in which one-half Carnegie unit is awarded for successful completion, the final semester average will be used to calculate the grade point average. For courses in which two or more Carnegie units are awarded for successful completion, the final average will be used once to calculate the grade point average.

The final average of each course for all courses taken in grades 9-12 (or grades 7-12 beginning with the 2019- 20 7th grade class) will be averaged and carried to four decimal points. There will be no rounding of the final grade point average. No final average above 100 will be recorded on a student's transcript or cumulative record. Upon application of the weighted grading policy, averages that exceed 100 will be used to calculate the official class rank.

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

When a student repeats a course for which a Carnegie unit has previously been awarded for successful completion, the

final average earned during the second enrollment in that course will also be included in the student's grade point average. The final average of the initial and second enrollments will be used to calculate the grade point average. A second enrollment will require prior approval.

Honor Roll

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

Promotion and Retention

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

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

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

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

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

Exemptions

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

- Student has not received ISS or OSS during the semester.
- The student has an ninety (90) or above average in the course
- The student has not missed more than **six (6)** days/periods prior to days designated for final exams for full credit courses; **out of the 6 days granted, only three (3) can be unexcused**
- The student has not missed more than **three (3)** days/periods prior to days designated for final exams for half credit courses; **out of the 3 days granted, only one (1) can be unexcused**
- Student has no more than three (3) tardies to the class
- Student has not been assigned placement at the Structured Day Program during the school year;

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

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

School related absences do not affect exemption status. In other words, students may still be exempt if school related absences cause the total number of absences to exceed the exemption limit. Additionally, any medically excused absences will not count against the 6 day absence total for exemptions.

Transcripts

Tupelo High School will release information on a school record according to the regulations of the Family Education Rights and Privacy Act. A written request will precede any official transcript to be mailed by Tupelo High School. Tupelo High School will release the cumulative folder of a student upon receipt of a request for the official school records by a transfer school.

Tuition

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

Withdrawing from School

To transfer or withdraw from Tupelo High School, the student will report to the guidance office and request a withdrawal form. The student will return all school issued textbooks, Chromebooks, and any other school and/or activity equipment. The student will satisfy all fines and fees assessed throughout the students' THS career. The official records of the student will be released upon receipt of an official written request by the transfer school.

Student Code of Conduct

The primary responsibility for the conduct and personal appearance of a student rests with the student and the parents. Both must recognize that discipline and order will be maintained in the school. Proper conduct and a clear mind are necessary for learning to occur.

Due Process

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

Academic Integrity

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

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

- Copying from work that is not one's own while completing an assignment or during a quiz, test, paper, or exam.
- Allowing someone to copy one's work while completing an assignment or during a quiz, test, or exam.
- Collaborating on any assignment before acquiring the stated and/or written authorization of the teacher.
- Using unauthorized materials such as calculators or similar electronic devices not approved by the teacher during a quiz, test, paper, or exam or while completing any other assignment.
- Completing an assignment for another person.
- Altering graded work after it has already been returned, then submitting the modified assignment for evaluation and/or credit in another class. It would also be considered cheating if the assignment remains unaltered.
- Stealing, reproducing, circulating, or receiving by any means, or otherwise gaining access to a quiz, test, or exam prior

to the time authorized by the teacher.

- Retaining, possessing, using, circulating, or conversing with others about previously a given quiz, a test, or exam materials without approval from the teacher.
- Providing false information in connection with any inquiry regarding academic integrity.
- Copying data or calculations from another group during a classroom lab experiment.

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

Violations include but are not limited to the following:

- Copying another student's work and submitting it as one's own work.
- Citing a source in a bibliography when the source was neither consulted nor cited in the assignment, aside from the bibliography itself.
- Intentionally distorting the meaning or applicability of data or inventing data or statistical results to support conclusions.
- Inappropriate or unauthorized use of artificial intelligence.

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

- Using any other person or organization to prepare work which one then submits as his/her own.
- Paraphrasing the thoughts of another source without printed attribution or verbal citation in the case of an oral presentation.
- Citing a source that does not exist or citing an online source for which a student has not obtained a date and web address at the time of access (such as a website that no longer is available).
- Attributing ideas and information to a source not included in the source.

Appeal Process

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

The committee shall meet jointly with the teacher, parents/guardian, and student to hear why the teacher believes cheating took place and why the student and parents believe that cheating did not take place. Within ten (10) days of the meeting, the Academic Integrity Committee shall make a recommendation of action to the principal.
If the appeal is successful at any level, the infraction will be removed from the student's record.

Dress Code (See policy JCDB)

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031795&revid=ablgq7tbKFfgKIqbmW3ShQ==&ptid=9slshUHzTHxaaYMVf6zKpJz3Q==&secid=hSGrPqF4gplus5plusbZ62PcQufA==&PG=6&IRP=0&isPndg=false

A student who is not attired appropriately or exhibits grooming which is detrimental and/or causes a disruption to the educational environment shall be asked to refrain from wearing the inappropriate attire in the future and/or shall be required to make arrangements for more suitable or appropriate dress. If the arrangement for more suitable clothing

requires the student to be absent from class, the absence will be designated as unexcused. The student will be placed in ISS until the student's clothing meets District dress code policy.

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

Grades 9-12

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

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

Use of Cell Phones and Electronic Devices in School

Use and misuse of cell phones has become a serious problem that threatens the ability of the District's schools to properly and efficiently operate their educational programs. Therefore, cell phones and wireless earbuds/headphones are not to be seen nor heard during the instructional setting during school hours.

Under special circumstances, a teacher may allow students in his/her class to use their cell phones or during that class only, solely for purposes relating to the educational objectives of that class, and only upon specific verbal instruction by the teacher. Examples of appropriate uses include but are not limited to notating assignments in the device's calendar function, utilizing the calculator function, memo function, etc. Students in violation of this policy will be referred to administration and the cellphone may be confiscated. Improper use or using the device after the educational objective has been completed may subject students to the following potential consequences listed below:
1. Detention w/ Parent Phone Call provided the student turns over the phone upon the first teacher's request to confiscate the cellphone. Multiple infractions may result in moving up the discipline ladder.
2. 3 days of ISS w/ Parent Phone Call if students do not turn over the phone upon first request from the teacher. 3. 3 days of OSS w/ Parent Phone Call if students do not turn over the phone upon first request from the administrator.

The use of cell phones at school-sponsored functions outside the regular school day is permitted only to the extent and within the limitations allowed by the event or activity the student is attending. Violation of this policy will subject the student to discipline under this provision and/or any other applicable provision in the Student Code of Conduct.

The student and/or the student's parents/guardians expressly assume any risk associated with students owning or possessing technology equipment including cell phones. The students' parent/guardian may file a police report with the school resource officer if the device becomes stolen or missing. Definitions:
• "Cell phone" shall include paging devices and wireless earbuds and all other types of telecommunications and/or electronic devices and accessories.
• "Use of a cell phone" includes any incoming or outgoing call, text message, message waiting, page, social media activity, or any other audible sound coming from the phone or device.
• In the event of an emergency condition that may require the need for a cell phone, the principal or designee will provide specific written approval and instructions for use of a cell phone.

Bus Transportation and Conduct

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

Student Threats

The TPSD Board of Trustees recognizes that a threat made by a student to harm self, others or property, creates a risk of injury or death to District employees, students, and visitors, and further creates a risk of damage to property of the District, employees, students, and visitors. The Board hereby establishes this policy to address such risk:
Students who threaten to harm themselves, others, or threaten to damage or destroy property will be subject to discipline including but not limited to alternative placement or expulsion from TPSD for a term of not less than one year. 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 TPSD. The board will not be obligated to rely solely on such evaluation. The evaluation must include a statement of whether the student, in the opinion of the examiner, is a threat to self, to others, or to property. The statement by the examiner also must include recommendations for a behavior plan and other pertinent educational recommendations. Further, it is unlawful to use any electronic means, email, instant messaging, cell phones, etc., to intimidate, threaten, bully or harass others. Students are subject to discipline for off-campus behavior if the student's conduct renders his/her presence in the classroom a disruption to the educational environment

of the school or a detriment to the best interest and welfare of the students and/or staff. Students in violation of this policy will be referred to law enforcement as well as be subject to school discipline.

Tobacco, Vapes, and CBD Products

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

Detention

School detention consists of twenty-five minutes during lunch. A student will be counted as absent if the student is not present to sign the roll. In the event a student is absent, the student will serve the assigned detention upon immediate return to school. A student will be allowed twenty-four (24) hours to make transportation arrangements once detention has been assigned to the student. A student who reports late to detention will not be admitted. If a student attends school and fails to report to detention, consequences will be assigned according to the school discipline ladder.

Alternative School Placement Procedure

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

Substitute Teachers

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

Assemblies

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

Chromebooks 1:1 Laptop Program

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

- Parent/Student will be held personally and financially responsible for any cost associated with loss, injury and/or damage of an issued laptop that results from inappropriate or neglectful behavior of the student.
- Students will adhere to the TPSD Acceptable Use Policy to ensure proper use of laptop and network access.
- Students will be responsible for the proper use, as defined by TPSD (see Computer Acceptable Use Policy and CIPA Compliant), of the laptop issued to each student and bring it operable to class when requested by the teacher. Students will use the laptop in class under the specific direction of the teacher. Violations may result in disciplinary action.
- Parents/Students will notify the school help desk immediately if the laptop becomes inoperable or is damaged.
- Parents/Students will notify local law enforcement, in addition to the school help desk (must provide a police report) in the event of theft.

• Parents/Students will be responsible for the timely return of the laptop (and any associated fees) at the end of each school year, or
in the event of withdrawal from TPSD. Criminal charges will be filed through local law enforcement in the event a TPSD laptop is not returned or associated fees paid.

Students will make laptops available for inspection by an administrator or teacher upon request. All files, messages or information accessed, downloaded or transferred on District-owned technology are not private. Violation of TPSD Policy and/or illegal, immoral, or unethical use of a laptop will result in disciplinary action.
For more information on the TPSD 1:1 Initiative, see the Chromebook Handbook on the TPSD website at www.tupeloschools.com. The Handbook provides responsible use and liability information, proper use and care guidelines, frequently asked questions and basic MacBook use information.

Textbooks

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

Textbook categories are as follows: New(N), Good(G), Fair (F), Poor(P), Bad(B). A student will pay the full contract price of a lost or non-returned textbook. No fine will be assessed if a textbook drops one category during the school year.
A seventy-five percent (75%) fine will be assessed if a textbook drops two categories. If a textbook drops more than two categories, full contract price is required to replace the book. A twenty-five percent (25%) fine will be assessed for torn pages or a damaged cover. If a textbook is issued in new condition, but returned in an unusable condition, the student will pay full contract price for the textbook.

Fees and Fines

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

In accordance with TPSD Policy JIH, a student's locker is jointly accessible to the student and school officials and may be subject to a search at any time at the discretion of school officials.
There will be a $1.00 notary fee for students to have a certification of school attendance education form notarized.

Arrival/Dismissal of School

The school day will begin at 8:00 AM and end at 2:15 PM.

Buildings will be open at 7:30 AM daily. Upon arrival to school, a student will report immediately to class or to the cafeteria at 7:30. Students are **NOT** permitted to remain in cars and are **not** allowed to assemble in the parking lots upon arrival to school; a courtesy warning will be issued for the first infraction. Any other infractions will be subject to discipline actions. A student may lose driving privileges for repeated violations.
Students arriving at school after 7:30 AM will report to the cafeteria or to their scheduled 1st block. Students are not allowed on campus prior to 7:30 AM. Students arriving after 8:30 AM will report to the attendance office for a check-in slip. After a student arrives on campus, he/she must first secure permission before leaving the campus for any reason, unless the student is assigned Senior Leave.

Transportation and Parking

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

Students transported by the Tupelo Public School District will disembark buses at the designated area. Upon dismissal of school, students transported by the Tupelo Public School District will report to the designated area to board all buses.
The north parking lot near C Building is designated as senior parking during the school year. Juniors and sophomores will park in the south parking lot. Ninth grade students will park in the east parking lot. A student's car and the parking lots are off-limits to students during the school day. Automobiles parked on the school campus are subject to search when school officials have reason to believe weapons, drugs, or objects prohibited by school policy or state law are contained therein.

Automobiles

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

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

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

Students are expected to abide by all traffic laws when operating their motor vehicle. Loud music is prohibited. Violation of these parking rules or the operation of a motor vehicle in such a way to cause danger to school property or to endanger life or limb of persons using school facilities, driveways, or parking areas may result in any of the following consequences:

- Warning or driving privileges suspended for three days
- Driving privileges suspended for 10 school days
- Driving privileges suspended for the remainder of the semester
- Driving privileges suspended for the remainder of the school year

If a student drives or parks on campus while campus driving privileges have been suspended, the student will be assigned discipline. Driving privileges may be revoked for a prolonged period if a student disregards suspension of driving privileges.

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

Students found to have driven onto campus and are not licensed drivers will be subject to disciplinary action by TPSD and a suspension of future driving privileges for 1 semester.
A student who needs to make arrangements for a handicap parking space will notify security, H104.

Emergency Drills

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

Off-Campus Activities

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

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

Restroom Privileges

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

Elections

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

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

Clubs

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

Intramural Sports

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

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

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

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

Student Social Events

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

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

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

Sportsmanship and Sporting Events

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

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

formula, or other beverages deemed acceptable by the administration.

Cafeteria

Tupelo High School is a closed campus. Students are encouraged to exhibit courteous and appropriate manners while in the cafeteria. Strict adherence to the lunch schedule will be observed. Students will return trays and waste to the appropriate return areas when finished. Cafeteria trays and any food items will not be allowed outside the cafeteria, **unless "grab-n-go" meals are in effect per administration.** Fast food delivery from third party vendors or anyone other than the student's relative during school hours, is prohibited.

Drinks and Food

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

Solicitations and Fundraising

Educational facilities, personnel, and students will not be utilized in any manner for the promotion or sale of services or products offered by individuals or private organizations operating for a profit. The following are specifically prohibited:

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

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

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

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

Subject to Change

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

Asbestos Notification

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

Management Plan for our District. To provide continuing management of the asbestos in our schools, all Asbestos-Containing Materials (ACM) are inspected every six months by an accredited asbestos inspector. Any changes to these materials are recorded in a surveillance report as part of the management plan.

Additionally, an accreditedAsbestos Management Planner conducts a comprehensive inspection of allACM's every 3 years. This 3-year re-inspection has been performed as required and a copy has been filed with the Mississippi Department of Education.

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

Family Education Rights and Privacy Act (FERPA)

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

Parents-Right-To-Know

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

Discipline Supervisors:
Dr. Brock English, Grades 9-12
Dr. Melissa Thomas, Grades 6-8
Mr. Art Dobbs, Grades Pre-K-5

Medications

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

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

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

If the student's physician has prescribed an over-the-counter medication for the student, it must be in an unopened,

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

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

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

The following procedures will be followed in case of a medical emergency as may be deemed appropriate:
• Call 911
• Notify school nurse
• Notify parent/guardian
• Notify private physician

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 public:

To assure that no unauthorized persons enter the school with wrongful intent, all visitors will report to the school office when entering to receive authorization and identification passes to visit elsewhere in the building. Parents or citizens who wish to observe a classroom while school is in session must arrange such visits in advance with the principal so that classroom disruption will be minimal. Principals are authorized to refuse entry onto school grounds to persons who do not have legitimate business at the school and to request any unauthorized person or persons engaging in unacceptable conduct to immediately leave school property. Principals are further authorized to request assistance of law enforcement officers in cases of emergency and to seek prosecution to the full extent of the law when persons violate the intent of this policy.

Threats of Violence

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

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

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

TPSD Board Policies

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