



# Rankin Elementary

Student Handbook 2020-2021

Home of the ALL-STARS:  
Where we take every opportunity to SHINE

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# MESSAGE FROM THE PRINCIPAL

Welcome to Rankin Elementary School! Rankin exemplifies the tradition of excellence consistent within the Tupelo Public School District having served our community successfully for more than 85 years. The efforts of our faculty members, students, and educational partners have been nationally recognized. In 2001 and 2009 the United States Department of Education recognized Rankin Elementary with the prestigious National Blue Ribbon School Award. We also pride ourselves on being in partnership with the Mississippi Arts Commission through the “Whole School Initiative” where we aspire to be a model school for arts integration.

Consistent with the mission of the Tupelo Public School District, Rankin Elementary serves the community by engaging each student in an exceptional educational opportunity that develops skills and citizenship needed for success in a global society. Rankin should be a safe haven for children to learn and grow socially, behaviorally, as well as academically. Personalizing the educational experience for each child engages the student and makes learning fun and meaningful.

Parental involvement is vital as we foster the relationship between school and home. When parents and schools work together with common goals, greater success is guaranteed for any child. Please know you are welcome at Rankin Elementary and your input and suggestions are valued. I am extremely excited to welcome you to Rankin Elementary and am honored to serve alongside you.

To help you become acquainted with our goals, rules, and policies, we have prepared this student handbook. Your help and cooperation is very important to making school a rewarding experience. Our first goal is to provide a safe learning environment that will maximize your child’s learning opportunities.

I look forward to many meaningful educational experiences together as we create pathways to success for all children. Welcome again to Rankin Elementary—home of the ALL-STARS where we take every opportunity to SHINE.

Sincerely,

Heather Cartwright  
Principal

# FACULTY & STAFF

Heather Cartwright	Principal
Taylor Sparks	Assistant Principal
Anna Morgan	Counselor

Susan Morris	Secretary
Margaret Lawrence	Data Entry

Magdalene Gage	3 <sup>rd</sup> Grade Teacher
Chequitta Ivy	3 <sup>rd</sup> Grade Teacher
Allison Metcalfe	3 <sup>rd</sup> Grade Teacher
Kelly Keener	3 <sup>rd</sup> Grade Teacher
Paige Wise	3 <sup>rd</sup> Grade Teacher
Maria Foster	3 <sup>rd</sup> Grade Teacher

DeAnna Donahue	4 <sup>th</sup> Grade Teacher
Brittany Walker	4 <sup>th</sup> Grade Teacher
Miranda Knowles	4 <sup>th</sup> Grade Teacher
Kayla Reynolds	4 <sup>th</sup> Grade Teacher
Raven Guyton	4 <sup>th</sup> Grade Teacher

Lakeita Davis	5 <sup>th</sup> Grade Teacher
Sunni Brown	5 <sup>th</sup> Grade Teacher
Kayla Thrasher	5 <sup>th</sup> Grade Teacher
Anna Hamilton	5 <sup>th</sup> Grade Teacher
Lindsey Turner	5 <sup>th</sup> Grade Teacher
Allison Bedillion	5 <sup>th</sup> Grade Teacher

Connie Buse	Challenge Teacher
Christy Morgan	Challenge Teacher
Sherry Willis	Challenge Teacher

Ashley Hankins	Special Education
Davena Meadows	Special Education
LaTonya Wright	Special Education
Madison Nash	Speech Therapist

# FACULTY & STAFF

Caren Barber	Art Specialist
Gina Fremont	Physical Education
Lesley Jones	Music Specialist
Toni Sims	Media Specialist
Karen Nickels	Certified Intervention Specialist
Lindsey Hester	Interventionist
Brittany Dilworth	Interventionist
Asia Frison	Interventionist
Jeanette Betancourt	Interventionist
Courtney Shelley	Interventionist
Tonya Chapman	Interventionist
Lola Witherspoon	Interventionist
Clint Howard	Interventionist
Kimberlee Richardson	Permanent Sub
Mary Brooke Thomas	School Nurse
TBD	School Safety Officer
TBD	Support Therapist
Mary Ann Griggs	Cafeteria Manager
Jackie Coleman	Lead Custodian
Consuelia Kohlheim	Custodian
Tabatha Montgomery	Custodian

# CAFETERIA

Mary Ann Griggs, Manager 840-5240

The Rankin Cafeteria provides a nutritious breakfast and lunch every school day. Students are given a choice between two lunches each day. Lunch is purchased on a weekly basis from the homeroom teacher. Students who bring their lunch may purchase milk/juice in the cafeteria or bring fruit drinks. Milk and juice are both available for purchase at scheduled break times.

Parents and other visitors are welcome to join us in the cafeteria.

Students are expected to follow cafeteria rules (posted) while in the cafeteria. They should take responsibility for using appropriate manners. Voice tone and conversation should lend itself to an appropriate and healthy atmosphere in the cafeteria. Students take turns to help provide a clean setting. All students are encouraged to clean up around their eating area.

Please tend to your child's lunch account ensuring adequate funds are available at all times as charges for lunch are discouraged.

Breakfast  
7:15—7:55 a.m.

## Cafeteria Prices

Breakfast (full price) .....	\$1.00
Breakfast (reduced).....	\$.30
Employee Breakfast .....	\$1.80
Visitor Breakfast .....	\$1.80
Lunch (full price) .....	\$2.75
Lunch (reduced) .....	\$.40
Employee Lunch .....	\$3.50
Visitor Lunch .....	\$3.25
Milk (extra for break) .....	\$.40
Tea .....	FREE

# General Student Guideline Information

## ATTENDANCE AND ABSENCE PROCEDURES

TPSD FOCUSES ON ATTENDANCE AWARENESS: Students must be present 63% of the instructional day. Check in no later than 10:00 a.m. or check out after 1:00 pm to be counted present for the day.

ARRIVAL-The gym opens at 7:30 a.m. The first bell rings at 8:00 a.m. with classes beginning at 8:15 a.m. If you bring your child to school, make sure he/she arrives no earlier than 7:15 a.m. Adult supervision in the gym begins at this time.

DISMISSAL-School dismissal is at 2:15 p.m. If a child needs to be dismissed early from school, the parent **MUST** call the office to sign out the child. No early checkouts after 1:45 and no daily early checkouts will be allowed. The school can only release a child to his/her parent, legal guardian, or to a specific person who has permission to pick up the child and is identified in writing by the parent or legal guardian. Please include these persons and their contacts on your student's emergency card.

TARDY- Any student not in his/her homeroom at 8:15 a.m. is considered tardy (exception: no student is tardy if riding a Tupelo Public School bus which is late). Parents **MUST** call the office to check the child in and he/she will receive a tardy slip from the secretary if arrival is after 8:15 a.m.

ABSENCE- Parents whose children are absent from school must notify the office, either by phone call or written excuse sent with student on his/her return to school. When the office is notified, the absence will be considered excused. If you choose to pick up make-up work for your child, please contact the office by 9:00 a.m. to give your child's teacher time to assemble assignments. You may pick up your child's work at the office after 1:30 p.m. Students will be allowed a maximum of 3 absences per semester excused by parent phone call or note. Notes must be received within two days of absence.

## TRANSPORTATION CHANGES

If you wish to change your child's normal procedure to go home, we ask that you inform the school by phone on the date of the change.

BUS RIDERS- District guidelines prevent us from allowing your child to ride a different bus other than the one assigned. If you wish for your child not to ride the bus, a note must be sent to the teacher or the office called for a change in transportation.

CAR RIDERS- If you want your child to ride a car other than the one he/she usually rides, please call the office and including the following:

- the date
- the first and last name of the student
- the name of the person with whom the child will ride
- the signature of parent or guardian

DAY CARE- Students will not be allowed to change their way of transportation without a phone call from the parent.

Transportation changes should be called in to the office. (662)841-8950

CHANGE OF ADDRESS, TELEPHONE AND EMERGENCY NUMBERS - Please inform, in writing to the homeroom teacher any changes of address or phone numbers.

LOST AND FOUND- Articles found in and around the school building will be placed on the "Lost and Found" rack. Owners may inquire about lost items in the office and may claim their property when it is identified. Articles remaining over a long period of time are given to the Jr. Auxiliary Clothes Closet.

MESSAGES/TELEPHONE - Parents needing to get messages to their children may call the school office. If the message represents an emergency, the secretary will get the message to the student immediately. Otherwise, messages will be delivered or announced before dismissal. Personal use of the telephone is discouraged except for emergencies.

#### VISITORS TO SCHOOL-

The principal is responsible for all persons in the building and on the campus and will schedule through his/her designee visits from parents, community members, and other educational professionals. The following policy applies to all visitors entering a school other than for attendance at a scheduled activity open to the general public:

In order to assure that no unauthorized persons enter the school with wrongful intent, all visitors will report to the school office when entering to receive authorization and identification passes to visit elsewhere in the building.

Parents or citizens who wish to observe a classroom while school is in session must arrange such visits in advance with the principal so that classroom disruption will be minimal. Principals are authorized to refuse entry onto school grounds to persons who do not have legitimate business at the school and to request any unauthorized person or persons engaging in unacceptable conduct to immediately leave school property. Principals are further authorized to request assistance of law enforcement officers in cases of emergency and to seek prosecution to the full extent of the law when persons violate the intent of this policy.

RESIDENCE - All new students must bring two proofs of residence upon registering. All other students must bring two proofs of residence by the end of the first week of school (August 22). Any change of address during the school year should be reported. Any address in question will be checked through a home visit by a TPSD designee and/or through the request of additional proofs of residence.

PARTIES, BIRTHDAYS, AND DELIVERIES - There will be school-wide parties held during the school year. These will be announced by the homeroom teacher. Cupcakes, cookies, etc. for the entire homeroom class are permitted for birthdays. The snacks will be distributed during break or lunch and should not interfere with instructional time. Invitations to birthday celebrations should not be handed out at school. Vendor deliveries of balloons, flowers, etc. will not be allowed for students.

#### Medications

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

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

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



authorities will be destroyed by the principal or designee in the presence of a witness.

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

#### Self-Administration of Asthma and Anaphylaxis Medication

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

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

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

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

### TRAFFIC PLAN

The traffic plan is for the purpose of ensuring the safety of students and to provide for efficient and expedient traffic flow.

#### Exchange Street

Exchange Street is a one-way street from 7:30-8:30 a.m. and 2:30-3:30 p.m.

Exchange Street is the drop-off and pick-up location for day care vans and buses.

Exchange Street is closed to car traffic from 7:30-8:30 a.m. and 2:30-3:30 p.m.

#### Forrest Street

Forrest Street is a one-way street from 7:30-8:30 a.m. and 2:30-3:30 p.m.

Forrest Street is the drop-off and pick-up location for student car riders.

#### Morning Drop-Off for Car Riders

Prepare belongings (backpacks, lunches, etc.) to expedite drop-off.

Breakfast is served until 8:15.

Parents must remain in the car and may not walk students to the building from Forrest St.

Unload students to the right side of the car only.

Proceed on Forrest Street to Lumpkin or Douglas Streets.

After 8:15 parents must park and bring tardy students in the office to sign-in and to receive a tardy slip before going to class. Tardy students disrupt the instructional process and get behind in their class work. Please make every effort to arrive on time.

#### Morning Drop-Off for Bus and Day Care Riders

Drop off location is on Exchange Street at the awning between the back of the gym and the third grade building.

Rankin Staff will be on duty to assist students.

After unloading, students will go to the café for breakfast or report directly to the gym until 7:30 when they are dismissed to classrooms.

#### Afternoon Pick-Up for Car Riders

Pull cars down to where staff is standing or to area designated by traffic cone.  
Students will be located in the cafeteria and will be called to go to cones/cars.  
Students should be picked up by 2:30 p.m.

#### Afternoon Pick-Up for Bus Riders

Students will assemble in their grade level hallways & be dismissed to gym.  
Students will exit to Exchange Street.  
No cars are allowed on Exchange Street during pick-up hours.

#### Afternoon Pick-Up for Day Care Riders

Students will assemble in 3rd grade hallway and be dismissed when buses & vans arrive.

## Behavior and Safety Expectations

You can find the 3-5 discipline policy by following this link: [3-5 Discipline Policy](#)

### DISCIPLINE POLICY AND PROCEDURES

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

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

Procedures and consequences are part of each Discipline Plan. A ladder of consequences is outlined in \*TPSD Board Policy JD-E1.

### STUDENT CODE OF CONDUCT

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

- A. Administrators and teachers shall hold students to strict account for violations of school policy, infractions of the Code of Conduct and other disorderly conduct as defined below at any school, on the way to and from school, on the playgrounds during recess, at school meetings, programs, functions and activities, and upon school buses. The superintendent, principal or administrator of any school may suspend any pupil from school for good cause in accordance with the policies of the Board.
- B. The superintendent, the principal or an administrator shall have the power to suspend a pupil for any reason for which such pupil might be suspended, dismissed or expelled by the Board. However, such action of the superintendent, principal, or administrator shall be in accordance with the written policies of the Board.
- C. The superintendent, principal or administrator is authorized to institute appropriate disciplinary action, including immediate suspension, if warranted, against any student for vio-

lations of school policy, infractions of the Code of Conduct and other disorderly conduct or misconduct, including, but not limited to the following:

1. Fighting;
2. Assault;
3. Physical altercation;
4. Disorderly conduct;
5. Sexual harassment, intimidation, or threats;
6. Disruption of school operations, functions, programs or activities;
7. Disobedience;
8. Disrespect;
9. Insubordination;
10. Insulting language;
11. Insulting behavior;
12. Obscene language/gesture;
13. Vandalism;
14. Malicious mischief;
15. Theft;
16. Damage to property, private or school;
17. Unauthorized use of school property;
18. Unauthorized entry on school premises;
19. Loitering;
20. Use of tobacco;
21. Use of alcoholic beverages;
22. Being under the influence of alcoholic beverages;
23. Use of illegal drugs;
24. Under the influence of illegal drugs;
25. Indecent exposure;
26. Public indecent displays of affection including in cars parked in the vicinity of any school building or activity;
27. Leaving class, school program or meeting without permission;
28. Threat of harm to others or threat of destruction of property;
29. Habitual violation of school rules;
30. Possession of any of the following items:
  - Illegal drugs/look-alike drugs
  - Alcoholic beverages
  - Fireworks, explosives, matches, lighters or incendiary materials
  - Knives, firearms, slingshots, any other weapon or look-alike
  - Pornographic materials
  - Drug paraphernalia
  - Stolen property
  - Tobacco
  - Gang-related paraphernalia
  - Cards or gambling paraphernalia
  - Noise making devices
  - Other disruptive materials
  - Other materials, possession of which is punishable by law
  - Any offense otherwise punishable by law.
31. Unauthorized use, possession, or sale of legal/prescription drugs

D. A student suspended by a superintendent, principal or other administrator shall be en-

titled to a review of the case in accordance with the policies of the Board.

E. Other disciplinary action may consist of demerits, detention, loss of privileges, lower grade in citizenship, denial or participation in school activities, probation, or a combination of any one or more of such actions, including creative alternative sentences or appropriate constructive assignments, depending on the seriousness and circumstances of the offense and the attitude of the student.

F. Teachers or administrators may impose detention as a disciplinary action upon students for violations, misconduct, or disorderly conduct not serious enough to require other disciplinary action. The imposition of a detention by a teacher or administrator shall not preclude the imposition of other disciplinary action. Detention classes shall be held at a place and time to be designated by the teacher or principal. Such classes may be held on Saturdays and shall constitute a school program. Any student failing to report for Saturday school or detention at the place and time designated shall be subject to other disciplinary action. The only permitted activity of students in such classes shall be study and homework. Any student serving detention must provide for his own transportation. A detention shall be served the day following its issuance or as fixed by the teacher or principal. The number of detentions received by a student must be a consideration determining the student's citizenship grade, privileges and participation in student activities. A student accumulating twelve (12) hours of detention may be required to show cause why he/she should not be suspended for repeated violations of school regulations. The teacher is the authority in classroom matters and any decision he/she makes in compliance with the written discipline code of conduct shall be supported. The teacher shall have the right to remove from the classroom any student who, in the professional judgment of the teacher, is disrupting the learning environment. Similarly, a coach, teacher or other supervising staff member shall have the right to remove any student from a bus, activity or school function who, in the professional judgment of said staff member, is disrupting the operation of the school or school-related activity. The student shall be removed to the principal or assistant principal, who shall determine the proper placement for the student. The student may not be returned to the classroom until a conference of some kind has been held with the parent or guardian during which the disrupting behavior is discussed and agreements are reached that no further disruption will be tolerated. The conference may be held in person or via telephone. If the parent or guardian does not respond or refuses to participate, the teacher(s) and the principal or assistant principal shall prepare the plan and mail a copy to the parent or guardian. Once the plan is prepared, the student shall be notified that he or she may return to the classroom and/or school. If the principal does not approve of the determination of the teacher to remove the student from the classroom, the principal, upon request from the teacher, must provide justification for his disapproval.

G. Any student who is thirteen (13) years of age or older for whom a behavior modification plan is developed by the school principal, reporting teacher and student's parent and who does not comply with the plan shall be deemed habitually disruptive and subject to automatic expulsion on the occurrence of the third act of disruptive behavior during a school year. After the second act of disruptive behavior during a school year by a student who is younger than thirteen (13) years of age, a psychological evaluation shall be performed on the child.

H. The superintendent, or designee, shall have authority to transfer to an alternative education program any student who has been arrested, arraigned for or convicted of or pleaded guilty or nolo contendere to a serious crime, as defined in this section, which occurred off of school property or away from school-related functions. A serious crime, for the purposes of this sec-

tion, is an illegal act which indicates the capacity and willingness of the student to injure students and/or employees with bodily harm, or to threaten to cause bodily harm, or to place students and/or employees in danger of bodily harm or threaten to destroy property. The superintendent or designee will evaluate the circumstances of the serious crime to determine whether (1) the acts of the student indicate a present and possible danger to the health, safety, and welfare of a student(s) or employee(s) and (2) whether the more restrictive, security oriented environment of an alternative education program would serve the educational interests of the student while preserving the safety of students and employees. The Board shall review the student's placement in any alternative program at the next regular meeting. Serious crimes shall include, without limitation, and as examples only:

1. Assault with a deadly weapon
2. Aggravated assault
3. Rape
4. Sexual battery, stalking, or other sexual crime
5. Armed or strong-armed robbery (or attempted)
  
6. Sale or distribution of a controlled substance

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

#### CAMPUS SECURITY AND GENERAL CLASSROOM ORDER

A. Any student who starts, provokes or participates in a fight, as set forth in this policy, will be suspended from school immediately and the case reviewed to determine if more serious punishment is appropriate. Any student participating in any violence, or in any activity which significantly disrupts classroom order, the educational process, the order of any school activity, or in any activity which endangers the safety or security of any person may be suspended from school immediately while the matter is investigated and reviewed.

B. All persons other than school employees and pupils enrolled at a specific school must first go to the principal's office to secure admission when entering the campus. Otherwise, they will be considered to be trespassers and as such, subject to arrest and prosecution.

C. Any student who has in his/her possession an object that would be classified as a weapon while on school grounds or going to or from school will immediately be suspended by the principal in a manner as prescribed by Board policy.

#### DEFINITIONS

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

1. Any blows to the face or head which cause or could cause bruising, bleeding, broken

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

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

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

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

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

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

**D. DISRUPTIVE BEHAVIOR:** Conduct of a student that is so unruly, disruptive or abusive that it seriously interferes with a school teacher's or school administrator's ability to communicate with the students in a classroom, with a student's ability to learn, or with the operation of a school or school-related activity, and which is not covered by other laws related to violence or possession of weapons or controlled substances on school property, school vehicles or at school-related activities. Such behaviors include, but are not limited to: foul, profane, obscene, threatening, defiant or abusive language or action toward teachers or other

school employees; defiance, ridicule or verbal attack of a teacher; and willful, deliberate and overt acts of disobedience of the directions of a teacher.

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

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

Legal Reference: MCA §§37-11-54, 37-11-55

## ADMINISTRATIVE PROCEDURES

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

### 2. FIREARMS

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

### 3. WEAPONS

#### a. Use of Other Weapons

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

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

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

#### b. Possession of Other Weapons

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

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

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

## Gang Activity

The Tupelo Public School District is committed to providing a safe learning environment for its students and staff. With respect to gang activity, the District will do all it can to prevent such activity in the schools and at school activities.

Secret organizations/gangs which initiate, advocate, or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with such a group, presents a clear and present danger. This is contrary to the desired school environment and educational objectives and creates an atmosphere where unlawful acts or violations of school regulations may occur.

Activities involving initiations, hazing, intimidations, and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students are prohibited. Any student who participates on school grounds or at school activities in such organizations may be subject to disciplinary action ranging from informal conversation to expulsion from school in accordance with Board policy and state law.

No student may wear apparel, nor participate in activities, acts or behavior which would:

- Lead school officials to reasonably believe that such behavior, apparel, activities, acts, or other attributes are gang related and would disrupt or interfere with the school environment or activity and/or educational objectives;

- Present a physical safety hazard to self, students, staff or other employees; Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence; or

- Imply gang membership or affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property or on one's person.

If the student's behavior or other attribute is in violation of these provisions, the principal or designee shall request the student to make the appropriate correction. If the student refuses, the parent/guardian will be notified and asked to make the necessary correction. The principal shall take appropriate corrective and disciplinary action.

Students identified as being gang involved, influenced or affiliated shall be provided information on assistance and programs which discourage gang involvement or affiliation, enhance self-esteem, encourage interest and participation in school or other positive activities and promote membership in authorized school organizations.

Training to provide increased awareness of the threat to the safety of students, staff and school property may be provided on an as-needed basis. Additional presentations shall be made available to individual schools, staff or students at the request of the principal. Presentations shall provide training in current identification symbols used by those involved in gang-related activity and shall include things such as the identification of hand signals, apparel, jewelry, and/or other pertinent gang-related information.



1. This online presentation is an electronic representation of the Tupelo Public School District's currently adopted policy manual. It does not reflect updating activities in progress.

## School Bus Conduct- JCDAD

### A. Safety Guidelines for students who ride buses.

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

### B. Bus pickup and drop-off procedures for K-12 Students.

1. K-12 students will be picked up and dropped off at the assigned bus stop for their residence (911) address only, as indicated on their student registration documents.
2. In the case of emergency or extreme hardship, parents/guardians may seek permission for their child to ride to another address or on another bus.

Such requests must be in writing, signed by the parent/guardian, and sent to the transportation department (email, delivered, faxed). The Transportation Director will consider the request and notify the parent if such request is approved.

3. If a student moves to a different address within the District during the school year, and requests a change of bus assignment, the student's parent/guardian must provide two proofs of the new residency in order for this change to be made.

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

### D. Rules of conduct while on the bus:

1. Board and depart the bus as instructed/allowed by the driver.
2. Do not bring unauthorized articles on the bus (combustibles, large articles, weapons, drugs, alcohol, etc.).
3. Remain seated while riding the bus.
4. Be courteous to and follow the instructions of the driver and safety patrol.
5. Do not fight with, scuffle with, push or trip others on the bus. Bullying in every form is prohibited.
6. Keep head, hands, and articles inside the bus. Do not spit or litter.
7. Keep hands, feet, and all belongings to yourself.
8. Do not smoke or light matches or lighters.
9. Do not distract the driver's attention other than when necessary.
10. Talk to your friends in a normal tone and low volume. Never shout. Do not talk or make unnecessary noise when the bus is approaching and crossing a railroad or a highway intersection.

11. Do not use profane language.
12. Do not tamper with or destroy property including bus equipment.
- E. Bus riders will be disciplined for the following infractions.
  1. Improper boarding/departing
  2. Bringing articles aboard bus of injurious nature or prohibited by school policy
  3. Failure to remain seated
  4. Refusing to obey driver
  5. Fighting/pushing/tripping
  6. Hanging out of the windows
  7. Throwing objects in or out of the bus
  8. Lighting matches/smoking on the bus
  9. Spitting/Littering
  10. Unnecessary Noise
  11. Tampering with bus equipment
  12. Rude, discourteous, and/or distracting conduct
  13. Destruction of property
  14. Bullying
  15. Other misbehavior which disregards safety, well-being and respect for others

The bus driver will record the student's misbehavior in detail on a Bus Discipline Report. This form will be sent to the Principal. Once the student is past the Step /Warning stage, the Principal will have no option here except to remove the student from the bus.

- STEP 1-Warning ----- 10 school days probation
- STEP 2 -- 2 Days Off Bus ----- 15 school days probation
- STEP 3 -- 5 Days Off Bus ----- 20 school days probation
- STEP 4 -- 10 Days Off Bus ---- no probation
- STEP 5 -- 20 Days Off Bus ---- no probation
- STEP 6 -- Off the bus for the remainder of the school year

\*A student may enter the discipline ladder at any step, depending upon the nature of the offense.  
\* Referral to the Principal during the probationary period prescribed in the discipline step will result in escalation to at least the next step. Students referred for a repeat or a more serious violation may escalate more than one step. \*A student cannot return to the same step more than one time, regardless of probation period!

#### CELL PHONE USAGE

Students are not allowed to use cell phones at Rankin. Therefore, from the time of the first bell until after the last bell, students are forbidden from using cell phones (including paging devices and all other types of telecommunications and/or electronic devices. Cell phones that are brought to school will be taken and turned in to the office. Parents may come and pick them up, if they wish; otherwise, the phones will be returned to the student on the last school day in May. Refer to \*TPSD Board Policy JICJ

\*TPSD Board Policies are located on line at [www.tupeloschools.com](http://www.tupeloschools.com).

#### Title 1: Parent 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.

### Nondiscrimination Clause

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

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

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

In the Tupelo Public School District, students are expected to exhibit responsible behavior and to maintain positive attitudes that will contribute to their own well-being as well as the well-being of others. One goal is to promote an atmosphere within the schools conducive to learning, and another is to help children become responsible for good personal conduct at school. Each school has a certified guidance counselor who provides one-on-one and group counseling. As part of the curriculum, the guidance counselor also conducts classes and workshops for the students in their classroom.

Topics include goal setting, time management, responsibility training, and citizenship.

A focused effort to develop high quality, high character students is an integrated part of the school year. Through an emphasis on "Character Counts in Our Community" traits during the first 20 days of schools and a focused study and review of these traits on a monthly rotating basis, the students and staff work to build a cohesive unit, striving for consistent strides in character building.

As another part of this process, the Positive Behavior and interventions System (PBS) has been put into place for the current school year. We expect the student to do the right thing even when there's no one around and there will be no immediate reward. Therefore recognition is emphasized more than reward when it comes to reinforcing positive character traits for long-lasting effects. Examples of recognition strategies abound. Staff and students alike send notes to anyone exemplifying a positive character trait; assemblies, parties, and picnics are great opportunities for school communities to celebrate progress and publicly acknowledge TPSD's commitment to character education. Additionally, monthly rewards are integrated into this plan, partnering the consistent recognition with the occasional reward to reinforce the intended building of character. Drug abuse prevention instruction is incorporated into the regular classroom through a curriculum that is taught by the teachers. In addition, Red Ribbon week is celebrated at each school annually. During this week, special activities are planned that emphasize drug and alcohol prevention. These might include special assemblies, games, special guests, videos, and wearing red ribbons by staff and students. Many schools sponsor a Red Ribbon parade and an "I Can Do Better Things Than Drugs" Fair.

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

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

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

## ACADEMIC PROGRAMS

### CURRICULUM

You may view the State Curriculum Frameworks on the State of Mississippi Web Page that includes a complete listing of all subjects including curriculum competencies and objectives to master in each grade level. You may access that information at [http://www.mde.k12.ms.us/Curriculum/index\\_1.htm](http://www.mde.k12.ms.us/Curriculum/index_1.htm)

The Tupelo Public School District's Curriculum utilizes the State of Mississippi Curriculum Frameworks as a base curriculum and then extends its curriculum which includes nationally assessed skills. Teachers utilize the curriculum to plan their instruction and assessments. A copy of the grade level curriculum is available in printed form or on a CD from the individual school sites.

### GENERAL ACADEMIC INFORMATION

With a published curriculum in grades K-6 that focuses on reading and mathematics, students receive a solid foundation in the basic skills through a variety of instructional techniques. A licensed teacher staffs each regular classroom. Teachers are supported by the services of the administrators, guidance counselor, and media specialist. All schools also offer physical education, music, and art.

### Literacy Statement

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

## Grading of Students

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

## Co-Curricular Programs

### Challenge

The Challenge Program is provided for intellectually gifted children in grades two through eight in the Tupelo Public School District. Students are screened in first grade through teacher observations, group intelligence tests, and achievement tests. In some circumstances, students are screened in higher grades. Students who are referred for testing take an individual intelligence test. The Mississippi Department of Education regulations require that all children score at or above the 90th percentile to be eligible for the Challenge Program. Students who are in the program meet for five hours each week with a Challenge teacher.

### Special Education

In compliance with applicable state and federal regulations, the Tupelo Public School District Special Education Program offers a range of services from collaboration in large group to small group instruction for academic subjects. Programs are designed to meet the needs of students. Self-contained and Resource room services are available for support of designated students. Students participate in aspects of the mainstream program such as homeroom, specials, lunch, recess and other class and school wide activities. Annual reviews are held to develop students' Individual Education Plans.

### Speech and Language

Rankin has a part-time licensed and certified speech-language pathologist. Students suspected of having a speech and/or language disorder are thoroughly evaluated by the speech-language pathologist. Annual reviews are held to develop students' Individual Educational Plans. After a speech/language evaluation has identified and characterized the difficulty, appropriate recommendations are made. They may include small group therapy and/or teacher consultation or collaboration. The Speech-Language Pathologist works in conjunction with the classroom teacher to meet the students' therapy goals as they apply to curriculum content.

### After School Programs

Rankin has offered several different after school programs. Here is a sample of programs offered: Robotics, Girls & Boys Fitness, Science Club, Graphic Novel Club, Art Club. These programs may change from year to year. Your child will receive information in September about upcoming after school programs.

### Media Center

The Rankin Media Center gives students the opportunity to enter the magical and exciting world of reading. Our Media Center is home to hundreds of fiction and non-fiction works for grades three-five. You will also find computers, skill-building software, reference materials, and the Promethean Board with Active Expressions which is the latest interactive white board in our Media Center. We also offer many other exciting and fun-filled reading programs and activities for students.

### Physical Education

Students are given the opportunity to participate in a variety of team games and activities from dance to sports. Students are encouraged to wear tennis shoes and comfortable clothing on P.E. day. Dresses or hard sole shoes are not a good idea on P.E. day. Students that have special

needs (injuries, sickness, etc.) should be reported to the teacher.

### Music

Music skills are taught based on the TPSD music curriculum. The TPSD music curriculum encompasses acting, moving rhythmically, speaking, dancing, singing, creating and writing music, as well as playing instruments. Students at Rankin will have the privilege of showing off what they learn in music by performing for their peers, family and friends of the community several times throughout the year.

### Art

Highly-engaging “studios” in the room are standing and sitting painting, drawing, weaving, printmaking, collage, and clay. Students are responsible for setting up their workspace, and generating and exploring their own ideas based on individual experiences, interest and passions. Students work at their own pace independently or cooperatively with the teacher acting as classroom manager, environmental designer, art expert, facilitator, and mentor.

### Technology

Students will utilize the technology lab during a weekly class time. In the lab, students will be exposed to many curriculum and state benchmark skills through Classworks and other computer based programs. Students will use the lab to take assessments and also to research and create various power point presentations. Computers are also located in students’ classrooms.

### STEM Lab

Students will participate in hands-on lab experiences that involve science, technology, engineering and math.

### Academic Intervention Services

#### Response to Intervention:

The Three Tier Instructional Model was adopted by the State Board of Education (SBE Policy 4300) on January 21, 2005. It is designed to meet the needs of every student and consists of three tiers of instruction:

Tier 1: Quality classroom instruction based on MS Curriculum Frameworks.

Tier 2: Focused supplemental instruction.

Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school has a Teacher Support Team implemented in accordance with the process developed by the Mississippi Department of Education.

## SUPPORT SERVICES

### School Counseling Services

#### Elementary School Counseling at the 3rd—5th level...

The elementary school counseling and guidance program is part of the total school program and

complements learning in the classroom. It is child-centered, preventive, and developmental. The purpose of counseling with students, parents, and teachers is to help students maximize their potential. The elementary school counselor also conducts guidance lessons; consults with parents, teachers and other professionals; and coordinates student services in the school.

The counseling and guidance program assists elementary students with:

- ✓ Understanding self and developing a positive self-image.
- ✓ Showing respect for the feelings of others.
- ✓ Understanding the decision-making process.
- ✓ Maintaining effective relationships with peers and adults.
- ✓ Developing effective study skills.
- ✓ Preparation for transition to intermediate school.
- ✓ Gaining an understanding of the world of work.
- ✓ Learning social, emotional and life skills.

How does the elementary school counselor work...

Counseling is conducted with students and parents individually and in small groups when requested and determined appropriate. It is short-term, voluntary, and confidential.

Rankin Elementary School provides a number of services for students and families through the counselor's office. If you have questions or concerns, please contact Leona Ramey, School Counselor, at 841-8950.

Services include:

- Clothes Closet—sponsored by Tupelo Junior Auxiliary. Children may be fitted with 3 sets of clothing twice per year. Contact the counselor for an appointment.
- Medical/Dental/Eye exams— may be provided by Tupelo Junior Auxiliary.
- Day Camp Scholarships—two students are sponsored each year to attend Tupelo Park and Rec. Day Camp
- Big Brother/Big Sister—School time mentors.
- Various service organizations sponsor clothing drives for gently used jeans and coats at various times during the school year.

School Nurse

A TPSD school nurse is provided and shared between Rankin and Joyner.

PROGRAM FOCUS:

Wellness and Prevention

SCREENINGS:

Height, Weight, Vision, Hearing, Lice, Scoliosis-First Semester (Scoliosis is for fifth graders)

HEALTH EDUCATION:

Three topics presented during second semester

MEDICATIONS:

No over-the-counter medications given per policy  
Completed medication authorization required for prescriptions  
Made to appropriate resources for any problems and/or illnesses detected

REFERRALS:

Social Work Services

Life Core Mental Health Group provides a support therapist to work with students and parents that may need additional services.

## PARENTAL INVOLVEMENT AND COMMUNICATION

### Parent/Teacher Conferences

Communication between school and home is an essential part of the educational process. Parents and teachers are encouraged to have conferences as often as needed or desired. Parents wishing to arrange a conference should contact the counselor or school secretary during the day. Parents play an integral part in a child's education and will be invited to attend Teacher Support Team meetings to help plan academic or behavioral interventions if necessary.

Helpful ideas for parent/teacher conferences:

Leave other siblings at home.

Have a list of concerns

Give the teacher ideas of how your child learns best.

Ask questions.

Let your child know that you talked with the teacher.

Assure the child that you and the teacher are working together as partners.



## Parent Teacher Organization (PTO)

### Mission

Our mission is to promote open communication and understanding between parents and staff.

### Dedication

Our dedication is to enhance and maximize the education of every child while aiding them in achieving their highest potential.

### Involvement

The PTO is a link between home and school. Monthly meetings held at Rankin cover the many aspects of this inter-relationship. All of the activities are dependent upon volunteers and everyone is automatically a member of the Rankin PTO.

Active members of the organization consist of both parents and teachers who volunteer their time to enhance the educational experience of every child. To meet this objective, the organization actively fundraises through various ongoing and event specific programs and activities to enable its members to provide opportunities for the betterment of the students' education. This organization is an excellent opportunity to meet new friends, spend time with old ones, and support your school.

### Officers

President- Jennie Curlee

Treasurer- Cayce Burrell

Secretary - Nicole Graves



To Access the ActiveParent Website: go to [www.tupeloschools.com](http://www.tupeloschools.com)

Click on the ActiveParent logo to access the ActiveParent Website.

To Request An ActiveParent Account:

Click on the "Sign up for an Active Parent Account" link on the ActiveParent website.

Complete all fields in **RED** on the Request Account screen & Click Next.(Username & Password MUST be a minimum of 5 characters.)

Complete all fields in **RED** on the Student Information screen & Click Add Student button.

If additional students need to be added to this account, complete all fields in **RED** on the Student Information screen & click the Add Student button. Repeat this process until all student names are listed in the box labeled "Student Information Requested For" box.

Click the Submit Request button after all students that should be associated with your account are listed in the "Student Information Requested For" box.

A message should appear stating that the user account request was successful. Your student's school will activate your account within 2 school days.

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

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

Please contact your student's school if you have any problems logging in to ActiveParent.

## EMERGENCY AND CRISIS MANAGEMENT PROCEDURES

### SCHOOL SAFETY PLAN

The Tupelo Public School District has an extensive Crisis Management Team who meets monthly with the district's Assistant Superintendent to ensure the district policies and procedures are being implemented. Monthly fire and/or tornado drills are performed. Crisis bags are provided for each classroom. Directed by our Crisis Management representative, policies and procedures are reviewed during faculty meetings. The goal is to maintain safety and security for students and staff.

### EVACUATION DRILLS and EMERGENCY PROCEDURES

\*Fire Drills—Several fire drills will be conducted during the school term. A bell, ringing three times will announce these drills. Teachers and students will evacuate the building as prescribed by fire evacuation plans, which are posted throughout the building. It is extremely important that students familiarize themselves with emergency procedures. At the all-clear signal of one bell, teachers and students will return to their classrooms.

\* Tornado Drills—Several tornado drills will be conducted during the school term. These drills will be announced by one long bell. Teachers and students will immediately go to an interior hallway where students will sit quietly until the all-clear signal of one bell is given.

\* Relocation of Students —In the extreme case that we have to relocate students to another site, all students will walk to the Wesley United Methodist Church until all conditions are considered safe to return.

### TPSD INCLEMENT WEATHER PROCEDURES

It will be our practice to always put the safety of our students and staff first in dismissing school for reasons caused by inclement weather. We will carefully check the conditions for transportation and make the decision to dismiss school after we have considered all of the information available. Parental discretion is encouraged in cases regarding safety in unusual, specific situations. The final decision for a child to attend school or not during inclement weather rests with the parent. There are some times when major thoroughfares are kept open, and we have school when some roads are still frozen. It would be our plan to run the open roads, where no danger exists, in order to complete the school day. We would not want to miss an entire day because of the frozen conditions of just a few streets. If inclement weather should occur at night or during the early morning hours and it becomes necessary to close school, an announcement will be made after 6:00 a.m. by the superintendent. If inclement weather should occur during the day, and it becomes necessary to close school early, an announcement will be made by the superintendent. His office will notify all local news media, and the radio and television stations will announce the decision for early dismissal. Please be assured that every precaution will be taken to insure the safety and well-being of all students. Please do not call the school offices, administrator's homes, radio or television stations or civil defense offices as this ties up lines necessary for notifying the general public. Please tune to your local radio station or television stations, WTVA and WCBI for notification of school closings, inclement weather, etc. Check [www.tupeloschools.com](http://www.tupeloschools.com) for updates.

## TPSD PROCEDURES AND GENERAL INFORMATION

### Asbestos Notification

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

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

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

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

### Family Education Rights and Privacy Act

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

### Parent Council

The purpose of the Parent Council is to develop a united effort between the parent groups from each school and the public at large as one means of securing the highest advantages in education for our children. To accomplish this mission, the Parent Council focuses on providing a forum for communication between parents and the district administrators.

Meetings are held once a month. The formal members of the council include representatives from each of the schools' parent support groups (PTA, PTO) and a member-at-large. Attendance by the general public is welcomed and encouraged.

Typically, meetings include discussion of programs that relate to all schools. Questions generated by the members and attending parents can be communicated and answered.

### Nondiscrimination Clause

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

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

Admission requirements for enrollment in the Tupelo Public School District include the following:

1. Evidence of the age of the child.
  - a. A valid birth certificate or certified copy thereof; if not available, the next evidence of the age of the child obtainable in the following order shall be accepted:
    - i. A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by a parent, grandparent, or custodian;
    - ii. An insurance policy on the child's life that has been in force for at least two years;
    - iii. A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent, grandparent, or custodian;
    - iv. A passport or certificate of arrival in the United States showing the age of the child;
    - v. A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
    - vi. If none of the foregoing evidence can be produced, an affidavit of age sworn to by a parent, grandparent, or custodian.
  - b. A child enrolling in kindergarten or first grade shall present the required evidence of age upon enrollment. Any child in Grades 2 through 12 not in compliance at the end of sixty (60) days from enrollment shall be suspended until in compliance.
2. Verification of required inoculations.
3. Completion of necessary student information documents.
4. Attainment of the age of five years on or before September 1 of the current year for kindergarten, or six years on or before September 1 of the current year for first grade.
5. Proof of residency within the District.
6. Students transferring into the District must meet the foregoing requirements and provide the cumulative record from the last school attended.
7. Parent(s) or legal guardian(s), must accompany a minor child seeking enrollment in the District for the first time.
8. The immigrant status and/or English speaking status of a student shall not prohibit him/her from enrolling in the District.
9. In the event that any student, though legally transferred or otherwise entitled to attend school in the District, who is under expulsion from another school district should seek enrollment, the Board may request a written report from the expelling school district and review the case and conditions under which the student was expelled. The Board may conduct a hearing or appoint a hearing officer for the purpose of considering the reason(s) for expulsion of the student, and may refuse to enroll a student under expulsion from another school district when such reason for expulsion is deemed to be for sufficient and good cause.
10. The Board authorizes the superintendent to promulgate regulations and procedures consistent with this policy.

Residency Checklist available here: <http://tupelo.msbapolicy.org/portals/Tupelo/Exhibits/-%20Residency%20Checklist.pdf>

#### Administrative Procedure

1. Verification of Residence.

For the purpose of school attendance the place of residence of a student is defined as that place where a student physically resides full-time. Any new student enrolling in the District, and continuing students will be required to verify their residence address as a part of the registration process. A parent or legal guardian seeking to enroll or to continue enrollment of a student must provide the District with at least two of the items listed below as verification of residency (any doc-

ument which lists a post office box as an address cannot be accepted):

- 1.1. Filed Homestead Exemption Application form;
  - 1.2. Mortgage documents or property deed;
  - 1.3. Apartment or home lease;
  - 1.4. Utility bills;
  - 1.5. Affidavit and/or personal visit by a designated school district official;
  - 1.6. Any other documentation that will objectively and unequivocally establish that the parent or guardian resides within the school district.
2. Each principal is responsible for ensuring that only students eligible to attend that school are in fact enrolled and attending.
  3. The District reserves the right to require additional documentation and verification at any time. Verification may include home visits.
  4. The District shall maintain on file copies of all documents used to verify each student's residency, all executed Declaration of Residency Forms, and copies of any relevant guardianship petition or decree.
  5. Students living with Non-parent
    - 5.1 When a student is living with adults other than parents or legal guardians, the non-parent claiming District residency must meet the same criteria required of a parent or legal guardian.
    - 5.2 The non-parent must provide the school with an affidavit stating; his or her relationship to the student, the student will be living at his/her abode full-time, and provide documentation fully explaining the reasons for this arrangement.
    - 5.3 The superintendent or designee shall make the determination as to whether to admit the student.
    - 5.4 Examples of situations where "in loco parentis" authority of a non-parent adult should be recognized to establish residency of the minor include but are not limited to the following:
      - Death or serious illness of the child's parent(s) or grandparent(s);
      - Abandonment of the child;
      - Child abuse or neglect;
      - Unstable family relationships or undesirable conditions in the home of the child's parents or guardians which have a detrimental effect on the child;
      - Students enrolled in recognized exchange programs residing with host families. Tupelo High School accepts only foreign exchange students annually.
  6. McKinney-Vento Homeless Children and Youth

When a child is determined to be eligible for McKinney-Vento services, the District shall take immediate enrollment action that is in the best interest of the child and will not require the documentation listed in this policy/procedure. Under McKinney-Vento, the non-parent who has assumed responsibility for the care and custody of the child may not be required to obtain legal guardianship but shall provide the school with an explanation of the relationship to the student and circumstances of the arrangement.

## Tupelo Public School District

### Mission

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

### Goals

- Increase student achievement across the district.
- Provide a safe, secure, and orderly environment in all schools
- Attract and retain all stakeholders
- Maintain sound financial stability
- Develop a vision of college and career ready learning

### Beliefs

The Tupelo Public School District is guided by a set of core beliefs.

We believe that:

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

Tupelo Public School District  
Superintendent and Board of Trustees

KENNETH WHEELER - President

JOE BABB – Vice President

PAUL MIZE - Secretary

SHERRY DAVIS – Board Member

EDDIE PRATHER – Board Member

DR. ROB PICOU - Superintendent

## **School Calendar 2020-2021**

July 1, 2020	Begin FY 2021
July 3, 2020	District Holiday (Independence Day Observed)
August 3, 2020	Staff Report
August 3-7, 2020	Professional Development Days
August 12, 2020	Students Report
September 3, 2020	First Quarter Progress Reports
September 7, 2020	District Holiday (Labor Day)
October 2, 5, 6, 7, 2020	First Quarter Assessments
October 7, 2020	End of First Quarter
October 9, 2020	Parent Teacher Conference Day
October 12, 2020	District Holiday (Columbus Day)*
October 15, 2020	First Quarter Report Cards
November 12, 2020	Second Quarter Progress Reports
November 23-27, 2020	District Holidays (Thanksgiving)
December 15-18, 2020	Second Quarter Assessments
December 18, 2020	End of Second Quarter (60% Day)**
December 21-Jan 1, 2021	District Holidays (Christmas)
January 4, 2021	Staff Report
January 4, 2021	Professional Development Day
January 5, 2021	Students Report
January 7, 2021	Second Quarter Report Cards
January 18, 2021	District Holiday (Martin Luther King Jr Day)
February 4, 2021	Third Quarter Progress Reports
February 15, 2021	District Holiday (President's Day)*
March 8-12, 2021	District Holidays (Spring Break)
March 16-19, 2021	Third Quarter Assessments
March 19, 2021	End of Third Quarter
March 25, 2021	Third Quarter Report Cards
April 2, 2021	District Holiday (Good Friday)
April 5, 2021	District Holiday (Easter Monday)*
April 15, 2021	Fourth Quarter Progress Reports
May 21, 2021	Graduation
May 21, 24, 25, 26, 2021	Fourth Quarter Assessments
May 28, 2021	End of Fourth Quarter/End of Year for students (60% Day)**
May 28, 2021	Fourth Quarter Report Cards
May 31, 2021	District Holiday (Memorial Day)
June 30, 2021	End FY 2021

First Semester: 85 days

Second Semester: 95 days

Student Day Total: 180 days

Staff Day Total: 189 days



## Tupelo Public School District School Listings

### **Carver Elementary**

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

### **Early Childhood Education Center**

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

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

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

### **Lawndale Elementary**

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

### **Milam Elementary**

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

### **Parkway Elementary**

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

### **Pierce Street Elementary**

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

### **Rankin Elementary**

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

### **Thomas Street Elementary**

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

### **Tupelo High School**

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

### **Tupelo Middle School**

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

### **Tupelo Structured Day Program**

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

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### **Administrative Office**

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

### **Hancock Leadership Center**

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

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

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

### **TPSD Hotline**

841-7771

### **T.I.P.S. Line**

841-7772

## TPSD BOARD POLICIES

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

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

Click About Our District Click

Board of Trustees

Click Board Policies

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

### Elementary Student Guidebook Topical Reference to Board Policies

#### A. Student Services and Programs

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

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

## **B. Student Rights and Responsibilities**

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

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

### C. General Information

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

Parking decals	<u>JGFF Automobile Use</u>
Recognition for Accomplishments	<u>AGA Recognition for Accomplishments</u>
Emergency School Closing Procedures	<u>EBBD Emergency Closings</u>

#### **D. Special Circumstances Notifications**

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

Title IX Coordinator: Dr. Brock English, Assistant Superintendent

E-mail: [bwenglish@tupeloschools.com](mailto:bwenglish@tupeloschools.com)

Address: 72 South Green Street, Tupelo, MS 38804

Telephone: 662-841-8850

## Student/Parent Acknowledgement

### Subject To Change

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

Our signatures verify that we have been ensured access to an electronic version of the 2017-2018 Student Handbook, and understand that the Handbook is a work in progress document and that changes may be made throughout the school year in response to unanticipated events.

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

We certify that at the start of the 2018-2019 school year, we were given a copy of the 2018-2019 Student Handbook and/or have been ensured access to an electronic version of the handbook.

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

Parent or Guardian (please print): \_\_\_\_\_ Signature

Date: \_\_\_\_\_

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