

District: Tupelo Public School District
Section: B - School Board Operations
Policy Code: BCAD - Teleconference or Video Board Meeting

BOARD POLICY

1. The Board shall comply with applicable state law in conducting a Board meeting via teleconference or video conference. Any Board member may participate in a Board meeting via teleconference or video means. Public access must be provided at the physical location of the meeting.
2. The Board shall make an audio recording of the meeting, if a teleconference medium is used, or an audio/visual recording, if the meeting is held by video means.
3. The Board may meet by teleconference or video means as often as needed if an emergency exists and the Board is unable to meet in regular session. The nature of the emergency shall be stated in the minutes. Five-day notice shall not be required for teleconference or video meetings continued to address an emergency or to conclude the agenda of a teleconference or video meeting of the Board for which the proper notice has been given, when the date, time, place and purpose of the continued meeting are set during the meeting prior to adjournment.

ADMINISTRATIVE PROCEDURES

1. A quorum of a public body as prescribed by law may be at different locations for the purpose of conducting a meeting through teleconference or video means provided participation is available to the general public at one or more public locations specified in the public meeting notice.
2. Notice of any meetings held pursuant to this section shall be provided at least five (5) days in advance of the date scheduled for the meeting. The notice shall include the date, time, place and purpose for the meeting and shall identify all locations for the meeting available to the general public. All locations for the meeting shall be made accessible to the public. All persons attending the meeting at any of the public meeting locations shall be afforded the same opportunity to address the public body as persons attending the primary or central location. Any interruption in the teleconference or video broadcast of the meeting shall result in the suspension of action at the meeting until repairs are made and public access is restored.
3. An agenda and materials that will be distributed to Board members shall be made available to the public at each public location the time of the meeting.
4. Votes taken during any meeting conducted through teleconference or video means shall be recorded by name in roll-call fashion and included in the minutes.
5. The recording shall be preserved by the public body for a period of three (3) years following the date of the meeting and shall be available to the public.

Adopted Date:

Approved/Revised Date:

District: Tupelo Public School District
Section: D - Fiscal Management
Policy Code: DK - Student Activities Fund Management

BOARD POLICY

The Board authorizes the expenditure of activity funds only in accordance with state law and as outlined in Board policy: for necessary expenses or travel costs incurred by students and their chaperones in attending any school-related programs, conventions or seminars, and/or any commodities, purchased services or school supplies which the Board shall deem beneficial to the official or extracurricular programs of the District.

Activity funds shall be expended in such a way as to benefit those students currently in school who had the opportunity to contribute to the accumulation of such funds. All activity funds received by a school shall be handled in the manner prescribed by the State Auditor's office and shall be audited annually. All purchases made with activity funds shall comply with the state purchasing laws.

REFERENCES

MCA § 37-7-301(s)

Office of School Financial Services Accounting Manual Section F

FORMS

DF Form 1.0510 TPSD Activity Fund Transmittal Report Cover Sheet

ADMINISTRATIVE PROCEDURE

1. DEFINITION: "Activity funds" shall mean all funds received by school officials paid or collected to participate in any school activity, such activity being part of the school program. The term "activity funds" shall not include any funds raised and/or expended by any organization unless commingled in the designated bank account with existing activity funds, regardless of whether the funds were raised by school employees, or using school facilities, and regardless of whether a school employee exercises influence over the expenditure or disposition of such funds.

2. The Department of Finance shall designate an account for each school for the purpose of handling activity funds. These accounts (a) shall handle all monies collected by different organizations within the school, and (b) must utilize regular District accounting procedures. No employee of the District may open or maintain a separate checking account for a school organization or program. All expenditures must be authorized by the principal and sponsor of the organization.

3. Funds raised by students must be expended for projects for which the funds were raised which

have been approved by the membership of the sponsoring organization. Funds raised for a given project and not expended within the school year will be maintained and carried over in the project account for which they were raised. Only if a project becomes extinct can the remaining funds be transferred to another project account within the school account, at the discretion of the principal.

4. All activity funds received by a school must be deposited into its account, through the principal, who shall maintain a permanent receipt journal, containing such information as prescribed by the State Auditor's office to record all receipts. Any person transferring money to a school principal for deposit shall be given an original receipt, with one copy being maintained at the principal's office and another copy shall be sent to the Department of Finance. An accounting of all pre-numbered receipts must be maintained by the principal or designee. A copy of the deposit slip indicating the amounts of money deposited to the bank and the receipt number sequence must also be sent to the Department of Finance.

5. All disbursement of activity funds at Tupelo High School shall be made from the account on pre-numbered checks and adequately supported as to the reason for disbursement. (The activity funds of all other schools are centralized through the Department of Finance.)

6. Within five working days of the close of the month, each principal shall deliver to the Department of Finance

a Transmittal Report containing a listing of all receipts and disbursements occurring at the school. This listing will include both general fund and club fund transactions.

7. Any event at a school where a fee is charged for admission shall use pre-numbered tickets and be accounted for in a manner prescribed by the State Auditor's office if the event is estimated to generate more than \$100 in revenue.

8. Any arrangement between a school and a company supplying merchandise, such as class rings and caps and gowns, shall be by written contract, signed by the superintendent and the company's representative, approved by the Board, and on file available for public review in the superintendent's office. Any rebate or commission provision in a contract for merchandise shall be fully disclosed in the Board minutes and to any prospective purchasers of the merchandise. Persons who purchase merchandise shall pay either the company or the activity fund directly. In cases where the merchandise is purchased from the vendor, any such rebate or commission to the school shall be paid by check from the company directly to the school's activity fund. In the event merchandise is sold through a school, the cost of such merchandise shall be paid from the student activity fund directly to the vendor. Under no circumstances shall a company or a purchaser make payment directly to a principal.

9. All funds raised by a specific organization such as a PTA on behalf of a school may be deposited in the activity fund and used exclusively for such school's benefit. Money deposited with activity funds is subject to this policy. Funds raised utilizing school employees in their official capacities are considered activity funds and are covered by this policy. Funds raised utilizing volunteers and off the school grounds are not considered activity funds unless they are deposited with existing activity funds.

10. Improper administration of this policy and procedure will be cause for disciplinary action up to and including dismissal and the prosecution of any criminal charges that are applicable.

Adopted Date: 4/24/2001

Approved/Revised Date: 5/13/2014

District: Tupelo Public School District
Section: G - Personnel
Policy Code: GBQAA - Reemployment after Retirement

BOARD POLICY

1. The District at its discretion may pay with local funds one hundred percent (100%) of the cost of the health insurance premiums for all retired members of the Public Employees' Retirement System who are rehired as school bus drivers by the District. No state funds shall be used for this purpose.
2. The Board authorizes the superintendent to establish administrative procedures consistent with this policy.

ADMINISTRATIVE PROCEDURES

1. A retiree may not be reemployed until he/she has been retired for at least 90 consecutive days.
2. Notification of PERS:
 - a. PERS must be notified in writing within 5 days of the reemployment.
 - b. Notification must be repeated each new fiscal year of post-retirement employment.
 - c. PERS must be notified in writing within 5 days of termination.
3. The amount reimbursed to the employee:
 - a. may be for the employee's premium only, not for any dependents; and
 - b. may not exceed the amount deducted from the employee's PERS retirement check.
4. Reimbursements under this policy will comply with Mississippi law and all PERS rules and regulations.

Adopted Date:

Approved/Revised Date:

District: Tupelo Public School District
Section: I - Instructional Program
Policy Code: IEA - Intervention Process

Three Tier Instructional Model Policy (TST Policy)

- 1.** The Tupelo Public School District is dedicated to providing high quality instruction and behavioral support to all students. The District requires schools to use a Three Tier Instructional Model to meet the needs of every student enrolled in the District, as supported by educational research and dictated by State Board Policy 4300. Each school will collect and analyze data on student performance in math, reading, and behavior at least three times per year using instruments (such as curriculum based measures) and procedures adequately designed for universal screening. Universal screening measures consist of brief assessments focused on target skills (e.g., phonological awareness) that are highly predictive of future outcomes.
- 2.** Teachers and data analysis teams will use universal screening information to: (a) determine if students are making adequate progress, (b) identify students who are likely to fall behind based on risk factors, and (c) modify instruction early enough to ensure each student gains essential skills to be successful in school and on high stakes assessments. Behavioral screeners will include an analysis of office discipline referrals and completion of rating scales by classroom teachers. For students needing further assessment, other tools such as observations; interviews with teachers, parents, students, and staff; direct assessments of students; and other data collection methods will be utilized in conducting functional behavioral assessments (FBAs). Behavior intervention plans (BIPs) will be developed and implemented for students in Tier 2 and Tier 3 for behavior improvement.
- 3.** Parental consent will not be required for students in general education settings when the following types of instruments are used for the purpose of improving general education instruction: hearing and vision screening, universal screeners, curriculum based assessment, progress monitoring, parent or teacher questionnaires/ interviews, student observations, diagnostic assessments, functional behavioral assessments, behavioral intervention plans, and academic interventions. Exceptions could include students with Individualized Education Programs (IEPs). All requirements under the Individuals with Disabilities Education Act (IDEA) will be followed for those students, including sending **Written Prior Notice (WPN)** and obtaining informed written parental consent for reevaluation when conducting hearing/vision screening, FBAs/BIPs, student observations, achievement testing and other diagnostic testing as part of a reevaluation as defined by IDEA and state policy, or as clarified by the Office of Special Education Programs.
- 4.** Parents of general education students may expressly deny consent in writing for any of these tools, instruments, screeners, assessments, or interventions. Parents of children with IEPs have procedural safeguards under IDEA and are encouraged to discuss their rights with a special education teacher or administrator if they have

questions or concerns. The District strongly encourages any parent to speak with an administrator before denying consent for any action under this policy, as this policy is designed to help every child achieve academic and behavioral success in school. The District is strongly vested in being a partner with parents and resolving concerns as quickly as possible to achieve the best outcomes for students.

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

ADMINISTRATIVE PROCEDURES

The Three Tier Instructional Model

1. Tier 1

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

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

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

2. Tier 2

A. Tier 2 consists of focused supplemental instruction for small groups of students with similar strengths and needs. Grade level, subject area, and/or behavior teams will be utilized to design, deliver, and monitor Tier 2 supplemental instruction. Supplemental academic instruction is delivered two to three times per week for 20 to 30 minutes per session. Tier 2 supplemental academic instruction does not replace core instruction. Behavior supports are ongoing. Data are analyzed and graphed at least twice per month. Data will be used to determine whether to continue Tier 2 strategies, discontinue the Tier 2 strategies, modify the strategies, and/or request individualized support in the form of Tier 3 strategies from the Teacher Support Team (TST).

B. Tier 2 Referral Criteria

The following students are considered to be “at risk” for academic failure, behavior

problems, and drop out. These students should be *considered* for Tier 2 and/or Tier 3 supports as early as possible:

- a) Students who have scored Basic on a Mississippi Curriculum Test (MCT) or their equivalent;
- b) Students who fall at, or below, the 25th percentile on nationally- or locally-normed standardized assessments;
- c) Students who have failed, been retained, or been socially promoted at least once;
- d) Students who have ever been suspended (In-School Suspension and/or Out-of-School Suspension) and who are currently exhibiting problematic behavior;
- e) Students who do not attend school on a regular basis;
- f) Students who obtain outlying scores on behavior screeners; and
- g) Other students with unique problems who require academic and/or behavior supports beyond Tier 1.

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

3. Tier 3

A. Tier 3 consists of intensive, individualized, scientifically research-based instructional and behavioral supports designed to effectively address all deficit areas for each student supported by the **TST**. The TST is the problem-solving unit responsible for designing and monitoring Tier 3 strategies in the general education setting. Each school must have a **TST** consistent with the process developed by the Mississippi Department of Education as required by State Board Policy 4300.

B. The chairperson of the TST is the school principal, as the school's instructional leader, or the principal's designee. The designee must be a general education professional who has authority to assign district and local resources--including personnel, funds, and professional development activities--to carry out the interventions and associated activities prescribed by the **TST Teacher Support Team**. Each member of the team must have strong working knowledge of: grade level and subject area curriculum and expectations for individual students referred; diagnostic procedures; research-based academic and behavioral techniques designed to effectively remediate specific student needs; data collection and analysis; and effective consultation principles. Membership of the team can change based on the grade-level of the student and their specific academic and/or behavioral needs. However, there will be a mechanism to assure consistency, such as one or more members who maintain membership, such as the Chairperson, a counselor, an academic coach, and/or a behavior specialist.

C. Tier 3 Referral Criteria

The following students are considered to be “at substantial risk” for academic failure, behavior problems, and drop out. These students should be *considered immediately* for Tier

3 supports:

- a) Students who fall at, or below, the 10th percentile on nationally- or locally-normed assessments;
- b) Students who have scored “Minimal” on the MCT or who have failed a Subject Area Test;
- c) Students who have failed, been retained, or been socially promoted two or more times;
- d) Students who have ever been expelled or suspended more than 10 days in a school year;
- e) Students who have experienced 11 or more negative contacts with school officials due to behavioral issues since entering school;
- f) “Over-age” students;
- g) Students with a significant history of excessive and/or prolonged absences;
- h) Students who obtain extreme outlying scores on behavior screeners; and
- i) Other students with unique problems who require academic and/or behavior supports beyond Tier 2.

D. After a Tier 3 referral is received, the TST must meet as soon as possible to analyze all available information. If the student is at substantial risk and/or the teacher has exhausted his/her repertoire of strategies, the TST must develop and assure implementation of academic and/or behavioral supports within two weeks of receiving the TST referral. Generally Tier 3 instruction is delivered daily for 45 to 60 minutes per day. Behavior interventions are ongoing. The primary instructor(s) must be closely involved with the personnel delivering the academic and behavioral supports for generalization, transfer, maintenance, and practice in all classroom settings.

E. Academic data will be collected 2 to 3 times per week, or as often as prescribed by the research-based intervention; behavioral data will be collected as often as necessary, depending on the PBIS technique(s). Data will be analyzed and graphed by a qualified member of the TST once per week, or as often as prescribed by the research-based intervention(s). The TST will meet and review the data on each child in Tier 3 at least twice per month, or more frequently if circumstances warrant. Parents must be notified about the results of formal data reviews and all TST decisions that result in significant changes in the student's educational program. The TST will make genuine attempts to meaningfully involve parents in the Tier 3 process.

Is this for TIER 3 or for all TIERS? If for Tier 3, make this F. If for all TIERS, make this 4. If the student is not making adequate progress, the TST must determine whether to modify the intervention(s). The **TST** ~~Teacher Support Team~~ should consider, at a minimum, the following modifications: 1) change the amount of time in the intervention (frequency, duration, and/or intensity); 2) change interventions; 3) add an intervention; 4) conduct more frequent integrity checks; 5) conduct diagnostic assessment(s) to assure the intervention is at instructional level and targeting the appropriate deficits; 6) change interventionist(s), 7) change primary

instructor(s), 8) change the setting, time, materials, etc., and/or 9) change the reinforcer(s), reinforcement schedule, graphing/reporting techniques.

4. Referral to the Local Survey Committee (LSC)

A. If, at any point, a staff member, teacher, parent, or other person with knowledge and concern for the student (such as a guardian, family member, or health care provider) expresses concern that the student has a disability that requires special education and related services, a written request to the principal for a comprehensive evaluation is recommended. The principal will notify the Director of Special Education immediately. The LSC will convene within 14 calendar days of the request (including holidays* and the summer).

B. For students receiving Tier 2 or Tier 3 instructional supports, the parents MUST be informed they have the right to request a comprehensive evaluation at any point in the instructional process. A request for comprehensive evaluation indicates the individual suspects the child requires specially designed instruction and supports (including accommodations and modifications) from special education in addition to intensive instruction from highly qualified general education teachers, implementing the Three Tier Instructional Model.

C. Instructional supports at Tiers 2 and/or 3 should not be discontinued when a request for comprehensive evaluation is made, since the student is not making sufficient progress in general education and, therefore, continues to require additional supports in the general education environment.

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

E. Students who are suspected of having a Specific Learning Disability who have not made adequate progress after an appropriate period of time when provided with appropriate instruction must be referred by the LSC for a comprehensive evaluation.

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

5. Discontinuation Criteria

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

- 1) They continue to exhibit success in the Tier 2 or Tier 3 interventions for a length of time prescribed by the intervention(s);
- 2) They score six (6) consecutive data points on or above the goal line that projects them to a "normal" level;

- 3) The **data review team** (grade level team, subject area team, behavior team, and/or TST) deems them successful;
- 4) They continue to exhibit success following the downward **titration** or cessation of Tier 2 or Tier 3 interventions;
- 5) They graduate from high school with a standard high school diploma;
- 6) They are 21 years of age on September 1; or
- 7) They withdraw from District.

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

Adopted Date: 7/15/2013

Approved/Revised Date:

District: Tupelo Public School District
Section: I - Instructional Program
Policy Code: IJC - Using Copyrighted Material

BOARD POLICY

1. District staff and students shall comply with the provisions of federal copyright law. Copyrighted materials, whether print or non-print, will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received. Illegal copies of copyrighted material may not be made on District equipment or used within the District.
2. Employee Liability for Violation. Any employee who willfully disregards this policy does so at his/her own risk and assumes all liability. The legal and/or insurance protection of the District will not be extended to anyone who violates the fair use standards of this policy.
3. The Board authorizes the superintendent to establish procedures consistent with this policy.

ADMINISTRATIVE PROCEDURES

1. Fair Use. In order to qualify as "fair use," the following four criteria shall be considered:
 - a. The purpose and character of the use, including whether such is a commercial nature or is for nonprofit educational purposes;
 - b. The nature of the copyrighted work;
 - c. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
 - d. The effect of the use on potential market for or value of the copyrighted work.
2. Any questions concerning copyright law should be directed to the employee's supervisor.

Adopted Date:

Approved/Revised Date:

District: Tupelo Public School District
Section: J - Students
Policy Code: JBCC - Student Tuition for Out-of-District Students

NONRESIDENT TUITION CHARGES

Nonresident students admitted to the District will be subject to payment of tuition upon admission to the Tupelo Public School District. The Board authorizes the superintendent to establish tuition fees for nonresident students.

[JBCC-E1 - Nonresident Tuition Charges.pdf](#)

[JBCC-E2 - Nonresident Tuition Agreement NonEmployee.pdf](#)

[JBCC-E3 - Nonresident Tuition Agreement Employee.pdf](#)

ADMINISTRATIVE PROCEDURES

1. Tuition charges will include a basic charge reflective of the amount of local funds provided toward the general educational expenses of resident students in grades K-8 and 9-12, respectively.
 - a. Additional tuition charges will be assessed for expenses related to educational services that create an additional economic burden on the local funding budget of the District. The scope of related services associated with educational expenses that place an added economic burden on the local funding budget and for which non-residents students may be charged additional tuition includes, but is not limited to the following:
 - special transportation
 - audiological services
 - psychological services
 - therapy: physical, occupational, aquatic, recreation (including therapeutic)
 - orientation and mobility services
 - assistive technology devices
 - social work
 - school health services
 - general counseling: parent counseling, parent training, rehabilitation counseling
 - early identification & assessment
 - professional development for staff
 - individualized instructional supplies/materials
 - gifted education services
 - b. Costs for the related services and items may vary.
2. The current tuition schedule shall be attached as an exhibit to this policy.
3. Nonresident students enrolling in the District for less than a full scholastic year will be assessed tuition on a pro-rata basis.
4. All tuition charges shall be paid in advance. Tuition may be paid annually or by the semester.

5. A partial waiver of tuition may be requested by a nonresident student's parent or guardian who owns property in the District and pays local school taxes. The amount of a tuition waiver will be calculated by subtracting the amount actually paid in local school taxes from the amount annually assessed for nonresident tuition. Not more than one-half of the nonresident tuition will be considered for waiver per student. School taxes paid on property jointly owned with other parties or individuals will not be considered for waiver of tuition.
6. A waiver of tuition may be requested by a nonresident student's parent or guardian who works within the Tupelo Public School District and is employed by North Mississippi Medical Center and Region III as a nurse or a therapist .
7. If at any time tuition payments become delinquent, the District reserves the right to rescind enrollment in the District and require the nonresident student to return to his/her home district. Failure to pay tuition will result in revocation of the transfer.
8. Non-resident tuition should be remitted to the following address:
Tupelo Public School District
72 South Green Street
Post Office Box 557
Tupelo, Mississippi 38802-0557

Adopted Date: 5/16/2013

Approved/Revised Date: