

**District:** Tupelo Public School District

**Section:** D - Fiscal Management

**Policy Code:** DJEAB - Purchasing Procedures - Education Enhancement Funds

**PURCHASING PROCEDURES: EDUCATIONAL ENHANCEMENT MATERIALS**

**AND SUPPLIES** A section of the State Educational Enhancement Fund provides for the expenditures of classroom supplies, instructional materials and equipment, including computers and computer software. Materials and supply funding received by the District will be allocated equally among all classroom teachers in the District. Classroom supply funds may not be expended for administrative purposes. These funds may only be used to supplement, not replace, other local and state funds available for the same purpose. On March 31 of each school year, any unspent or unobligated EEF funds revert to the principal of the teacher's school for purchasing of classroom supplies and equipment. [Per Linda Pannell - we don't do this any more] The Tupelo Public School District will comply with Mississippi State Board policy and regulations in regards to educational enhancement materials and supplies. The Board authorizes the superintendent to establish procedures consistent with this policy.

**ADMINISTRATIVE PROCEDURES**

1. Definition: For purposes of this policy, the term "Teacher" shall mean any employee of the District who is required by law to obtain a teacher's license from the State Board of Education and is assigned to an instructional area of work, but shall not include federally funded teachers. "Teacher" includes all licensed regular teachers and licensed state or locally funded special education teachers, vocational teachers, gifted teachers, counselors and librarians. Part-time teachers will be allocated a proportional share of the amount allocated to other teachers based on time spent in an instructional area of work.
2. Any two (2) or more teachers may agree to pool all or part of their allocation to support the overall goals of a school. Teachers desiring to pool their funds must develop a signed spending plan in writing which must be approved and signed by the principal.
3. Teachers need not fully expend their allocation in the year in which they receive them, but may carry forward such funds over a period of two years for expenditure in any succeeding school year by submitting a principal-approved spending plan to the finance office by November 1 of the allocation year. However, teachers are encouraged to expend their funds in the year in which they receive them.
4. State Board policy requires school sites to maintain adequate documentation to demonstrate compliance with this policy. At a minimum, each principal shall maintain a listing of all teachers, the amount allocated to each teacher, the carry forward amount for each teacher, a copy of each spending plan (for two or more who pool funds) and a copy of all requisitions or purchase requests submitted by the teacher. As a teacher submits requisitions or requests for supplies, materials and/or equipment, the principal shall reduce that teacher's allocation for the appropriate amount and maintain a current balance. To minimize work for the schools, software and accounting codes designed to maintain separate accounting of each teacher's allocation and expenditures may be used.

Adopted Date:

4/30/2013

Approved/Revised Date:

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**District:** Tupelo Public School District  
**Section:** D - Fiscal Management  
**Policy Code:** DKD - Revenues from Gate Receipts and Admissions

**GATE RECEIPTS AND ADMISSIONS: ATHLETICS** It is the policy of the Board to comply with the rules of the Mississippi High School Activities Association relative to gate receipts and . The Board authorizes the administration to establish admission fees for athletic events in the District commensurate with prevailing rates. [DFD-E Gate Receipts and Adminssions Athletics.pdf](#) The superintendent and Athletic Director shall establish the cost of admission to athletic events and shall publish the same as an exhibit to this policy.

Adopted Date: 5/25/2010

Approved/Revised Date:

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**District:** Tupelo Public School District  
**Section:** D - Fiscal Management  
**Policy Code:** DM - Fixed Assets Policy

**FIXED ASSETS** The Board recognizes the importance of developing and maintaining a complete and accurate accounting of fixed assets. Safeguarding such large investments of government resources is required for sound financial administration. Pursuant to the requirements of the Mississippi Office of the State Auditor, the District shall establish and maintain a system of accountability for its fixed assets. These requirements include:

- Tagging all fixed assets.
- Maintaining a detailed listing of fixed assets.
- Taking a physical inventory at least twice annually.
- Obtaining Board approval of deletions of fixed assets
- Obtaining Board approval for donations of fixed assets.

The Board authorizes the administration to implement procedures consistent with this policy. [Equipment Disposal Form.pdf](#)[Equipment Donation.pdf](#)[Equipment Transfer Form.pdf](#)[Removal of Fixed Asset from School Property.pdf](#)[Inventories Fixed Asset Form.pdf](#) ADMINISTRATIVE PROCEDURES

1. Definition: Fixed assets are those assets of a long-term nature intended to be held or used by the District, including land, buildings, improvements other than buildings, construction in progress, furniture and equipment, mobile equipment, and leased property under capital leases.
2. Asset management. As a part of its continuing effort to enhance accountability and control of public expenditures as well as to increase internal controls and governmental operating efficiency, the District has established a comprehensive Fixed Asset Management System. Responsibility for the fixed asset system will lie with the superintendent and the Director of Finance, to whom principals and other directors or supervisors will be accountable for the maintenance of proper fixed asset records.
3. Responsibility. Responsibility for the fixed asset system will lie with the Superintendent or designee (most likely the Director of Finance), to whom principals and other directors or supervisors will be accountable for the maintenance of proper fixed asset inventories. Semi-annual inventory reconciliation will be coordinated through the Finance Department. Responsibility for the individual fixed asset rests with the employee in whose possession the asset has been assigned. ~~; e.g., a teacher for equipment located in his/her classroom, a student for laptop assigned, a director/administrator for District paid cell phone.~~ Ultimate responsibility rests with the administrators listed below:
  - Administrative Office Directors/Supervisors by Department
  - Athletic Department Director/Athletics
  - Federal Programs Director/Federal Programs
  - Finance Office Director/Finance
  - Food Service

Operations Director/Food Service • Hancock Leadership Center Director/Hancock Center • Maintenance Department Director/Maintenance • School Sites Principals/Site Directors • Special Education Programs Director/Special Education • Transportation Department Director/Transportation Said employees must account for any and all missing assets. Responsibility may be assigned to another level by the above directors, principals, and supervisors if the request is made in writing and approved by the superintendent or his designee.

4. Due care. Any employee having custody and/or responsibility of a fixed asset will exercise due care in managing, maintaining and controlling the fixed asset. He/she may be held personally liable for fixed assets that are damaged or missing resulting in reimbursement to the District for the cost of that asset.
5. Asset audits. Annual audits of all District fixed asset will be conducted and any missing item shall be reported. Additional audits may occur (a) when a change in leadership at an office or school site occurs; (b) at any random time throughout the year.
6. Asset valuation. All purchased assets will be valued at historical cost (purchase price) or estimated historical cost if the actual historical cost is not available. The value of purchased assets shall include not only the purchase price for the asset but also any cost required to get the asset in place and in useable condition. These costs shall include, but are not limited to, architect fees, installation costs, shipping charges, etc.
7. Donated assets. All donated assets will be valued at fair market value at the date of donation. Upon the acceptance of any donated item considered a fixed asset, a Donation of Fixed Asset form must be submitted to the finance office. Donation forms for any donated item must be accompanied by an Agenda Request form for Board acceptance and recognition.
8. Capitalization. All assets that meet the following criteria shall be capitalized (coded to the appropriate budget account number, tagged with bar code, and added to the District's fixed asset inventory):
  - The asset has a useful life of more than one year, AND
  - The asset has a historical cost or, if donated, a fair market value of greater than \$1,000, OR
  - The asset is considered "highly walkable."
 Exception items (or highly walkable items) are those that may have a historical cost or value below \$1,000, but due to the type and nature of the fixed asset, asset accountability is required. Highly walkable assets include, but are not limited to, the following: Weapons Cellular Telephones Cameras & Camera Equipment (greater than \$250) Chain Saws Two-Way Radio Equipment Air Compressors Televisions (greater than \$250) Welding Machines Lawn Maintenance Equipment Generators Motorized Vehicles Ipods Computer & Computer Equipment (greater than \$250)
9. Depreciation. Generally accepted accounting principles require depreciation of capital assets. Depreciation reporting shall be subject to GASB 34 guidelines.
10. Tagging. All fixed assets are to be tagged with "Tupelo Public School District" bar code tags. If, for any reason, a property tag is removed or damaged, a request for a replacement tag should be made to the finance office. Pending issuance of a replacement tag, the item should be labeled with a permanent ink marker with the asset number as well as "Property of TPSD."
11. Transfers. When an item is moved within a school or department, the fixed asset team member within the school or department MUST be notified. When an item is permanently transferred from one school or department to another, a Permanent Transfer of Fixed Assets form must be completed. If the transfer is temporary, the 'sending' school or department should keep a Temporary Transfer of Fixed Assets form on file until the fixed asset is returned.
12. ~~EEF assets. Items purchased with Education Enhancement Funds (EEF) must remain at the school location from which the purchase was made in the event a teacher transfers to another school location.~~ Removal of fixed assets from District property. While certain assets may be transported to and from District property by employees to

whom they have been assigned (e.g. laptops, cellular telephones), if any other fixed asset is removed from District property for school business or equipment repair a Removal of Fixed Asset From District Property form must be completed, authorized by supervisor/director/ principal, signed and dated when removed and when returned. This form must be kept on file by the school or department to which this asset is assigned.

13. Disposals. All disposals of fixed assets shall be made in accordance with state law.. Any fixed asset found to be beyond repair must be submitted to the District office on a Disposal of Fixed Assets form. If an asset is lost or stolen, a "Lost or Stolen Property Affidavit" must be prepared and signed. If stolen, a copy of the Police Report must be attached as well. It is only after the item has been approved by the Board to be removed from inventory that the item may be disposed.
14. Discipline. Any person who fails to comply with the policies and procedures set forth herein shall be subject to disciplinary action.

Adopted Date: 12/9/2010

Approved/Revised Date:

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**District:** Tupelo Public School District  
**Section:** G - Personnel  
**Policy Code:** GBEB - Personnel Transfer/Reassignment

**BOARD POLICY**The District encourages growth among its staff by following the policy of allowing staff members to receive first consideration for job responsibility assignment change. Each employee of the District will be assigned to a specific position at the direction of the superintendent. The transfer of a licensed employee from one school or department to another school or department within the District may be initiated by the employee or by the principal or supervisor of the employee. The superintendent may transfer licensed employees from one assignment to another provided that such transfers are based on the needs and best interests of the District and upon the qualifications of the employee. A report of all licensed personnel transferred within the District will be provided to the Board. ~~When the Board or superintendent declares a position to be open, the position will be advertised. Preference will be given to employees of TPSD when their qualifications are essentially equal to the qualifications of other applicants.~~ Licensed employees of the District may request a transfer to another school or within the District by providing written notice to Human Resources. The convenience and wishes of the employee may be honored if they do not conflict with the best interest of the District. The transfer of a licensed employee currently employed within the District may be subject to the employment of a satisfactory replacement in the current position of that employee. Such transfers or assignments of licensed personnel will generally require the approval of all principals or supervisors involved except in situations necessitating adjustments in the licensed staff of a school or department and initiated by the superintendent. Upon written request by a licensed employee, a transfer initiated by the superintendent shall be subject to review by the Board. All transfers and assignments will be made without regard to age, sex, race, religion, handicap, national origin or other characteristics protected by law.

Adopted Date:

Approved/Revised Date:

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**District:** Tupelo Public School District  
**Section:** I - Instructional Program  
**Policy Code:** IC - Curriculum Development

## **CURRICULUM DEVELOPMENT**

1. The purpose of education is primarily imparting basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for development and expression of each student's innate potential and talents.
2. The Board recognizes the need for and value of a systematic, ongoing program of curriculum development and evaluation. The design and implementation of the curriculum will be consistent with the Board's adopted mission and applicable goals, state laws, and State Board of Education rules. The Board deems it essential that the District continually develop and modify its curriculum to provide a common direction of action for all instruction and programmatic efforts in the District and to meet changing needs. This curriculum component will be an integral part of the District long-range planning process. An environment to support curriculum delivery must be created and maintained by all functions of the District.
3. While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum learnings common to all students. There will be equitable access to the curriculum for all students.
4. The Board expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge of the growth and development of learners, the needs to learners based on the nature of society, the desires of the residents and taxpayers of the District, state laws, and State Board rules.
  1. The focus of the curriculum will ensure:
    - Emphasis on reading at grade level
    - Mastery of basic skills of writing and mathematics, and
    - Objectives derived from state and national assessments.The curriculum is designed to provide teachers and students with the Board's expectations of what students are to learn. Teachers are expected to teach the curriculum of the District.
  2. The curriculum will be designed and implemented using a competency based curriculum approach that has the following premises:
    1. All students are capable of achieving excellence in learning the essentials of formal schooling.
    2. Success influences self-concept; self-concept influences learning and behavior.
    3. The instructional process can be adapted to improve learning. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, short and long-term assessment of student achievement, and modifications based on assessment results.
    4. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.
    5. High levels of student achievement are the benchmarks for effective curriculum, (design) and instruction (delivery).
  3. Subject area written curriculum and instructional guides shall be developed for all grade levels and subjects in the District. The expectations are that:
    1. All curriculum will be documented in writing.
    2. The curriculum will be reviewed and updated as needed on a regular cycle of review.
    3. Teachers will have copies of guides and use the objectives in the guides to develop daily lesson plans.
    4. Administrators will work with teachers to maintain consistency

between the written curriculum and the curriculum objectives actually taught.

4. Instructional resources such as personnel, textbooks, software, and other materials shall be selected based upon their alignment with the curriculum objectives and curriculum priorities of the District.
5. The implementation of the curriculum will be aligned with the planned and written curriculum, as presented to students by teachers, and the assessed curriculum. Each of these components of the curriculum shall be matched to bring about a high degree of consistency.
5. The Board has several expectations of the teaching process. There must be assurance that teachers and their colleagues are working toward a common set of student objectives.
  1. All faculty members have a responsibility not only to contribute to the refinements of the written curriculum, but also to teach to the curriculum objectives. Teachers are required to use the District curriculum and instruction guide as their primary source of instructional direction.
  2. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.
  3. All programs, including those for special population students, are to be aligned to the District curriculum. Further, they are to be integrated in their delivery approach. All curriculum decisions, including but not limited to elimination or addition of programs and courses and extensive content alteration, will be subject to Board approval.
6. Staff development will be designed and implemented to prepare staff members to teach the designed curriculum and will use effective change processes for long-term institutionalization.
7. The Board shall ~~(1) approve the curriculum scopes and sequences;~~ (2) adopt multiple instructional resources for teacher use within the constraints of state laws and State Board rules; ~~(3)~~ (2) provide funding for staff development opportunities which focus on curriculum design and delivery for increased student achievement; ~~(4)~~ (3) communicate to its constituents the Board's curricular expectations; and ~~(5)~~ (4) fund, through the budget process, adequate resources needed to implement the curriculum based on data.
8.
  1. The Superintendent shall (1) implement this policy; (2) create procedures that are consistent with this policy, (3) annually report to the Board concerning implementation, and (4) ensure that a functional decision-making structure is in place to carry out this policy.
  2. The Superintendent or designee shall establish assessment approaches for determining the effectiveness of instructional programming at the District, campus, and classroom levels. Assessments will focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms.

#### ADMINISTRATIVE PROCEDURE

1. Curriculum and instruction guides shall be provided for all subject areas and courses to assist teachers in their teaching.
  1. The format for these guides will be a collaborative District-level decision.

The guides will:

    1. Reflect alignment to Mississippi Curriculum Frameworks; and
    2. Include scope and sequence, objectives to be taught, ~~assessments in acceptable format,~~ aligned resources, time frame, and instructional strategies.

- ~~3. Include the superintendent's approval date on the cover.~~
  2. Proposed curriculum and instruction guides will be reviewed by external experts prior to adoption, whenever possible.
  3. Curriculum and instruction guide shall serve as the framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the student's particular needs at a particular time. The guides shall be used to map a logical sequence of instruction.
2. In addition to consistent delivery of the objectives in the curriculum, instructional delivery shall be based on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles. This systematic process shall include:
  1. Establishing a school climate that continually affirms the worth of all students.
  2. Expecting that all students will perform at high levels of learning.
  3. Ensuring that all students experience opportunities for personal success.
  4. Varying the time for learning according to the needs of each student and the complexity of the task.
  5. Having both staff members and students take responsibility for successful learning.
  6. Assessing current student skills or learning for instructional assignment.
  7. Analyzing the content of each objective so that instructional strategies match content and assessment.
  8. When appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
  9. Orienting students to the objectives to be learned.
  10. Initial teaching to the objective(s) that provides varied approaches, adequate practice time, and multiple opportunities for learning and success.
  11. Assessing student mastery of the objective(s) to determine the need for movement to a new instructional objective, extension/enrichment, or corrections.
  12. For those who attain master, progressing to the next objective offering extension or enrichment.
  13. For those who do not attain master, providing correctives and/or using different strategies until mastery is attained.
3. Staff development will be provided for teachers on research-based approaches to teaching to provide them with alternative ways to view the teaching act so that they may be as effective as possible.
4. District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum and instructional programs. Periodic reports shall be made to the Board concerning these assessments.
5. The assessed curriculum is to include the following components:
  1. State-level assessments as required.
  2. A District criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment.
  3. An assessment approach developed for all grade levels and courses.
  4. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
  5. A program evaluation component that guides program redesign around the District curriculum, as well as program delivery.
6.
  1. Teachers will conduct frequent assessment of students on the curriculum objectives. Teacher-made tests as well as criterion-referenced tests shall be

used to determine patterns of student achievement. Teachers and supervisors shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum as warranted by assessment results.

2. Teachers shall (1) teach the District curriculum; (2) frequently assess and document student mastery of curriculum objectives and modify instruction to ensure students success; and (3) participate in curriculum development/revision activities. Since the curriculum is a system decision, not a campus or employee decision, curriculum proposals from the employees will be presented first to administration. If the proposal is acceptable at that level, it will then be presented to the Board.
7.
  1. Principals shall review assessments to help teachers ensure the assessments are congruent with the written curriculum.
  2. Principals shall (1) monitor the implementation of the curriculum; (2) translate the importance of effective curriculum and instruction practices on a regular basis; (3) observe classes, monitor lessons, and evaluate assessment materials utilized on their campuses; and (4) use, as a minimum, the following basic strategies to monitor curriculum: 45-minute observations, frequent walk-through observations, conduct or review minutes of curriculum planning meetings, and periodic review of curriculum documents.
8. The Assistant Superintendent for Instruction shall
  1. ensure that a master long-range plan is in place for District curriculum development, revisions, program assessment, and student assessment;
  2. implement the master long-range plan, providing technical and expert assistance as required; and
  3. assist principals in the monitoring of the implantation of the curriculum.
9. The administration shall ensure that the District's budget becomes a document that reflects funding decisions based on the District's educational goals and priorities - a performance-driven budget. The budget development process will ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels will be addressed in those terms.

Adopted Date: 8/10/2010

Approved/Revised Date:

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**District:** Tupelo Public School District

**Section:** I - Instructional Program

**Policy Code:** IDCA - Extended School Year/Summer School

**BOARD POLICY**~~The Tupelo Public School District may offer~~ Summer School/Extended School Year Programs ~~operated for the benefit of Tupelo Public School District its~~ students.

~~All programs offered will comply with~~ will utilize the listed Mississippi Department of Education regulations in their organization and implementation. Summer school/extended school year program operation is further guided by the Mississippi Public School Accountability Standards, 2007.~~The Board authorizes the superintendent to establish administrative procedures in furtherance of this policy.~~  
**MISSISSIPPI DEPARTMENT OF EDUCATION REGULATIONS**

1. ~~A summer school and/or extended year program is under the leadership of the district~~



- superintendent and a properly licensed principal.—
2. A summer school and/or extended year program is housed in a school building, follows a definite schedule of classes, and is supervised by a licensed principal.—
  3. All teachers and professional support staff assigned to a summer school and/or extended year program hold valid licenses and appropriate endorsements.—
  4. The instructional program and management system used in each course or class taught in a summer school or extended year program is consistent with the one used in the regular school session.—
  5. Pupil teacher ratios applied during the regular session are also applied during a summer school or extended year program.—
  6. Before transfer students (from within or outside the school district) are officially enrolled in a summer school or extended year program, documentation must be secured that reflects approval of the principal of the home school.—
  7. In secondary summer school or extended year programs, subjects (courses) taught for which students are eligible to earn Carnegie unit credit must be those approved by the Commission on School Accreditation as published in the document Approved Courses for the Secondary Schools of Mississippi.—
  8. In secondary school extended year programs, district officials ensure that the students enrolled have mastered the remaining prescribed objectives before awarding such students Carnegie unit credit.—
  9. In secondary summer school programs, a student may earn no more than one Carnegie unit credit. Two half unit courses may be taken during a summer session.—
  10. In secondary summer school programs taught for Carnegie unit credit (grades 7, 8, 9, 10, 11, or 12), district officials ensure that instructional time for each course is no less than 140 hours of instruction for each Carnegie unit and 70 hours for each half unit course.—
  11. A prescribed list of objectives to be mastered shall be on file for each student enrolled in a summer program.—

The following documentation shall be maintained in support of the summer school/extended year program:

1. Total number of students enrolled;
2. Total number of teachers employed;
3. Number of courses taught for credit;
4. Class schedules;
5. Educator licenses for staff employed;
6. Written approval from the home school principal to enroll each transfer student;
7. Instructional program and management system for each course taught; and
8. Calendar of summer program days/hours.—

#### **ADMINISTRATIVE PROCEDURES** *(moved here from policy)*

The following documentation shall be maintained in support of the summer school/extended year program:

1. Total number of students enrolled;
2. Total number of teachers employed;
3. Number of courses taught for credit;
4. Class schedules;
5. Educator licenses for staff employed;
6. Written approval from the home school principal to enroll each transfer student;
7. Instructional program and management system for each

course taught; and  
8. Calendar of summer program days/hours.

Adopted Date: 2/12/2008

Approved/Revised Date: 5/13/2014

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**District:** Tupelo Public School District

**Section:** I - Instructional Program

**Policy Code:** IDDF - Special Education Programs

**SPECIAL EDUCATION PROGRAMS/PROGRAMS FOR**

~~HANICAPPED/DISABLED STUDENTS~~ 1. The District is committed to providing all students with disabilities a free appropriate public education (FAPE) in their least restrictive environment in compliance with ~~all applicable state and federal~~ statutory requirements, including but not limited to IDEA and State Board of Education Policy 7219. A primary objective of this commitment is to provide the most appropriate education for each student without infringing on other students' rights to a profitable learning environment. The District emphasizes the belief that all children can learn and that their developmental and academic needs come first. ~~Tupelo Public School District special education program includes the following: is accessible to students with disabilities and will provide access~~ Accessibility: Accessibility to all needed programs and facilities will be made available to ensure a free appropriate public education (FAPE) for each student with a disability. The District will comply with

~~applicable state and federal regulations.~~ 2. Child Find a. The District will undertake ongoing formal activities to identify, locate and evaluate all children residing in the District from birth through 21 twenty (20) years of age who are suspected of having a disability and who may be in need of special education and related services. b. Child Find activities are to be (1) directed toward children who are not enrolled in school as well as those enrolled in public and nonpublic schools; (2) conducted for students who are considered highly mobile such as migrant or homeless children; and (3) conducted for students who are suspected to be in need of special education though they are advancing from grade to grade. 3. Individual Evaluation a. Each student suspected of having a disability will be afforded a timely and appropriate evaluation conducted by a Multidisciplinary Evaluation and Eligibility Team. The evaluation shall meet all pertinent criteria established in the Policies and Procedures Regarding Children with Disabilities under the Individuals with Disabilities Act Amendments of 1997 (IDEA). b.

Based on the unique individual needs of the student, an Individualized Education Plan (IEP) will be ~~each student~~ developed for the student by an appropriate IEP Committee, including the student's parents and, when appropriate, the student. The IEP shall be developed and implemented in a timely manner and ~~must~~ will address all of the student's identified needs (special education and related service needs). The IEP shall determine placement in the least restrictive environment (LRE). LRE should be determined at least once per year, based on the IEP and determined by the IEP Committee. The student shall be educated to the maximum extent appropriate with children in his/her age range without disabilities. The IEP shall reflect the student's participation and progress in the general education curriculum, regardless of where the student is placed. IEP goals and objectives should be aimed toward acquiring the skills and competencies that will facilitate the student's maximum involvement in the general education curriculum and placement. ~~[to procedure]~~ 4. Occupational Diploma As an alternative to receiving a regular high school diploma, students with

disabilities shall be given the choice of working toward an Occupational Diploma. ~~Procedural Safeguards: Students with disabilities and their parents shall (1) receive written prior notice of actions to be taken relating to identification, evaluation, placement and services; (2) be provided with due process and complaint procedures; and (3) receive procedural safeguards regarding discipline. Consideration shall be given to the influence that the student's disability may have on the behavior(s) in question. Confidentiality of records shall be maintained. [to procedure]~~ Participation in Assessments To the extent possible, students with disabilities shall be included in state and District-wide assessment programs with allowable accommodations and modifications. Guidelines shall be implemented for students with disabilities who cannot participate in state or District-wide assessments; these students shall participate in alternative assessments. [to procedure]

5. Professional Development General and special educators will be provided with the content, knowledge and collaborative skills needed to meet the needs of children with disabilities. Efforts will be made to determine specific needs of teachers, administrators, school board members, related service personnel and paraprofessionals and to provide for their specific needs. *Are we doing this now? The first sentence of 5 is sufficient. See also 6c.* Transition: Activities shall be coordinated to result in an outcome-oriented process for promoting movement from school to post-school activities. The coordinated set of activities should be based on the student's needs, take into account his/her preferences and interests, include instruction, related services, community experiences and adult living/employment skills and, if appropriate, daily living skills/functional vocational evaluation. [to procedure]

Direct Support Model In a Direct Support Model, the special education teacher meets regularly with general education teachers 1) to provide support in the form of guidance in planning lessons/units that include differentiated instruction, 2) to suggest accommodations & modifications for individual students, and 3) to monitor student progress. The special education teacher helps address teacher concerns, provides professional development to teachers around differentiating instruction and meeting students' needs in an inclusive classroom, and is responsible for developing and maintaining students' Individualized Education Plans (IEP) with the input of the IEP team. [to procedure] Within this model, students with special needs also receive direct support from a special education teacher. Direct support may be designed as a daily class period of study skills or resource room support in a small group with the special education teacher. In a study skills class, students receive instruction in study skills and strategies, and support with the work being done in their general education classes. In a resource room class, students receive assistance in building skills in specific subject areas. Direct support includes the special education teacher "pushing-in" in the general education classroom. [to procedure]

6. Placement Options a. A continuum of placement options that extending from regular classroom placement with consultation services to home/hospital services embodies the District's commitment to appropriately serve students according to their unique needs. b. Administrative procedures will encompass and explain the levels of service offered by the District. c. All applicable members of the school community will be trained and encouraged to support this continuum of services. d. Each placement decision will be made through a consensus decision of the members of the IEP Committee. e. Changes in placement or the delivery of special education services will occur only upon the recommendation of the IEP Committee and after review and revision of the IEP. f. Due process is available whenever the student, representative of the student, or the District determines due process procedures to be necessary.

7. Definitions of terms used in this policy and procedures:

a. "Free Appropriate Public Education" (FAPE) means special education and related services provided by local educational agencies that

\_\_\_\_\_ (i) have been provided at public expense;

\_\_\_\_\_ (ii) meet the standards of the Mississippi Department of Education;

\_\_\_\_\_ (iii) include an appropriate preschool, elementary, or secondary education; and

\_\_\_\_\_ (iv) are provided in conformity with the individualized education program required under IDEA, applicable federal and state regulations and relevant court cases.

b. "Individualized Education Plan" (IEP) is a written statement for each child with a disability that is developed, reviewed and revised in accordance with the requirements under IDEA, applicable federal and state regulations and relevant court cases.

c. "Related services" may include transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.

d. "Special education" means specially designed instruction provided by local educational agencies, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. This term also includes instruction in physical education.

e. "Supplementary aids and services" means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the least restrictive environment requirements under IDEA, applicable federal regulations and relevant court cases.

[to procedure]a. The first level of placement is regular classroom with consultation/accommodations. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals. b. The second level of placement is in the general education with direct special education support in the classroom. The student receives special education support from the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to

the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.—— c. The third level of placement is resource room instructional support consisting of special instruction provided to students who receive the majority of their educational program in the regular education environment. Students are considered to be self-contained if they participate in less than two academic courses with their non-disabled peers. All other students are considered to be resource students.—— d. The fourth level of placement is through assignment of students to a part-time special class where only a minor portion of the day is spent in a special classroom.—— e. The fifth level of placement is the assignment of students to a full-time special class where students receive the majority of their instruction.—— f. The sixth level of placement is community-based services where students are provided their instruction or a portion of their instruction in a community-based environment. g. The seventh level of placement is the provision of services in a special school. This option is considered when placement options one through six cannot be altered to fit a student's needs. This is a placement that coincides with the length of the typical school day.—— h. The eighth level of placement provides special education and related services in a residential facility where room, board and twenty-four hour care is included.—— i. The ninth and final level of placement is individualized special education and related services provided in the home or in the hospital. *[to procedure]* All IEP's are revised at least annually and are subject to review and revision whenever an IEP Committee member identifies the need. *[to procedure]* LEGAL REF: MCA §37-16-11 (SB 2578)

#### **ADMINISTRATIVE PROCEDURES1. Individualized Education Plan (IEP)**

a. The IEP shall determine placement in the least restrictive environment (LRE). LRE should be determined at least once per year, based on the IEP and determined by the IEP Committee. The student shall be educated to the maximum extent appropriate with children in his/her age range without disabilities. b. The IEP shall reflect the student's participation and progress in the general education curriculum, regardless of where the student is placed. IEP goals and objectives should be aimed toward acquiring the skills and competencies that will facilitate the student's maximum involvement in the general education curriculum and placement. c.

All IEP's are revised at least annually and are subject to review and revision whenever an IEP Committee member identifies the need.

**2. Procedural Safeguards** Students with disabilities and their parents shall (1) receive written prior notice of actions to be taken relating to identification, evaluation, placement and services; (2) be provided with due process and complaint procedures; and (3) receive procedural safeguards regarding discipline. Consideration shall be given to the influence that the student's disability may have on the behavior(s) in question. Confidentiality of records shall be maintained.

**3. Transition** Activities shall be coordinated to result in an outcome-oriented process for promoting movement from school to post-school activities. The coordinated set of activities should be based on the student's needs, take into account his/her preferences and interests, include instruction, related services, community experiences and adult living/employment skills and, if appropriate, daily living skills/functional vocational evaluation.

**4. Direct Support Model**

a. ~~In~~ The District may utilize a Direct Support Model, in which the special education teacher meets regularly with general education teachers 1) to provide support in the form of guidance in planning lessons/units that include differentiated instruction; 2) to suggest accommodations and modifications for individual students; and 3) to monitor student progress. The special education teacher helps address teacher concerns, provides professional development to teachers around differentiating instruction and meeting students' needs in an inclusive classroom, and is responsible for developing and maintaining students' IEPs with ~~the input of from~~ the IEP team. b. Within this model, students with special needs also receive direct support

from a special education teacher. Direct support may be designed as a daily class period of study skills or resource room support in a small group with the special education teacher. (i) In a study skills class, students receive instruction in study skills and strategies, and support with the work being done in their general education classes. (ii) In a resource room class, students receive assistance in building skills in specific subject areas. (iii) Direct support includes the special education teacher “pushing-in” in the general education classroom. *What does that mean?*

**5. Placement Continuum** a. The first level of placement is the regular classroom with consultation/accommodations. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the student's IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student’s progress on IEP goals. b. The second level of placement is in the general education classroom with direct special education support in the classroom. The student receives special education support from the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student’s progress on IEP goals. c. The third level of placement is resource room instructional support consisting of special instruction provided to students who receive the majority of their educational program in the regular education environment. Students are considered to be self-contained if they participate in less than two academic courses with their non-disabled peers. All other students are considered to be resource students. d. The fourth level of placement is through assignment of students to a part-time special class where only a minor portion of the day is spent in a special classroom. e. The fifth level of placement is the assignment of students to a full-time special class where students receive the majority of their instruction. f. The sixth level of placement is community-based services where students are provided their instruction or a portion of their instruction in a community-based environment. g. The seventh level of placement is the provision of services in a special school. This option is considered when placement option levels one through six cannot be altered to fit a student’s needs. This is a placement that coincides with the length of the typical school day. h. The eighth level of placement provides special education and related services in a residential facility where room, board and twenty-four hour care is included. i. The ninth and final level of placement is individualized special education and related services provided in the home or in the hospital.

**6. Participation in Assessments** To the extent possible, students with disabilities shall be included in state and District-wide assessment programs with allowable accommodations and modifications. Guidelines shall be implemented for students with disabilities who cannot participate in state or District-wide assessments; these students shall participate in alternative assessments.

Adopted Date:

8/27/2002

Approved/Revised Date:

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**District:**

Tupelo Public School District

**Section:** I - Instructional Program

**Policy Code:** IEBA - Dyslexia Policy

**BOARD POLICY** ~~The District will~~ It is the policy of this district to comply with all state law requirements of the ~~for~~ dyslexia ~~screening~~ legislation provided in the Mississippi Code of 1972 Annotated, Section 37-173-15. Therefore, this district ~~and~~ will ensure that students will receive dyslexia screening in the spring of kindergarten and the fall of Grade 1. ~~The component of the screening must include:~~

1. ~~Phonological awareness and phonemic awareness;~~
2. ~~Sound-symbol recognition;~~
3. ~~Alphabet knowledge;~~
4. ~~Decoding skills;~~
5. ~~Encoding skills; and~~
6. ~~Rapid naming.~~

~~If a student fails the screener, the parent or legal guardian will be notified of the results of the screener. Subsequent dyslexia evaluations may be administered by licensed professionals, including: psychologists, licensed under Chapter 31, Title 73, Mississippi Code of 1972; Psychometrists licensed by the Mississippi Department of Education; or Speech Language Pathologists, licensed under licensed under Chapter 38, Title 73, Mississippi Code of 1972. If a student fails the screener, the school district, in its discretion, may perform a comprehensive dyslexia evaluation; such evaluation must be administered by any of the licensed professionals identified under paragraph (b) of this subsection. If a parent or legal guardian of a student who fails the dyslexia screener exercises the option to have a subsequent evaluation performed.~~

discretion, may perform a comprehensive dyslexia evaluation; such evaluation must be administered by any of the approved licensed professionals. ~~identified under paragraph (b) of this subsection.~~ 4. If a parent or legal guardian of a student who fails the dyslexia screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by any of the licensed professionals identified above. The resulting diagnosis of the subsequent evaluation shall be accepted by the ~~school~~ District for purposes of determining eligibility for placement within a dyslexia therapy program within the current school or to receive a Mississippi Dyslexia Therapy Scholarship for placement in a dyslexia program in another public school or nonpublic special purpose school.

Adopted Date: 8/30/2012

Approved/Revised Date: 5/13/2014

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**District:** Tupelo Public School District

**Section:** I - Instructional Program

**Policy Code:** IHD - Honor Roll

**BOARD POLICY** The Board desires to recognize superior academic achievement among District students on a regular basis. The superintendent is authorized to establish administrative procedures in furtherance of this policy. ~~HONOR ROLLS: GRADES 9-12 At the end of each school year, students with a final numerical average of 93 or above in each course taken during that year will be listed on the Superintendent's Honor Roll. A student with a final numerical average of 85 or above in each course taken during that year will be listed on the Principal's Honor Roll.~~

**ADMINISTRATIVE PROCEDURES GRADES K-12** At the end of each quarter school year, students with a final numerical average of 90 or above in all courses taken during that year quarter will be listed on the Superintendent's Honor Roll. A student with a final numerical average of 80 to 89 in all courses taken during that quarter year will be listed on the Principal's Honor Roll.

Adopted Date: 2/22/2013

Approved/Revised Date:

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**District:** Tupelo Public School District

**Section:** I - Instructional Program

**Policy Code:** IJLB - Library/Media Materials



**BOARD POLICY**1. The primary objective of the District library material selection procedure is to provide students and teachers with a wide range of educational materials on all levels of difficulty and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view. To this end, the Board, in keeping with the ideas expressed in the School Library Bill of Rights, asserts that the responsibility of ~~the District librarian/media specialist~~ is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. To provide materials representative of many religious, ethnic, and cultural groups and their contribution to our American heritage, thereby enabling students to develop an intellectual integrity in forming judgments.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive selection appropriate for the users of the library.

2. Responsibility for Selection of Materials: The identification, selection and recommendation of library materials ~~shall be regarded as~~ is primarily ~~as a~~ the function of the professional staff of the District. ~~As directed by the principal, the librarian/media specialist will organize and coordinate the efforts of professional staff, students, parents, and community members leading to selection and recommendation for adoption of library materials.~~ Selection of library materials will be guided by the instructional needs of the individual schools, the adequacy of recommended materials in meeting adopted curriculum goals, and the strengths and weaknesses within the existing collection of materials. While professional staff will be encouraged and supported in applying the listed guides to select and recommend library materials, the Board retains sole authority for approving the library materials utilized in the District.3. Criteria for Selection of Materials: The major criterion for the selection of resources is the educational suitability of the resource for its intended use. ~~Librarian/Media specialists~~ will use educational criteria and professional judgment rather than personal opinions, values, or beliefs in the selection of resources. All materials purchased or accepted as gifts will be evaluated according to the following criteria:

- Relevance to the curriculum
- Relevance to students' informational and recreational needs
- Suitability of subject
- Format and level for intended audience
- Quality and variety of format
- Importance of subject matter to the collection
- Scarcity of materials on the subject
- Published and/or broadcast reviews or inclusion in special bibliographies and ~~indexes~~ indices
- Authority and significance of the author, composer, filmmaker, etc.
- Reputation of the publisher or producer
- Timeliness and/or permanence
- Student interests
- Provision of alternate viewpoints
- Quality of writing, design, illustrations, or production
- Relevance to school community standards
- Potential and/or known demand
- Cost

~~Procedures for Selection of Materials: In selecting materials, the librarian/media specialist~~

~~evaluates the existing collection, considers requests from faculty and students, and consults professional selection aids such as Book Report, School Library Journal, Booklist, Library Journal, Kirkus Reviews, and educational professional journals.~~4. Gifts of books or other materials may be accepted, but incorporation into the school library media center's collection is based on collection needs and the judgment of the ~~librarian/~~media specialists. All gifts are subject to evaluation by the criteria for selection of materials. Commercially prepared materials are accepted if they meet the selection standards, are intended to inform and not to promote sales, and are free from excessive advertising.5. ~~The Board authorizes the superintendent to establish administrative procedures consistent with this policy.~~Collection Maintenance: Each ~~librarian/~~media specialists will evaluate the collection on a continuing basis to identify materials in need of repair, replacement, or withdrawal. The following criteria are considered when withdrawing materials:

- ~~Physical condition~~
- ~~Currency of information~~
- ~~Availability~~
- ~~Permanent value~~
- ~~User demand~~
- ~~Other coverage of subject material~~
- ~~Available space~~

~~Replacement of materials is not automatic but considered in relation to the school collection.~~5. ~~Disposal of Withdrawn Materials: Materials to be withdrawn from the District or school collection will be disposed in accordance with state statute.~~

**ADMINISTRATIVE PROCEDURES**1. In selecting materials, the ~~librarian/~~media specialist will evaluate the existing collection, consider requests from faculty and students, and consult professional selection aids (such as Book Report, School Library Journal, Booklist, Library Journal, Kirkus Reviews) and educational professional journals.2. As directed by the principal, the ~~librarian/~~media specialist will organize and coordinate the efforts of professional staff, students, parents, and community members leading to selection and recommendation for adoption of library materials.3. Each ~~librarian/~~media specialists will evaluate the collection on a continuing basis to identify materials in need of repair, replacement, or withdrawal. The following criteria are considered when withdrawing materials:

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- ~~Availability~~
- ~~Permanent value~~
- ~~User demand~~
- ~~Other coverage of subject material~~
- ~~Available space~~

Replacement of materials is not automatic but considered in relation to the school collection. Materials to be withdrawn from the District or school collection will be disposed in accordance with state statute.

Adopted Date: 1/23/2001

Approved/Revised Date: 5/13/2014