

June 30, 2015

**VIA HAND DELIVERY**

Mr. Bernard Stephen Chandler, Superintendent  
Tunica County School District (7200)  
744 School Street  
Tunica, Mississippi 38676

Mrs. Tameka Cotton, Board Chair  
Tunica County School District (7200)  
744 School Street  
Tunica, Mississippi 38676

Dear Mr. Chandler and Mrs. Cotton:

Enclosed is the Mississippi Department of Education's Final Report addressing the deficiencies outlined in the May 13, 2015, Preliminary Report of On-Site Findings for the Tunica County School District (Attachment B) conducted February 10, 2015 through March 20, 2015.

Based on responses received from the District on June 12, 2015 (Attachment C), and additional documentary evidence provided by the District, the following citations of noncompliance have been cleared: 15, 16, 17.5, 17.5.1, 29, 29.1, and 29.2. The District remains in violation of the following Accreditation Standards: 1, 1.1, 1.2, 1.3, 2, 2.1, 2.3, 3, 6, 6.1, 6.2, 8, 9, 10, 11, 12, 12.1, 12.2, 13, 13.1, 13.2, 13.5, 14, 14.1, 14.2, 14.3, 14.4, 14.5, 17.1, 17.2, 17.3, 17.4, 17.6, 17.8, 18, 18.1, 18.2, 19, 19.1, 19.2, 20, 21, 22, 23, 26, 27, 30, and 31. In addition to violations noted above, the District remains noncompliant with Accreditation Policy 2.1.

Also enclosed is a Supplemental Report (Attachment A) of additional citations to the findings of the on-site evaluation conducted in the Tunica County School District February 10, 2015, through March 20, 2015. The additional citations for standards 8 and 17.4 outlined in the Supplemental Report are consolidated into the Final Report of On-Site Audit Findings..

In accordance with Section 37-17-6(12)(b) of the *Mississippi Code of 1972*, as amended, and the Accreditation Policies published in the *Mississippi Public School Accountability Standards, 2014*, a report will be made to the Commission on School Accreditation in a special-called meeting on Wednesday, July 8, 2015. The Commission meeting will begin at 10:00 a.m. in the 4th Floor

Mr. Bernard Chandler, Superintendent  
Mrs. Tameka Cotton, Board Chair  
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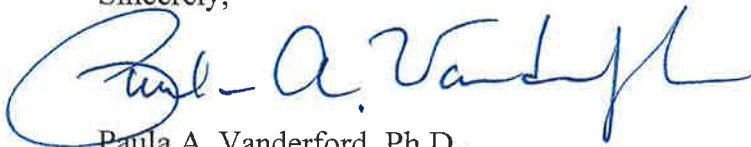
Board Room of the Central High School Building in Jackson, Mississippi. The Commission will determine if an extreme emergency situation exists that jeopardizes the safety, security and educational interests of the children enrolled in the Tunica County School District pursuant to Section 37-17-6(12)(b) of the *Mississippi Code of 1972*, as amended.

According to the enclosed *Accreditation Audit Procedures* (Attachment D), the superintendent and the board president will be allowed to address the Commission prior to the Commission's determination.

If the Commission makes any recommendation(s) at this meeting, the recommendation(s) will be presented to the State Board of Education during a special-called meeting on Wednesday, July 8, 2015, at 2:00 p.m. in the 4<sup>th</sup> Floor Board Room of the Central High School Building in Jackson, Mississippi. The State Board of Education will also allow the superintendent and board president the opportunity to make comments.

If you have any questions, please contact me at (601) 359-3764.

Sincerely,

A handwritten signature in blue ink that reads "Paula A. Vanderford". The signature is fluid and cursive, with the first name "Paula" being the most prominent part.

Paula A. Vanderford, Ph.D.  
Executive Director  
Office of Accreditation

Enclosures

- Attachment A: Supplemental Report of On-Site Findings
- Attachment B: Preliminary Report of On-Site Findings
- Attachment C: Tunica County School District Corrective Action Plan
- Attachment D: Accreditation Audit Procedures

c: Carey M. Wright, Ed.D.  
Pat Ross  
Regina May, Esq.  
Tunica County School Board



**Final Report of On-Site Audit Findings**  
**for**  
**Tunica County School District (7200)**

**Audit Dates**

**February 10, 2015 – March 20, 2015**

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## TUNICA COUNTY SCHOOL DISTRICT (7200) FINAL REPORT OF ON-SITE AUDIT FINDINGS

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Standards 10, 11, 22 and 23.....	Office of Compulsory School Attendance and Enforcement
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# **OFFICE OF ACCREDITATION**

## **Accreditation Policy 2.1**

**Standards 1, 2, 3, 6, 8, 9, 12, 13, 14, 21, and 26**

Mississippi Department of Education  
Office of Special Education

Summary of Investigative Audit  
Tunica County School District (7200)  
Update Reflects File Reviews on June 17-21, 2015  
**Redline denotes documentation of corrected items**

**Blue print denotes noncompliance of documentation submitted by the district**

**Attachment 1 – Status of Noncompliance**

In response to the Investigative Audit Report dated May 12, 2015, the Mississippi Department of Education (MDE), Office of Special Education (OSE) received documentation from the Tunica County School District dated June 3, 2015, of the district's evidence of compliance for each noncompliant finding cited. As noted in the June 3, 2015 district's response to the audit findings, the MDE program offices were invited to visit the district in order to examine and verify supporting documentation of correction of the noncompliant findings cited in the Investigative Audit Report on Services for Students with Disabilities. A follow-up visit was conducted in the district on June 17 – 19, 2015, in order to assess the status of the district's correction of noncompliance. The following report documents the findings on the original 90 students that were identified after the May 13, 2015 report.

The following report includes an updated summary of the findings for the original ninety (90) student files cited in the May report. Please note:

- the **Redline** denotes documentation of the corrected items;
- the **Blue** print denotes noncompliance of documentation submitted by the district; and
- student numbers that are in **Black** continue to stand as findings of noncompliance.

In the district's attempt to correct noncompliance every student's IEP was rewritten. As a result, the MDE discovered additional areas of noncompliance from the files obtained on June 17-19, 2015. During the June 17 – 21, 2015, file review, the OSE review team examined the original ninety student records and additional findings were identified for these students based on this review of the new IEP documents. The additional findings are noted in the report under the "June 17 – 21 Findings" column.

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<b>Regulations</b>	<b>Findings</b>	<b>June 17-21 Findings</b>	<b>Corrective Actions</b>
<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b></p>	<p>A review of 90 student records, district documents, interviews with district personnel and classroom observations indicated noncompliance with the development of appropriate IEPs based on the unique needs of the students. A review of the IEPs noted the following:</p> <ul style="list-style-type: none"> <li>In sixteen (16) student records reviewed, all six required components of the Present Levels of Performance were not addressed and/or were inappropriately addressed. (Students: 2, 5, 7, 11, 12, 21, 23, 25, 26, 33, 39, 41, 42, 44, 48 and 50)</li> <li>In nine (9) student records reviewed, the information documented in the Present Levels of Performance</li> </ul>	<p><b>During the June 17-21, 2015, file review, the OSE review team examined the 90 student records to verify correction of noncompliance from the March 3-4 and 17-19, 2015 onsite visit. The following additional findings are based on a review of the original 90 student records:</b></p> <ul style="list-style-type: none"> <li>In nineteen (19) student records reviewed, all six required components of the Present Levels of Performance were not addressed and/or were inappropriately addressed. (Students: 3, 10, 14, 29, 32, 35, 60, 63, 65, 70, 72, 73, 77, 79, 81, 83, 88, 89, and 90)</li> </ul>	<p><b>The district must, within 90 days:</b></p> <ol style="list-style-type: none"> <li>Review/revise policies and procedures for IEP development in accordance with 34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324. (The OSE could not verify correction of noncompliance. The policies/procedures were not in accordance with IDEA and State Board Policy 7219. In addition, no documentation of board approval.)</li> <li>Provide training to all special education teachers and related service providers on policies and procedures for IEP development. (The OSE could not verify correction of noncompliance. The district provided sign-in sheets for a</li> </ol>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324</b> <b>Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> <b>(Continued)</b></p>	<p>(Students: 4, <del>5</del>, 10, <del>11</del>, 12, <del>14</del>, <del>17</del>, 18, 25, <del>27</del>, <del>28</del>, 29, 30, 31, <del>43</del>, <del>47</del>, 54, 55, <del>63</del>, 65, 74, 75, and <del>76</del>)</p> <ul style="list-style-type: none"> <li>In one (1) student record reviewed, there is no IEP revision documented to reflect a change in placement for the student. (Student: 7)</li> <li>In thirteen (13) student records reviewed, all appropriate IEP Committee members were not involved in the development of IEPs. (Students: <del>14</del>, <del>16</del>, 17, 26, 34, 36, <del>37</del>, <del>39</del>, <del>40</del>, 41, <del>42</del>, <del>44</del>, and <del>62</del>)</li> <li>In six (6) student records reviewed, dates were not documented in various</li> </ul>	<p>month timeframe. (Students: 73)</p> <ul style="list-style-type: none"> <li>In two (2) student records reviewed, all appropriate IEP Committee members were not involved in the development of IEPs. (Students: 30 and 7)</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 1-4 of this report for required corrective actions.</p>

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Regulations	Findings	June 17-21 Findings	Corrective Actions
<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> (Continued)</p>	<p>instances, specifically the date of the annual IEP meeting, the date of the IEP meeting to determine the student’s eligibility for ESY, the projected review/revision date for the IEP, beginning and ending dates for service provision, the eligibility determination date on the Eligibility Summary Report, and the date a copy of the IEP was provided to parents. (Students: 26, 35, 37, 39, 40, and 41)</p> <ul style="list-style-type: none"> <li>In two (2) student records reviewed, the student files included multiple IEPs for the current 2014-2015 school year, with no changes in services or goals. One student had three different IEPs for the</li> </ul>		<p>See Corrective Actions 1-6 noted on pages 1-4 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b></p> <p><b>(Continued)</b></p>	<p>2014-2015 school year which had identical Present Levels of Performance and goals. (Student: <b>58</b>). The other student had two IEPs for the 2014-2015 school year with identical Present Levels of Performance and goals. One of the IEPs for this student indicated the student was classified as having a Significant Cognitive Disability (SCD); the second IEP for this student indicated the student was NOT classified as having an SCD. (Student: <b>75</b>)</p> <ul style="list-style-type: none"> <li>In addition to the services provided by full-time Speech Language Pathologists (SLPs) employed by the Tunica</li> </ul>	<ul style="list-style-type: none"> <li>In one (1) student record reviewed, the student received speech/language during</li> </ul>	<p>The district must ensure IEPs, which are confidential student records, are maintained in locked and secure storage files/cabinets and they must be accessible to</p>

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<b>Regulations</b>	<b>Findings</b>	<b>June 17-21 Findings</b>	<b>Corrective Actions</b>
<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> <b>(Continued)</b></p>	<p>County School District, the district contracts with an SLP to provide language/speech services to some students with Language Speech eligibility in the district. The teachers and administrator at Dundee Elementary had no access to the IEPs of Language Speech students (or at least the portion of the IEP addressing the language/speech services). The contractual SLP carries the language/speech portion of the IEPs in her personal vehicle.</p>	<p>the 2014-2015 school year; however, there are no speech/language goals, no information on PLAAFP regarding speech/language, or special consideration for communication. (Student 45)</p> <ul style="list-style-type: none"> <li>In one (1) student record reviewed, the 2012-2013 and 2014-2015 IEP documents speech/language services, however, the 2015-2016 does not include speech/language. The student's file did not include documentation of a dismissal. (Student 41)</li> </ul>	<p>all service providers who provide specially-designed instruction and related services to children with disabilities. (The OSE could not verify correction of noncompliance. The district submitted a plan to lock files at the Special Education Director's Office; however, teachers and service providers will not have access to the files.)</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b></p> <p><b>(Continued)</b></p>		<p>there is no Special Consideration for assistive technology. (Student 45)</p> <ul style="list-style-type: none"> <li>• In three (3) student records reviewed, the IEP Committee determined the student met the criteria for SCD; however, two (2) students do not have both academic and functional goals in the IEP (Students 25 and 45) and one (1) student's assessment report does not support significant cognitive deficits and poor adaptive skill levels. (Student 50).</li> <li>• In four (4) student files reviewed, the continuum of alternate</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 1-4 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. § 300. 101 and State Board Policy 7219, § 300.101 Free Appropriate Public Education (FAPE)</b></p> <p><b>34 C.F.R. § 300.39 and State Board Policy 7219, § 300.39 Special Education</b></p>	<p>Based upon a review of student records, the district failed to provide evidence/documentation that all students with disabilities are provided a free appropriate public education with specially-designed instruction to meet the unique needs of a child with a disability. In four (4) of five (5) schools visited, a review of lesson plans, teacher interviews, individualized education programs and instructional data did not support appropriate specialized instruction individualized to each student's unique needs.</p> <ul style="list-style-type: none"> <li>In nineteen (19) student records reviewed, the students evidenced little or no educational benefit over a three (3) year period. The IEP Committees failed to reconvene to review and revise IEPs when there was a lack of student</li> </ul>	<p>Millcreek School. (Student 44)</p> <p><b>During the June 17-21, 2015, file review, the OSE review team examined the 90 student records to verify correction of noncompliance from the March 3-4 and 17-19, 2015 onsite visit. The following additional findings are based on a review of the original 90 student records:</b></p> <ul style="list-style-type: none"> <li>In one (1) student record reviewed, the Discontinue Special Education Services form, dated January 15, 2015, states the student was dismissed from speech/language in 2012 for meeting goals; however, the 2014-2015 IEP indicates the language goals were</li> </ul>	<p><b>The district must, within 90 days:</b></p> <ol style="list-style-type: none"> <li>Review/revise policies and procedures to ensure all students with disabilities are provided a free appropriate public education (FAPE) consistent with State Board Policy 7219 in accordance with the student's IEP. (The OSE could not verify correction of noncompliance. The policies/procedures were not in accordance with IDEA and State Board Policy 7219. In addition, no documentation of board approval.)</li> <li>Provide training to all school building principals and instructional staff regarding State and Federal requirements for ensuring a FAPE to each child with a disability in accordance with</li> </ol>

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<p><b>34 C.F.R. § 300. 101 and State Board Policy 7219, § 300.101 Free Appropriate Public Education (FAPE)</b></p> <p><b>34 C.F.R. § 300.39 and State Board Policy 7219, § 300.39 Special Education (Continued)</b></p>	<p>student to progress in the general education curriculum. The IEP Committee failed to reconvene for the purpose of reviewing/revising the student's IEP to address a lack of progress. (Student: 1)</p> <ul style="list-style-type: none"> <li>• One (1) student record reviewed indicated the student was currently repeating third grade. There was no evidence the IEP was revised (identical goals) or that the IEP Committee considered any additional supports/supplementary aids and services even though the student's performance has regressed. (Student: 2)</li> <li>• One (1) student record reviewed indicated the</li> </ul>	<p>documentation in the IEP or in the student's file of a mental health evaluation or an updated FBA (Student: 75).</p> <ul style="list-style-type: none"> <li>• In one (1) file reviewed, the IEP and end-of-the-year report card indicates the student was placed in a self-contained classroom designed for SCD students. The student's report card indicates the student was placed in Functional Math, Functional Writing, and Vocational Skills, although the student is not SCD. (Student 75)</li> <li>• In one (1) student record reviewed, the</li> </ul>	<p><b>The district must, within 30 days:</b></p> <ol style="list-style-type: none"> <li>5. Reconvene the IEP Committee to develop an appropriate IEP with all required components based on the student's unique needs in accordance with 34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324.</li> <li>6. Reconvene the IEP Committee to determine compensatory services for the district's failure to provide a FAPE. The IEP Committee must document the decision-making process.</li> </ol>

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<p><b>34 C.F.R. § 300.114 and State Board Policy 7219, § 300.114 Least Restrictive Environment (LRE)</b></p> <p><b>34 C.F.R. § 300.116 and State Board Policy 7219, Placement</b></p> <p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p>	<p>A review of policies and procedures indicated Least Restrictive Environment (LRE) policies and procedures were insufficient and/or inconsistent with IDEA and State Board Policy 7219. The district did not have in effect policies and procedures to ensure LRE requirements were met.</p> <ul style="list-style-type: none"> <li>• One (1) student record reviewed indicates the placement decision was not reviewed annually. (Student: <b>74</b>)</li> <li>• During the March 2015 on-site visit, OSE staff visited the classroom designated as the Alternative School. It was noted that the Alternative School (classroom) and the In-School Suspension (ISS) room were being provided in the same classroom. An</li> </ul>		<p><b>The district must, within 90 days:</b></p> <ol style="list-style-type: none"> <li>1. Review/revise policies and procedures to ensure the district makes timely and appropriate placement decisions regarding students with disabilities in accordance with LRE requirements. (The OSE could not verify correction of noncompliance. The policies/procedures were not in accordance with IDEA and State Board Policy 7219. In addition, no documentation of board approval.)</li> <li>2. Provide documented training on LRE polices and procedures to special education teachers, administrators, and other appropriate personnel. (The OSE could not verify correction of noncompliance.)</li> </ol>

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<b>Regulations</b>	<b>Findings</b>	<b>June 17-21 Findings</b>	<b>Corrective Actions</b>
<p><b>34 C.F.R. § 300.114 and State Board Policy 7219, § 300.114 Least Restrictive Environment (LRE)</b></p> <p><b>34 C.F.R. § 300.116 and State Board Policy 7219, Placement</b></p> <p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs (Continued)</b></p>	<p>observation conducted in this classroom revealed little or no instruction taking place (students surfing the Internet and throwing a football in the classroom). The Alternative School program had previously been disbanded on February 12, 2015. It was reinstated sometime later. An administrator was designated as having oversight of the Alternative School (program) while MDE staff were on-site conducting the visit on March 17, 2015. Documentation indicated students were administratively placed at the Alternative School without following the appropriate and required discipline procedures.</p>		<p>The district provided sign-in sheets for a training titled, SPED Training/Response to MDE Audit, conducted on June 2, 2015, by Ms. Ann Moore. During an attempt to verify the training, the MDE discovered the district’s misrepresentation of the nature of the training, the lack of an agenda, PowerPoint and participant evaluations.)</p> <p>3. Develop and implement a defined procedure for ensuring that IEPs are conducted at least annually and submit to the OSE a copy of the district’s procedure.</p> <p><b>The district must within 30 days:</b></p> <p>4. Reconvene the IEP Committee to develop an appropriate IEP with all</p>

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<p><b>34 C.F.R. § 300.530 and State Board Policy 7219, § 300.530 Discipline Procedures</b></p>	<ul style="list-style-type: none"> <li>• One (1) student was provided no educational services following the tenth day of removal and was subsequently expelled on March 19, 2015 by the school board. (Student: 75)</li> <li>• One (1) student received a change in placement to the Alternative School on August 26, 2014. No Manifestation Determination Review was conducted and there was no Functional Behavioral Assessment (FBA) completed or Behavior Intervention Plan (BIP) developed/implemented to address the behaviors and to prevent the behavior(s) from recurring. The student received another change in placement on October 9, 2014, with the IEP</li> </ul>		<p><b>The district must, within 90 days:</b></p> <ol style="list-style-type: none"> <li>1. Review polices and procedures, and, if necessary, revise policies and procedures to ensure the district follows IDEA regulations regarding the removal of students with disabilities from the current placement for disciplinary reasons, which result in a change of placement. (The OSE could not verify correction of noncompliance. The policies/procedures were not in accordance with IDEA and State Board Policy 7219. In addition, no documentation of board approval.)</li> <li>2. Provide documented training to special</li> </ol>

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<p><b>34 C.F.R. § 300.530 and State Board Policy 7219, § 300.530 Discipline Procedures (Continued)</b></p>	<p>Committee recommending an FBA. The parent provided permission for the FBA to be conducted; however, there was no FBA or BIP in the student's file. It was noted the exact number of days of out-of-school suspensions was inconsistent. According to the Comprehensive Discipline Report, the student has been suspended for a total of 13 days; however, MSIS indicates a total of 17 days of suspension. The student's attendance report indicates 38 days of absences. The dates on the Comprehensive Discipline Report do not align with the dates on the attendance report. In addition, in an interview</p>		<p>education teachers and school administrators regarding the appropriate discipline procedures to follow when a student with disabilities is removed from his/her current placement. (The OSE could not verify correction of noncompliance. The district provided sign-in sheets for a training titled, SPED Training/Response to MDE Audit, conducted on June 2, 2015, by Ms. Ann Moore. During an attempt to verify the training, the MDE discovered the district's misrepresentation of the nature of the training, the lack of an agenda, PowerPoint and participant evaluations)</p>

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<p><b>34 C.F.R. § 300.530 and State Board Policy 7219, § 300.530 Discipline Procedures (Continued)</b></p>	<p>with his teacher, it was stated the student had been suspended for 18 days prior to his placement in Millcreek on December 9, 2014. (Student: 44)</p>		<p>3. Reconvene an IEP Committee meeting to determine compensatory services for the district's failure to provide services following the 10<sup>th</sup> day of removal.</p> <p><b>The district must, within 30 dates:</b></p> <p>For Students 44 and 75, reconvene the IEP Committee to determine compensatory services for the district's failure to provide services after the 10<sup>th</sup> day of removal prior to the student's placement at Millcreek, and to address the district's failure to conduct an FBA and to develop and implement a BIP to address the problem behavior(s). The IEP Committee must document the decision-making process.</p>



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<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model).</b></p>	<p>A review of the district’s Child Find policies and procedures indicated the policies are insufficient and inconsistent with IDEA and State Board Policy 7219. The policies do not address limiting the number of requests or evaluations within a year and the procedures for how referrals are addressed when school is not in session. There are no procedures for documenting verbal requests for an initial evaluation.</p> <p>Based on a review of student records and administrator interviews, the district does not have an effective Child Find process. All schools have an RTI Coordinator assigned to them; however, the administrators of the schools do not know who is currently in the Tier Process or who has been recommended for testing.</p>	<p><b>During the June 17-21, 2015, file review, the OSE review team examined the 90 student records to verify correction of noncompliance from the March 3-4 and 17-19, 2015 onsite visit. The following additional findings are based on a review of the original 90 student records:</b></p> <ul style="list-style-type: none"> <li>In one (1) student record reviewed, the IEP states the eligibility is EmD and SLD; there is no assessment report in the file to determine the correct eligibility (Student 44).</li> <li>In one (1) student record reviewed, the 2014-2015 IEP states the eligibility is</li> </ul>	<p><b>The district must, within 60 days:</b></p> <ol style="list-style-type: none"> <li>Review/revise Child Find policies and procedures to reflect <b>all</b> required components with IDEA and State Board Policy 7219, including requirements in the Special Education Eligibility Determination Guidelines. (The OSE could not verify correction of noncompliance. The policies/procedures were not in accordance with IDEA and State Board Policy 7219. In addition, no documentation of board approval.)</li> <li>Submit to OSE the district’s board-approved Child Find policies and procedures. (The OSE could not verify correction of noncompliance. The policies/procedures were</li> </ol>

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<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model). (Continued)</b></p>	<p>Social/Emotional Worksheet, Developmental History, Teacher Narrative, and Psychological Evaluation completed by Journey to New Beginnings, indicates the student has attention, behavior, social/emotional, and expressive/receptive language concerns. The evaluation utilized to determine eligibility was not comprehensive and did not assess in all areas related to the suspected disability; specifically social/emotional as indicated in the various documentations. The diagnostic impression, in the Journey to New Beginnings report, listed Axis I diagnosis as disruptive behavior</p>		<p><b>The district must, within 30 days:</b></p> <p>For these five identified students, reconvene the IEP Committees to request permission from the parents to conduct a comprehensive reevaluation in accordance with State Board Policy 7219: Special Education Eligibility Determination Guidelines for each of the students with a questionable ruling.</p> <p>Based on the completion of these comprehensive reevaluations, reconvene the IEP Committees to consider the additional information and develop an appropriate IEP based on the students' unique needs.</p>

**Mississippi Department of Education  
Office of Special Education**

**Summary of Investigative Audit  
Tunica County School District (7200)  
Update Reflects File Reviews on June 17-21, 2015  
Redline denotes documentation of corrected items**

**Blue print denotes noncompliance of documentation submitted by the district**

**Attachment 1 – Status of Noncompliance**

<b>Regulations</b>	<b>Findings</b>	<b>June 17-21 Findings</b>	<b>Corrective Actions</b>
<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model). (Continued)</b></p>	<p>disorder, attention deficit hyperactivity disorder-combined type, reading disorder, disorder of written expression, and unspecified impulse-control disorder. The eligibility committee determined the student met the criteria of SLD based on a discrepancy of the student's IQ (96) and Letter Word Identification (70) and Passage Comprehension (73). (Student: 89)</p>		<p><b>The district must, within 30 days:</b></p> <p>For these five identified students, reconvene the IEP Committees to request permission from the parents to conduct a comprehensive reevaluation in accordance with State Board Policy 7219: Special Education Eligibility Determination Guidelines for each of the students with a questionable ruling.</p> <p>Based on the completion of these comprehensive reevaluations, reconvene the IEP Committees to consider the additional information and develop an appropriate IEP based on the students' unique needs.</p>

**Mississippi Department of Education  
Office of Special Education**

**Summary of Investigative Audit  
Tunica County School District (7200)  
Update Reflects File Reviews on June 17-21, 2015  
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**Attachment 1 – Status of Noncompliance**

<b>Regulations</b>	<b>Findings</b>	<b>June 17-21 Findings</b>	<b>Corrective Actions</b>
<p><b>MS Code Section 37-16-11(1)</b></p> <p><b>MS Public School Accountability Standards, Standard 14.4 and Appendix G</b></p>	<p><b>Mississippi Occupational Diploma</b></p> <p>Based upon an interview with district personnel, it was noted that students had exit options documented as the MOD upon transferring from Tunica Middle School to Rosa Fort High School. However, since there were not teachers available to teach the MOD courses, the students' exit options were changed to another exit option. OSE staff were told that no one can obtain an MOD due to this reason. It was noted that these students' exit option choice was changed from MOD to a Standard High School Diploma without reconvening an IEP Committee meeting. There were at least two (2) students whose records were reviewed who still had the MOD selected as their</p>		<p><b>The district must, within 90 days:</b></p> <p>Develop a program for implantation of a Mississippi Occupational Diploma for students with disabilities whose IEP Committees (including the parent) determine this option to be a viable exit option for the individual students. Students with disabilities have available the following graduation/exit options: Standard High School Diploma, Mississippi Occupational Diploma, GED Option Program (as available), and Certificate of Completion. (The OSE could not verify correction of noncompliance. The district submitted a copy of a blank Certificate of Achievement. This is insufficient for the corrective</p>

**Mississippi Department of Education  
Office of Special Education**

**Summary of Investigative Audit  
Tunica County School District (7200)  
Update Reflects File Reviews on June 17-21, 2015  
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**Attachment 1 – Status of Noncompliance**

<b>Regulations</b>	<b>Findings</b>	<b>June 17-21 Findings</b>	<b>Corrective Actions</b>
<p><b>MS Code Section 37-16-11(1)</b></p> <p><b>MS Public School Accountability Standards, Standard 14.4 and Appendix G</b></p>	<p>exit option, in spite of this information. (Students: 62 and 63)</p> <ul style="list-style-type: none"> <li>In one teacher interview conducted at Rosa Fort High School, the teacher was informed at the beginning of the school year there were no MOD classes, so therefore no students is to receive an MOD.</li> </ul>		<p>action to develop a MOD program.)</p> <p>Reconvene IEP Committees of each student with a disability who entered Rosa Fort High School as a ninth grader at the beginning of the 2014-2015 school year whose exit option was noted as the MOD and was changed to another exit option without going through the IEP Committee process. The IEP Committees must determine whether the MOD is an appropriate exit option for each high school student with a disability. If the MOD is determined to be the most appropriate exit option for an individual student with a disability, an MOD program must be made available for the individual student.</p>

**OFFICE OF FEDERAL PROGRAMS**

**Standard 17.6**

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Compliance Indicator A1</b></p>	<p>Is it evident that budgets and expenditures for <b><u>all federal programs</u></b> are:</p> <ul style="list-style-type: none"> <li>a. Allocable</li> <li>b. Reasonable and necessary</li> <li>c. Meeting program intent and purposes</li> <li>d. Aligned with the approved application and amendments on file at MDE</li> <li>e. Obligated and liquidated in accordance with the approved plan within the approved grant period</li> </ul> <p><i>OMB Circular A-87; 34 CFR 80.20(b)(4) and 80.30</i></p>	
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline/Status</b></p>
<p><b>Citation (1):</b> During a review of the LEA’s <i>Statement of Expenditures Report</i> for FY15, it was noted the Title I, Part A and Title II, Part A budgets were not aligned with the approved MDE <i>Consolidated Federal Programs Application (CFPA)</i> budget.</p> <p><b>Citation (2):</b> A review of the LEA’s FY15 <i>Statement of Expenditures Report</i> for Title II, Part A revealed the LEA expended funds outside of the approved MDE budgets.</p>	<p>The Financial Administration section of <i>34 CFR 80.20(b)(4)</i> states, “Actual expenditures or outlays must be compared with budgeted amounts for each grant or subgrant.” <i>OMB Circular A-87</i> requires “the efficient and effective administration of Federal awards through the application of sound management practices.” In order to fulfill these requirements, the LEA must align its accounting system with all current approved MDE budgets for all of its federal programs. Copies of the LEA’s <u>current</u> <i>Statement of Expenditures Report</i> by site for all programs must be submitted to the MDE.</p> <p>Additionally, the LEA must execute and submit to the MDE copies of correcting journal entries reimbursing its FY15 Title II, Part A programs for questioned costs in the amount of \$23,616.76.</p>	<p><b>June 2015/Cleared</b> The LEA submitted to MDE the Expenditure Budget List from its Marathon accounting software dated 05/15/2015 for Title I and 05/22/2015 for Title II. The budgets are now aligned with the approved MDE <i>Consolidated Federal Programs Application</i> for SY2014-2015. In addition, the LEA submitted the Detail Journal by Reference dated 05/22/2015 for Title II from its Marathon accounting software. The expenditures have been properly reclassified to the district maintenance fund.</p>



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Compliance Indicator A1</b></p>	<p>Is it evident that budgets and expenditures for <u>all federal programs</u> are:</p> <ul style="list-style-type: none"> <li>a. Allocable</li> <li>b. Reasonable and necessary</li> <li>c. Meeting program intent and purposes</li> <li>d. Aligned with the approved application and amendments on file at MDE</li> <li>e. Obligated and liquidated in accordance with the approved plan within the approved grant period</li> </ul> <p><i>OMB Circular A-87; 34 CFR 80.20(b)(4) and 80.30</i></p>	
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline/Status</b></p>
<p><b>Citation (3):</b> After reviewing LEA’s reimbursement requests for federal funds, it was determined positive cash balances were being carried in the following fund accounts outlined below. This activity was also identified during the September 25-26, 2014 monitoring visit and denoted in the <i>FY15 Consolidated Federal Programs Monitoring Report</i>.</p>	<p>The LEA must develop policies and procedures, which strengthen its internal controls over cash management to ensure federal funds are not drawn down in excess of the LEA’s immediate cash needs. Copies of policies and procedures must be submitted to the MDE. Additionally, any interest earned on the excess federal funds drawn down during the periods above must be calculated and remitted to the MDE.</p>	<p><b>June 2015/Cleared</b> The LEA submitted to MDE the Board approved Cash Management Policy and Procedures. The procedures meet the OMB requirements and will strengthen internal controls.</p>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Compliance Indicator A1</b></p>	<p>Is it evident that budgets and expenditures for <u>all federal programs</u> are:</p> <ul style="list-style-type: none"> <li>a. Allocable</li> <li>b. Reasonable and necessary</li> <li>c. Meeting program intent and purposes</li> <li>d. Aligned with the approved application and amendments on file at MDE</li> <li>e. Obligated and liquidated in accordance with the approved plan within the approved grant period</li> </ul> <p><i>OMB Circular A-87; 34 CFR 80.20(b)(4) and 80.30</i></p>	
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline/Status</b></p>
<p><b>Citation (4):</b> There was no documentation to indicate that time and effort records were maintained for activities of the Federal Programs Coordinator nor the Parent Liaison, Ruthie Davis during SY2014-2015.</p>	<p>The LEA must execute and submit to the MDE copies of correcting journal entries reimbursing its FY15 Title I, Part A program for questioned costs for the salaries and benefits year to date relating to the Federal Programs Coordinator and the Parent Liaison positions in the amount of \$108,489.32 because the charges were not allocable nor were they supported by time and effort documentation as required by <i>OMB Circular A-87, Appendix B to Part 225, 8(h)</i>.</p>	<p>June 2015 / District has <b>not</b> cleared this citation. Evidence received was insufficient. This citation will be monitored for compliance as outlined within the required actions section.</p>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Compliance Indicator A3</b></p>	<p>Is time and effort documentation available, approved, signed, and dated by appropriate individuals, if applicable? <i>OMB Circular A-87, Appendix B to Part 225, 8(h)</i></p>	
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline/Status</b></p>
<p><b>Citation:</b> The positions described in citation <b>A1-3</b> above caused the LEA’s time and effort documentation to be out of compliance with <i>OMB Circular A-87, Appendix B to Part 225, 8(h)</i>.</p>	<p>The LEA must follow the guidelines prescribed in <i>OMB Circular A-87, Attachment B.8.h</i> which states, “(4) Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports or equivalent documentation which meets the standards in subsection 8.h.(5) of this appendix.... Such documentary support will be required where employees work on: (a) More than one Federal award, (b) A Federal award and a non-Federal award, (c) An indirect cost activity and a direct cost activity, (d) Two or more indirect activities which are allocated using different allocation bases, or (e) An unallowable activity, and a direct or indirect cost activity. (5) Personnel activity reports or equivalent documentation must meet the following standards: (a) They must reflect an after-the-fact distribution of the actual activity of each employee, (b) They must account for the total activity for which each employee is compensated, (c) They must be prepared at least monthly and must coincide with one or more pay periods, and (d) They must be signed by the employee.” The LEA must ensure the salaries of employees who work on multiple cost objectives are allocated proportionately to the time spent working on each federal program grant.</p> <p>The LEA must develop policies and procedures for the implementation and monitoring of time distribution. Copies of the same must be submitted to the MDE along with a sample of the LEA’s Personnel Activity Report (PAR) to be used.</p>	<p><b>June 2015/Cleared</b> The LEA submitted to MDE the Board approved Time and Effort Policy/Protocol for the implementation and monitoring of time distribution to the MDE. In addition, sample copies of Semi Annual Certifications and Personnel Activity Reports (PAR) have been submitted to the MDE. This documentation meets the OMB requirements.</p>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Compliance Indicator A11</b>	Is there evidence that the LEA uses state and local funds in its schools to provide services that, taken as a whole, are substantially comparable to services in schools that are not receiving funds under Title I, Part A? <i>Section 1120A(c)</i>	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline/Status</b>
<p><b>Citation:</b> A review of Comparability Report Assurances revealed the LEA did not provide the following:</p> <ul style="list-style-type: none"> <li>• Written policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel</li> <li>• Written policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies</li> </ul>	<p>The LEA must submit to the MDE policies ensuring equivalency among schools in teachers, administrators, and auxiliary personnel; and among schools in the provision of curriculum materials and instructional supplies.</p>	<p><b>February 2015/Cleared</b> The LEA submitted to the MDE written policies ensuring equivalency among schools in teachers, administrators, and auxiliary personnel; and among schools in the provision of curriculum materials and instructional supplies to verify the LEA’s comparability among schools.</p>

<b>Compliance Indicator A36</b>	Does the LEA have a procedure for assisting homeless unaccompanied youth? <i>Section 722(g)(3)(B)(iii)s</i>	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline/Status</b>
<p>The LEA did not have a procedure for assisting homeless unaccompanied youth.</p>	<p>The LEA must develop and disseminate to schools procedures for assisting homeless unaccompanied youth and submit a copy of the same to the MDE.</p>	<p><b>February 2015/Cleared</b> The LEA submitted to MDE a copy of the procedures for assisting homeless unaccompanied youth.</p>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Compliance Indicator A38</b>	Does the LEA and each Title I school ensure that parents have been informed and participate in the decisions how the 1% reservation set-aside amount (with 95% of the 1% reserved for use at the school level) for parental involvement activities is used? <i>Section 1118(a)(3)(B)</i>	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline/Status</b>
While parents were given opportunity for input, the LEA did not provide an opportunity for parents to participate in how the 1% parental involvement set aside would be spent.	The LEA must provide parents with an opportunity to participate in the decisions how the 1% reservation (with 95% of the 1% reserved for use at the school level) set-a-side amount for parental involvement activities is used. The LEA must submit planning meeting agendas, sign-in sheets and minutes documenting the required parental input for the current year to the MDE.	July 2015 / District has <b>not</b> cleared this citation. Evidence received was insufficient. This citation will be monitored for compliance as outlined within the required actions section.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Compliance Indicator A40</b></p>	<p>Is there evidence that each component of the Parental Involvement Policy is being implemented?</p> <ul style="list-style-type: none"> <li>a. How the LEA will involve parents in the joint development of the LEA Title I plan under section 1112, and the process of school review and improvement under section 1116 (except as waived in the <i>Mississippi ESEA Flexibility Request</i>)</li> <li>b. How the LEA will provide coordination, technical assistance, and any other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance</li> <li>c. How the LEA will assist schools in building capacity for strong parental involvement</li> <li>d. How the LEA will coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as Head Start, Early Reading First, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs</li> <li>e. How the LEA will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings to design strategies for more effective parental involvement and to revise the Parental Involvement Policy as necessary</li> <li>f. How the LEA will assist Title I schools in developing strategies to involve parents in the activities at the schools</li> </ul> <p><i>Section 1118(a)(2); Mississippi ESEA Flexibility Request</i></p>	
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline/Status</b></p>
<p>There was inadequate documentation demonstrating implementation of district Parental Involvement Policy activities (agendas, sign-in sheets, minutes, handout materials, etc.).</p>	<p>The LEA must submit to the MDE evidence of implementation for each component (a-f) of the LEA Parental Involvement Policy for the current school year.</p>	<p>July 2015 / District has <b>not</b> cleared this citation. Evidence received was insufficient in showing implementation of all aspect of this indicator. This citation will be monitored for compliance as outlined within the required actions section.</p>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Compliance Indicator A43</b></p>	<p>Is there evidence that each component of the Parental Involvement Plan is being implemented?</p> <ul style="list-style-type: none"> <li>a. Plan provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved</li> <li>b. School offers a flexible schedule of meetings, such as meetings in the morning or evening</li> <li>c. School involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including planning, review, and improvement of the School Parental Involvement Plan</li> <li>d. School provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children</li> <li>e. School submits comments/concerns to the LEA if the Schoolwide Plan is not satisfactory to parents</li> <li>f. School-parent compact is jointly developed with parents of participating students: how it is used, reviewed, and updated</li> <li>g. School builds teachers' and parents' capacity for strong parental involvement</li> <li>h. School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children</li> </ul> <p><i>Section 1118(c-f)</i></p>	
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline/Status</b></p>
<p>There was inadequate documentation (agendas, minutes, sign-in sheets) for parental involvement activities listed in the School Parental Involvement Plan.</p>	<p>The LEA must submit to the MDE evidence of implementation for each component (a-h) of each school Parental Involvement Plan for the current school year.</p>	<p>July 2015 / District has <b>not</b> cleared this citation. Evidence received was insufficient. This citation will be monitored for compliance as outlined within the required actions section.</p>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Compliance Indicator A45</b></p>	<p>Is there evidence that each LEA Title I participating school distributed to parents the required Parents Right-to-Know information?</p> <ul style="list-style-type: none"> <li>a. Professional qualifications of the student’s classroom teachers (and paraprofessionals if applicable)</li> <li>b. Level of achievement of the parent’s child in each statewide academic assessment</li> <li>c. Notification to parents of children taught for 4 or more consecutive weeks by a teacher who is not highly qualified</li> <li>d. Notices and information under the Parents Right-to-Know in an understandable and uniform format, and to the extent practicable, in a language that parents can understand</li> </ul> <p><i>Section 1111(h)(6)</i></p>	
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline/Status</b></p>
<p>The Parents Right-to-Know information distributed to parents did not include all of the required (a-d) components.</p>	<p>The LEA must review and revise procedures to ensure all parents receive the required Parents Right-to-Know information. Evidence that each Title I participating school distributed to parents the required Parents Right-to-Know information for the current year must be submitted to the MDE.</p>	<p><b>June 2015/Cleared</b> The LEA submitted to MDE the Parents’ Right-to-Know information and letters to the MDE.</p>



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Compliance Indicator A49</b>	Is there evidence that the LEA has ensured that all paraprofessionals who work in an instructional capacity in a Title I Schoolwide Program or are paid from Title I funds in a Targeted Assistance Program are highly qualified? <i>Section 1119(c)(1)(A-C); Section 1119(d)</i>	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline/Status</b>
A review of paraprofessional qualifications revealed there was inadequate documentation indicating highly qualified status for Daphne Harris and Larry Etta Davis.	The LEA must provide to the MDE proof of highly qualified status for all paraprofessionals who work in an instructional capacity in a Title I Schoolwide Program or are paid from Title I funds in a Targeted Assistance Program. Additionally, any paraprofessionals not meeting HQ requirements must be removed from working in an instructional capacity.	July 2015 / District has <b>not</b> cleared this citation. Evidence received was insufficient. This citation will be monitored for compliance as outlined within the required actions section.

<b>Compliance Indicator A64</b>	Is there evidence that the LEA implemented the statewide teacher and principal evaluation systems that include student achievement as a significant component? <i>Mississippi ESEA Flexibility Request, Section 2.D and Attachments 10a and 10b</i>	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline/Status</b>
The LEA provided no evidence of implementation of the principal evaluation systems that included student achievement as a significant component.	The LEA must submit the Mississippi Principal Evaluation System <i>Form 1: Master Documentation</i> for each school principal to the MDE.	July 2015 / District has <b>not</b> cleared this citation. Evidence received was insufficient. This citation will be monitored for compliance as outlined within the required actions section.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Compliance Indicator Section B1-B3</b>	Title I, Part A – Approaching Target Schools.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline/Status</b>
Documentation for Section B Title I, Part A – Approaching Target Schools was not provided for the monitors.	The LEA must promptly submit to the MDE the required documentation regarding Section B Title I, Part A – Approaching Target Schools for each Approaching Target School.	July 2015 / District has <b>not</b> cleared this citation. Evidence received was insufficient. This citation will be monitored for compliance as outlined within the required actions section.

**OFFICE OF SAFE & ORDERLY SCHOOLS  
DIVISION OF SCHOOL BUILDINGS**

**Standard 30**

Mississippi Department of Education  
Office of Safe and Orderly Schools  
Tunica County School District Audit Report

The Mississippi Department of Education (MDE), Division of School Buildings, performed an audit on the Tunica County School District on March 2-3, 2015. The accreditation Standard 30 was monitored for compliance.

**STANDARD 30.** The school district provides clean/sanitary facilities in a safe and secure environment. All classrooms in each school will be air conditioned. {MS Code 37-7-301(c)(d)(j); 37-11-5, 49; and 45-11-101}

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>Tunica Elementary School</b> <b>Attended by Mr. Patrick Alexander,</b> <b>Maintenance Director</b> <b>Main Building</b></p> <ul style="list-style-type: none"> <li>• There were unprotected lights in the main hall.</li> <li>• Asbestos management plan was not on site in the main office.</li> </ul> <p><b>Kindergarten Hall</b></p> <ul style="list-style-type: none"> <li>• There were unprotected electrical outlets in room 112.</li> <li>• There were unprotected lights in the teachers' restroom.</li> </ul> <p><b>Third Grade Hall</b></p> <ul style="list-style-type: none"> <li>• There were unprotected lights in the main hall.</li> <li>• There were books stored within 18' of the ceiling in the book room.</li> <li>• There was an unprotected electrical</li> </ul>	<p><b>Corrective Actions:</b></p> <ul style="list-style-type: none"> <li>• Provide covers for all unprotected lights.</li> <li>• Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.</li> <li>• Provide covers for all unprotected outlets and light switches.</li> <li>• Remove books within 18" of the ceiling in the book room.</li> <li>• Remove exposed metal from electrical outlet in room 116.</li> <li>• Verify that all power strips plug directly into a permanent power source.</li> <li>• Install light bulbs in open</li> </ul>	<p>Immediately and Ongoing.</p>	<p>The Corrective Action provided by the district is insufficient to clear all deficiencies for standard 30. Refer to specific Corrective Action outlined in the original report from the Office of Safe and Healthy Schools.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p>outlet on the West wall in room 116.</p> <ul style="list-style-type: none"> <li>• There was exposed metal protruding from an electrical outlet in room 116.</li> <li>• There was a power strip plugged into a power strip in room 114.</li> <li>• There were open light sockets above the lavatories in the girls' restroom.</li> <li>• Several classrooms second means of egress windows were not labeled.</li> </ul> <p><b>Kitchen/Dining Area</b></p> <ul style="list-style-type: none"> <li>• There was no emergency lighting in the dining area.</li> <li>• There were unprotected lights in the dry goods area.</li> </ul> <p><b>Auditorium</b></p> <ul style="list-style-type: none"> <li>• West exit sign was inoperable.</li> <li>• Seating capacity was not posted.</li> </ul> <p><b>Fourth and Fifth Grade Hall</b></p> <ul style="list-style-type: none"> <li>• There was a detached electrical box on the East wall in room 133.</li> <li>• There were unsecured/unused lockers in the main hall.</li> <li>• There were unprotected lights in the girls' restroom.</li> <li>• Several classroom second means of egress windows were not labeled.</li> </ul> <p><b>Second Grade Hall</b></p>	<p>sockets above lavatory in the third grade hall girls' restroom.</p> <ul style="list-style-type: none"> <li>• Identify and label one window in each classroom for use as a second means of egress.</li> <li>• Verify that all second means of egress windows are unobstructed.</li> <li>• Install emergency lighting in the dining area.</li> <li>• Repair or replace all inoperable exit signs/emergency lighting.</li> <li>• Post seating capacity in the auditorium,</li> <li>• Secure loose electrical box in room 133.</li> <li>• Secure all old unused lockers.</li> <li>• Secure electrical box in room 144.</li> <li>• Post evacuation maps in all classrooms in the same general location.</li> <li>• Remove clutter from the gymnasium dressing rooms and secure the doors.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<ul style="list-style-type: none"> <li>• Several classrooms second means of egress windows were not labeled.</li> <li>• There was an electrical box hanging by its wire in room 144.</li> <li>• Several rooms did not have their evacuation maps posted.</li> </ul> <p><b>First and Second Grade Hall</b></p> <ul style="list-style-type: none"> <li>• Several classrooms second means of egress windows were not labeled.</li> <li>• Several rooms did not have their evacuation maps posted.</li> </ul> <p><b>Gymnasium</b></p> <ul style="list-style-type: none"> <li>• There was an unprotected light on the Southwest corner of the playing surface.</li> <li>• South dressing rooms were cluttered and unsecured.</li> <li>• There were unprotected lights in the dressing rooms.</li> </ul> <p><b>Pre K Hall</b></p> <ul style="list-style-type: none"> <li>• There were missing exit signs in the 2<sup>nd</sup> grade dining area.</li> <li>• There were unprotected lights in the boys' restroom.</li> <li>• There was an unprotected light switch in the mop room.</li> <li>• There was a power strip plugged into a power strip in the Mac lab (Room</li> </ul>	<ul style="list-style-type: none"> <li>• Install lighted exit signs where needed.</li> </ul>		

**FINDINGS**

**CORRECTIVE ACTION**

**TIMELINE**

**RESPONSE TO DISTRICT  
CORRECTIVE ACTION**

204).

- There was an inoperable emergency light on the North end of the main hall.

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>Dundee Elementary School</b>  <b>Attended by Mr. Patrick Alexander,</b>  <b>Maintenance Director</b>  <b>Main Office</b></p> <ul style="list-style-type: none"> <li>Asbestos management plan was not on site in the main office.</li> </ul> <p><b>Exterior</b></p> <ul style="list-style-type: none"> <li>There were unprotected lights on the walkways outside the gymnasium and Building D.</li> </ul> <p><b>Building C</b></p> <ul style="list-style-type: none"> <li>Several classrooms second means of egress windows were not labeled.</li> <li>There were open blanks in the server room electrical panels.</li> <li>There was a trouble code on the fire alarm system panel in the server room.</li> <li>There was a power strip plugged into a power strip in the server room.</li> <li>There was an out-of-date portable fire extinguisher in the library.</li> <li>Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.</li> <li>There was a trouble code on the fire alarm system panel.</li> </ul>	<p><b>Corrective Actions:</b></p> <ul style="list-style-type: none"> <li>Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.</li> <li>Provide covers for all unprotected lights.</li> <li>Identify and label one window in each classroom for use as a second means of egress.</li> <li>Verify that all second means of egress windows are unobstructed.</li> <li>Provide covers for all open blanks in electrical panels.</li> <li>Have fire alarm system inspected and repaired to clear trouble code in Building C.</li> <li>Verify that all power strips plug directly into a permanent power source.</li> <li>Have all out-of-date portable fire extinguishers inspected, tested, and tagged.</li> <li>Install GFCI type receptacles on water</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>Building B</b></p> <ul style="list-style-type: none"> <li>• Several classroom second means of egress windows were not labeled.</li> <li>• There was an electrical extension cord being used as a permanent power source in room 108.</li> </ul>	<p>fountains where not equipped.</p> <ul style="list-style-type: none"> <li>• Provide a permanent power source where electrical extension cords are being used.</li> </ul>		
<p><b>Kitchen/Dining Area (Building A)</b></p> <ul style="list-style-type: none"> <li>• There were unprotected lights in the dry goods area.</li> <li>• There was an inoperable exit sign in the dining area.</li> </ul>	<ul style="list-style-type: none"> <li>• Repair or replace all damaged/inoperable exit signs/emergency lighting.</li> <li>• Provide covers for all unprotected outlets and light switches.</li> </ul>		
<p><b>Building D</b></p> <ul style="list-style-type: none"> <li>• There was an unprotected electrical outlet in room 206.</li> <li>• There was no second means of egress in room 209.</li> <li>• There was a missing lavatory in the boys' restroom.</li> <li>• Several classrooms second means of egress windows were not labeled.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a second means of egress in room 209.</li> <li>• Replace missing lavatory in Building D boys' restroom.</li> <li>• Secure electrical outlet in the P.E. room in the gymnasium.</li> <li>• Provide covers for all exposed wires.</li> </ul>		
<p><b>Gymnasium</b></p> <ul style="list-style-type: none"> <li>• There was an unsecured electrical outlet in the P.E. room.</li> <li>• There was an unprotected light in the boys' restroom.</li> <li>• There were exposed wires near the heater in the boys' restroom.</li> <li>• There was black tar leaking from the</li> </ul>	<ul style="list-style-type: none"> <li>• Repair ceiling leak in gymnasium boys' restroom.</li> <li>• Repair or replace all damaged door closers.</li> <li>• Replace missing panic hardware on the North exit door in the gymnasium.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p>ceiling in the boys' restroom.</p> <ul style="list-style-type: none"> <li>• There was a damaged emergency light above the North exit door.</li> <li>• There was a damaged door closer on the North exit door.</li> <li>• There was missing panic hardware on the North exit door.</li> <li>• North and East exit doors were obstructed by locked exterior gates.</li> <li>• There were several inoperable lights</li> </ul>	<ul style="list-style-type: none"> <li>• Verify that gymnasium exit doors are unobstructed and kept unlocked during school hours.</li> <li>• Repair inoperable lights in the gymnasium.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>Rosa Fort High School</b>  <b>Attended by Mr. Patrick Alexander,</b>  <b>Maintenance Director</b>  <b>Main Office</b></p> <ul style="list-style-type: none"> <li>• Asbestos management plan was not on site in the main office.</li> </ul> <p><b>Building E</b></p> <ul style="list-style-type: none"> <li>• Several classrooms second means of egress windows were not labeled.</li> <li>• There was a missing ceiling tile in the boys' restroom.</li> <li>• Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.</li> <li>• There was an inoperable toilet in the girls' restroom.</li> <li>• Evacuation map was not posted in room 102.</li> <li>• Some rooms were not numbered.</li> <li>• Storage area was cluttered in the Chemistry lab.</li> <li>• There was no chemical inventory in the Chemistry lab.</li> <li>• Material Safety Data Sheets (MSDS) were not present in the Chemistry lab.</li> <li>• There was an unprotected electrical outlet on a work station in room 117.</li> <li>• There was a power strip plugged into a power strip in the library.</li> </ul>	<p><b>Corrective Actions:</b></p> <ul style="list-style-type: none"> <li>• Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.</li> <li>• Identify and label one window in each classroom for use as a second means of egress.</li> <li>• Verify that all second means of egress windows are unobstructed.</li> <li>• Replace all missing ceiling tiles.</li> <li>• Install GFCI type receptacles on water fountains where not equipped.</li> <li>• Repair inoperable toilet in Building E girls' restroom.</li> <li>• Post evacuation maps in all classrooms in the same general location.</li> <li>• Verify that all rooms are identified with room numbers.</li> <li>• Remove clutter from chemistry storage area.</li> <li>• Provide a chemical</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>Tech Prep Building</b></p> <ul style="list-style-type: none"> <li>• There was a damaged exit sign by the main entrance.</li> <li>• Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.</li> <li>• There was an unprotected electrical outlet on the water fountain by the main entrance.</li> <li>• There were inoperable lights in the main hall.</li> <li>• There were power strips plugged into power strips in the STEM classroom.</li> <li>• The elevator was inoperable.</li> <li>• There was a discharged type K portable fire extinguisher in the Family Dynamics classroom.</li> <li>• Several classrooms second means of egress windows were not labeled.</li> <li>• There was no emergency lighting in the stairwell.</li> <li>• There was a power strip plugged into a power strip in the JROTC classroom.</li> <li>• There were exposed wires by the water fountain outside the JROTC classroom.</li> <li>• There was an electrical extension cord being used as a permanent power source on the water fountains outside the JROTC classroom.</li> </ul>	<p>inventory for all chemicals present in the Chemistry lab.</p> <ul style="list-style-type: none"> <li>• Provide Material Safety Data Sheets (MSDS) for all chemicals present in the Chemistry lab.</li> <li>• Provide covers for all unprotected outlets and light switches.</li> <li>• Verify that all power strips plug directly into a permanent power source.</li> <li>• Repair or replace all damaged/inoperable exit signs/emergency lighting.</li> <li>• Repair all inoperable lights where needed.</li> <li>• Repair inoperable elevator in the Tech Prep Building.</li> <li>• Have all out-of-date/discharged portable fire extinguishers inspected, tested, and tagged.</li> <li>• Install emergency lighting in the Tech Prep Building stairwell.</li> <li>• Provide covers for all exposed wires.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>Gymnasium Building</b></p> <ul style="list-style-type: none"> <li>• Southeast exit sign was inoperable in the practice gymnasium.</li> <li>• Seating capacity was not posted in the practice gymnasium.</li> <li>• Seating capacity was not posted in the main gymnasium.</li> <li>• Evacuation maps were not posted in the main gymnasium.</li> <li>• There was a damaged emergency light in the main gymnasium.</li> <li>• There were unprotected lights in dressing room 110.</li> </ul> <p><b>Kitchen/Dining Area</b></p> <ul style="list-style-type: none"> <li>• There were no lighted exit signs in the dining area.</li> <li>• There were unprotected lights in the dry goods area.</li> <li>• There were exposed wires on a heater in the kitchen.</li> <li>• There were exposed wires in a junction box in the kitchen by the serving line.</li> <li>• There was a discharged/out-of-date portable fire extinguisher in the dining area.</li> </ul> <p><b>Building C</b></p> <ul style="list-style-type: none"> <li>• Several classrooms second means of egress windows were not labeled.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a permanent power source where electrical extension cords are being used.</li> <li>• Post seating capacity in the gymnasiums.</li> <li>• Post evacuation maps in the main gymnasium.</li> <li>• Provide covers for all unprotected lights.</li> <li>• Install lighted exit signs where needed.</li> <li>• Replace damaged electrical outlets in Building C computer lab and room H-4.</li> <li>• Repair damaged electrical conduit in Building C room 115.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<ul style="list-style-type: none"> <li>• There was an electrical extension cord wired to a heater in room 102.</li> <li>• There was a damaged electrical outlet in the computer lab.</li> <li>• There was damaged electrical conduit with a detached electrical box in room 115.</li> <li>• There was a power strip plugged into a power strip in room 113.</li> </ul>			
<b>Building D</b>			
<ul style="list-style-type: none"> <li>• There was a power strip plugged into a power strip in room 101.</li> <li>• Several classrooms second means of egress windows were not labeled.</li> <li>• Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.</li> </ul>			
<b>Building F</b>			
<ul style="list-style-type: none"> <li>• There was an electrical extension cord being used as a permanent power source in room 103.</li> <li>• Several classrooms second means of egress windows were not labeled.</li> <li>• Evacuation map was not posted in the old band hall.</li> </ul>			
<b>Building J</b>			
<ul style="list-style-type: none"> <li>• There were unprotected lights in the boys' restroom.</li> </ul>			

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>Building H</b></p> <ul style="list-style-type: none"> <li>• Evacuation maps were not posted in rooms H-1 and H-2.</li> <li>• There was a damaged electrical outlet in room H-4.</li> </ul>			

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>Robinsonville Elementary School</b>  <b>Attended by Mr. Patrick Alexander,</b>  <b>Maintenance Director</b>  <b>Main Office</b></p> <ul style="list-style-type: none"> <li>Asbestos management plan was not on site in the main office.</li> </ul> <p><b>Hall A</b></p> <ul style="list-style-type: none"> <li>There were Christmas lights in room 131.</li> <li>There was an electrical extension cord being used as a permanent power source in room 131.</li> <li>Several rooms had excessive paper covering their walls, windows, and doors.</li> </ul> <p><b>Hall B</b></p> <ul style="list-style-type: none"> <li>There were power strips plugged into power strips in room 148.</li> <li>Several rooms had excessive paper covering their walls, windows, and doors.</li> </ul> <p><b>Hall C</b></p> <ul style="list-style-type: none"> <li>There was a power strip plugged into a power strip in room 188.</li> <li>There were unprotected lights in the restroom in room 187.</li> <li>Several rooms had excessive paper covering their walls, windows, and doors.</li> </ul>	<p><b>Corrective Actions:</b></p> <ul style="list-style-type: none"> <li>Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.</li> <li>Remove all Christmas lights where being used.</li> <li>Provide a permanent power source where electrical extension cords are being used.</li> <li>Remove excessive paper from classroom walls, windows, and doors.</li> <li>Verify that all power strips plug directly into a permanent power source.</li> <li>Provide covers for all unprotected lights.</li> <li>Label second means of egress window in room 182.</li> <li>Verify that all second means of egress windows are unobstructed.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<ul style="list-style-type: none"><li>• Second means of egress window was not labeled in room 182.</li></ul>			

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>David Williams Career and Technical Center</b>  <b>Attended by Mr. Patrick Alexander, Maintenance Director</b>  <b>Main Office</b></p> <ul style="list-style-type: none"> <li>Asbestos management plan was not on site in the main office.</li> </ul> <p><b>Classrooms/Shop Areas</b></p> <ul style="list-style-type: none"> <li>There was a power strip plugged into a power strip in room 103.</li> <li>Second means of egress window was not labeled in room 103.</li> <li>There was a discharged portable fire extinguisher in room 103.</li> <li>There was an open blank in the electrical panel in the Metal Trades shop.</li> <li>There was an inoperable exit sign in the Metal Trades shop.</li> <li>There was an unprotected electrical outlet in the Metal Trades shop.</li> <li>There was an open blank in the electrical panel in the Carpentry shop.</li> <li>There were exposed wires in the Carpentry shop.</li> <li>There was an inoperable/damaged exit sign in the Carpentry shop.</li> <li>There was a damaged emergency light in the Carpentry shop.</li> <li>There was a damaged electrical outlet</li> </ul>	<p><b>Corrective Actions:</b></p> <ul style="list-style-type: none"> <li>Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.</li> <li>Verify that all power strips plug directly into a permanent power source.</li> <li>Label second means of egress in room 103.</li> <li>Have all out-of-date/discharged portable fire extinguishers inspected, tested, and tagged.</li> <li>Provide covers for all open blanks in electrical panels.</li> <li>Repair or replace all damaged/inoperable exit signs/emergency lighting.</li> <li>Provide covers for all unprotected outlets and light switches.</li> <li>Provide covers for all exposed wires.</li> <li>Replace damaged electrical outlet cover in the Carpentry shop.</li> <li>Secure loose electrical</li> </ul>		

**FINDINGS****CORRECTIVE ACTION****TIMELINE****RESPONSE TO DISTRICT  
CORRECTIVE ACTION**

cover in the Carpentry shop.

**Ag Building**

- There were exposed wires on the North wall of the Ag classroom.
- There were inoperable emergency lights throughout the building.
- There was a loose electrical outlet on the North wall of the Ag Business/Horticulture classroom.
- There was an inoperable exit sign in the Ag Business/Horticulture classroom.

outlet in the Ag. Business classroom.

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p><b>Attended by Mr. Patrick Alexander, Maintenance Director</b>  <b>Main Office</b></p> <ul style="list-style-type: none"> <li>• There was a trouble code on the fire alarm system panel.</li> <li>• There was a trouble code on the security alarm system panel.</li> <li>• Asbestos management plan was not on site in the main office.</li> </ul> <p><b>Gymnasium</b></p> <ul style="list-style-type: none"> <li>• There were damaged door closers on the gymnasium doors outside the band room.</li> <li>• There were damaged door closers on the gymnasium doors by the dressing rooms.</li> <li>• There was a trouble code on the fire alarm system panel in the foyer.</li> <li>• There was a discharged portable fire extinguisher in the gymnasium foyer.</li> <li>• There was inoperable emergency lighting in the gymnasium and gymnasium foyer.</li> <li>• Evacuation maps were not posted.</li> </ul> <p><b>Hall 3</b></p> <ul style="list-style-type: none"> <li>• Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.</li> <li>• There was an obstructed second</li> </ul>	<p><b>Corrective Actions:</b></p> <ul style="list-style-type: none"> <li>• Have fire alarm system inspected and repaired to clear trouble codes.</li> <li>• Have security alarm system inspected and repaired to clear trouble codes.</li> <li>• Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.</li> <li>• Repair or replace all damaged door closers.</li> <li>• Have all out-of-date/discharged portable fire extinguishers inspected, tested, and tagged.</li> <li>• Repair or replace all damaged/inoperable exit signs/emergency lighting.</li> <li>• Post evacuation maps in the gymnasium.</li> <li>• Install GFCI type receptacles on water fountains where not equipped.</li> <li>• Verify that all second means of egress windows</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<p>means of egress window in room 607.</p> <ul style="list-style-type: none"> <li>• There were open floor plates in room 614.</li> <li>• There were power strips plugged into power strips in rooms 611 and 615.</li> </ul> <p><b>Hall 2</b></p> <ul style="list-style-type: none"> <li>• There were power strips plugged into power strips in room 200.</li> </ul> <p><b>Hall 1</b></p> <ul style="list-style-type: none"> <li>• Some classrooms had obstructed second means of egress windows.</li> <li>• There were exposed wires where an old clock used to be in the main hall.</li> </ul>	<p>are unobstructed.</p> <ul style="list-style-type: none"> <li>• Provide covers for open floor plates in room 614.</li> <li>• Verify that all power strips plug directly into a permanent power source.</li> <li>• Provide covers for all exposed wires.</li> </ul>		

**OFFICE OF SAFE & ORDERLY SCHOOLS  
DIVISION OF SCHOOL SAFETY**

**Standard 31**

Mississippi Department of Education  
Office of Safe and Orderly Schools, Division of School Safety  
Tunica County School District Audit Report

**STANDARD 31.** The school district complies with State Board Policies and State and Federal laws to provide Safe Schools. Each school has a comprehensive School Safety Plan on file that has been approved annually by the local school board. {MS Codes 37-3-81; 37-3-83(2); 37-11-67; and 37-11-69} (See the templates for MDE's School Safety Manual and the School Occupational Safety and Crisis Response Plan at <http://www.mde.k12.ms.us/safe-and-orderly-schools/school-safety>.)

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
<ul style="list-style-type: none"> <li>• The district does not have a crisis response plan, as per MDE's Accreditation Standard 31 or Section 37-11-5, Mississippi Code.</li> <li>• While the schools do have individual crisis response plan, they do not meet the specifications of MDE Accreditation Standard 31 or Section 37-11-5, Mississippi Code.</li> <li>• In all plans, there were no alternate evacuation areas.</li> <li>• All plans did not have family reunification areas.</li> <li>• All schools have not performed emergency drills as required.</li> <li>• Observed open and unlocked classrooms throughout district allowing easy access for intruders.</li> <li>• The district does not have a Restraint Policy.</li> <li>• SROs were not utilized in accordance with standards set forth in the Mississippi School Safety Manual.</li> </ul>	<p>As per Accreditation Standard 31, the district is required to have an individual Crisis Response Plan.</p> <p>As per Accreditation Standard 31, each individual school is required to have a Crisis Response Plan. The following must occur:</p> <ul style="list-style-type: none"> <li>• Establish alternate evacuation areas.</li> <li>• Establish family reunification areas.</li> <li>• Each school must perform the mandated number of drills per school year.</li> <li>• Classrooms remain locked while students are present.</li> <li>• The district must adopt a Student Restraint Policy.</li> <li>• SRO's must be utilized in accordance with the standards set forth in the School Safety Manual.</li> </ul>	<p>Immediately and Ongoing.</p>	<p>The district did not provide documentation of district actions reported in its correspondence dated June 10, 2015. After the beginning of the 2015-16 school year, a follow up visit will be conducted to verify that district has taken the necessary steps to clear Standard 31 including revision of district documents. The district must review the Corrective Actions in the original report to ensure compliance with Standard 31.</p>



**Supplemental Report of On-Site Audit Findings**

**for**

**Tunica County School District (7200)**

**June 30, 2015**

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**ATTACHMENT A**



**Overview of District Audit  
Tunica County School District (7200)  
February 10 – March 20, 2015**

The Office of Accreditation and Accountability conducted an investigative audit in the Tunica County School District in February and March of 2015 and delivered to the District a preliminary report on May 13, 2015. Afterwards, the MDE provided the District with a thirty-day period to request technical assistance and to respond in writing to any deficiencies cited.

At the request of the district to examine and verify supporting documentation of correction of the noncompliant findings cited in the Investigative Audit Report, dated May 13, 2015, the MDE reviewed the original 90 student files outlined in the report. In the district's attempt to correct noncompliance every student's IEP was rewritten. As a result the MDE discovered additional areas of noncompliance from the files obtained on June 17-19, 2015. The following report documents the additional violations on the original 90 students that were identified after the May 13, 2015 report.

- Standard 8
- Standard 17.4

All violations detailed in this report are based on documentation, communication and/or interviews with district staff, former employees, and parents. The District's actions as well as the standards violated are included in this report.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**SUPPLEMENTAL VIOLATION 1**

Tunica County School District did not ensure educational records containing personally identifiable information (PII), were secure and maintained in accordance with the Individuals with Disabilities Education Act (IDEA), and the Family Educational Rights Privacy Act (FERPA).

<b>DISTRICT ACTION</b>	<b>STANDARDS IN VIOLATION</b>	<b>STATUTES/POLICIES IN VIOLATION</b>	<b>CORRECTIVE ACTIONS REQUESTED</b>
<ul style="list-style-type: none"> <li>• Tunica County School District website provided public access to personally identifiable information (PII), including but not limited, to social security numbers, Detention/Suspension roster summaries, Mississippi Student Information System numbers, disability statuses, medical data, disciplinary data.</li> <li>• Multiple e-mails sent with URL link to website/data</li> <li>• All students with disabilities educational records were stacked on multiple tables at the TCSD Parent Center when staff in the Office of Special Education arrived on-site on June 17 and remained there during the course of the visit</li> </ul>	<ul style="list-style-type: none"> <li>• Process Standard 8-- Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with state law, the Family Educational Rights and Privacy Act of 1974, and the Confidentiality Section of the Individuals with Disabilities Act, 2004 Amendments.</li> <li>• Process Standard 17.4-- the school district is in compliance with state</li> </ul>	<ul style="list-style-type: none"> <li>• 20 USCA § 1232g, 34 CFR Part 99, 34 CFR §§ 300.611, 300.622, 300.623 and 300.624, Miss. Code Ann. §§ 37-15-1 through 3, 37-15-6</li> <li>• <b>300.123 Confidentiality of personally identifiable information</b> Each public agency must have policies and procedures in effect to ensure that public agencies in the State comply with §§ 300.610 through 300.626 related to</li> </ul>	<ol style="list-style-type: none"> <li>1. Revise and/or develop policies and procedures for ensuring the confidentiality of personally identifiable information collected, used, or maintained under Part B of the IDEA and under MDE's policies and procedures.</li> <li>2. Obtain board approval of the policies for ensuring the confidentiality of personally identifiable information collected, used, or maintained under Part B of the IDEA and under MDE's policies and procedures. Following board approval, submit the board approved policies</li> </ol>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

<b>DISTRICT ACTION</b>	<b>STANDARDS IN VIOLATION</b>	<b>STATUTES/POLICIES IN VIOLATION</b>	<b>CORRECTIVE ACTIONS REQUESTED</b>
<p>(June 17-19, 2015). The files were not secured in a locked storage cabinet and were openly exposed for access by individuals who were not authorized to have access to these educational records.</p> <ul style="list-style-type: none"> <li>• Confidential student Information submitted to MDE by parent advocate, allegedly obtained in trash bin.</li> <li>• Information submitted by a parent/parent advocate, alleging breach of confidentiality.</li> <li>• Information submitted in writing to the OSE alleges that persons who did not have direct contact with students with disabilities had access to the educational records during the “assembly line” process as they were assigned specific tasks with the educational records during the IEP “assembly line” process.</li> </ul>	<p>and/or federal requirements for the following programs: Special Education</p> <ul style="list-style-type: none"> <li>• Process Standard 17.4: Special Education {Miss. Code Ann. §§ 37-23-1 through 9} (State Board Policies 7201, 7203, 7204, 7205, 7206, 7208, 7210, 7211, 7212, 7213, 7214, 7219, and Federal Code) [See State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004).]</li> </ul>	<p>protecting the confidentiality of any personally identifiable information collected, used, or maintained under Part B of IDEA and under MDE’s policies and procedures.</p>	<p>and board minutes reflecting board approval to the OSE.</p> <ol style="list-style-type: none"> <li>3. Submit to the OSE, the district’s procedures for ensuring the confidentiality of personally identifiable information collected, used, or maintained under Part B of the IDEA and under MDE’s policies and procedures.</li> <li>4. Provide training to all district personnel including related service providers following the revision or development and board approval of the policies, as well as the district’s procedures for ensuring the confidentiality of personally identifiable information collected, used, or maintained under Part B of the IDEA and under MDE’s policies and procedures.</li> </ol>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**SUPPLEMENTAL VIOLATION 2**

Tunica County School District utilized improper processes for the development of Individualized Education Programs (IEPs).

<b>DISTRICT ACTION</b>	<b>STANDARDS IN VIOLATION</b>	<b>STATUTES/POLICIES IN VIOLATION</b>	<b>CORRECTIVE ACTIONS</b>
<ul style="list-style-type: none"> <li>• Mass revisions of all IEPs occurred between May 26, 2015 and June 10, 2015, through the use of an “assembly line”.</li> <li>• Email communication from administrative staff clearly directing teachers to reply via email with the number of draft IEPs on caseloads that have not been through the “assembly line”.</li> <li>• Parent phone interviews conducted by OSE staff on June 17-20, 2015, included parent information as follows: A significant number of parents were notified by phone call of the district’s request for the parent to attend the IEP meeting. The phone call notifications were of an urgent need to be scheduled in a short-time frame. There were a</li> </ul>	<ul style="list-style-type: none"> <li>• Process Standard 17.4: Special Education {Miss. Code Ann. §§ 37-23-1 through 9} (State Board Policies 7201, 7203, 7204, 7205, 7206, 7208, 7210, 7211, 7212, 7213, 7214, 7219, and Federal Code) [See State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004).]</li> </ul>	<p><b>300.322 Parent participation</b>  <i>(a) Public agency responsibility – general.</i>                      Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Committee meeting or are afforded the opportunity to participate, including—                      (1) Notifying parents early enough of the meeting to ensure that they will have an opportunity to attend; and                      (2) Scheduling the meeting at a mutually agreed on time and place.  <i>(b) Information provided to parents.</i></p>	<ol style="list-style-type: none"> <li>1. Revise and/or develop policies and procedures for developing IEPs and conducting IEP Committee meetings in accordance with 34 C.F.R. §§ 300.320 – 300.324.</li> <li>2. Obtain board approval of the policies for IEP development and conducting IEP Committee meetings and submit the board approved procedures and board minutes reflecting board approval to the OSE.</li> <li>3. Submit to the OSE, the district’s procedures for developing IEPs and conducting IEP Committee meetings in accordance</li> </ol>

Mississippi Department of Education

Summary of District Audit  
Tunica County School District (7200)

DISTRICT ACTION	STANDARDS IN VIOLATION	STATUTES/POLICIES IN VIOLATION	CORRECTIVE ACTIONS
<p>lot of parents coming in and out of the district's Central Office where many of the IEP meetings were held. The process was rushed. The manner was one of "hurry up and sign papers". There were people in attendance at the IEP meeting who were not familiar with my child. One parent reported the Superintendent was present at her child's IEP meeting and he was the only person who spoke, until he asked a staff member to read the IEP to the parent.</p> <ul style="list-style-type: none"> <li>• The parent information is consistent with a Formal State Compliant, filed by a former employee, who also alleges the use of an "assembly line" to revise student IEPs and conduct meetings.</li> <li>• Documentation submitted by the TCSD on June 3, 2015 indicates IEP meeting dates for all students with disabilities were conducted as noted: (2) IEP meetings on 5/26;</li> </ul>		<p>(1) The notice required under paragraph (a)(1) above must—</p> <p>(i) Indicate the purpose, time, and location of the meeting and who will be in attendance <i>by name and position (substitutions by position for persons named to be in attendance are permitted)</i>; and (ii) Inform the parents of provisions in § 300.321(a)(6) and (c) (relating to the participation of other individuals on the <i>IEP Committee</i> who have knowledge or special expertise about the child), and § 300.321(f) (relating to the participation of <i>Part C</i> of IDEA service coordinator or other representatives of the Part C system at the initial IEP Committee meeting for a child previously served under Part C of IDEA).</p>	<p>with 34 C.F.R. §§ 300.320 – 300.324.</p> <p>4. Provide training to all district personnel including related service providers following the revision or development and board approval of the policies, as well as the district's procedures for IEP development and conducting IEP Committee meetings in accordance with 34 C.F.R. §§ 300.320 – 300.324.</p>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

DISTRICT ACTION	STANDARDS IN VIOLATION	STATUTES/POLICIES IN VIOLATION	CORRECTIVE ACTIONS
<p>(21) on 5/27; (34) on 5/28; (100) on 5/29; (64) on Saturday, 5/30; (12) on 6/1; (16) on 6/2; (1) on 6/3. There were (6) students with projected dates of IEP meetings scheduled for 6/9. There was a note that (1) parent declined the IEP meeting request and (1) parent had no date documented.</p>			
<ul style="list-style-type: none"> <li>Tunica County School District's blanket use of a form, <b>Parent Waiver of Seven (7) Day Notice</b>, (Tunica County School District Appendix BBBB 09/2013). This form was provided to parents of children with disabilities indicating prior written notice must be provided to the parent of a child with a disability seven (7) calendar days before the district has a meeting or makes any decisions, unless the parent waives the seven (7) calendar day timeline. The prior written notice referenced on this form at 34 C.F.R. § 300.503 is not applicable in these instances. Rather, 34 C.F.R. § 300.322 (Parent participation) requires the</li> </ul>	<ul style="list-style-type: none"> <li>Process Standard 17.4: Special Education {Miss. Code Ann. §§ 37-23-1 through 9} (State Board Policies 7201, 7203, 7204, 7205, 7206, 7208, 7210, 7211, 7212, 7213, 7214, 7219, and Federal Code) [See State Policies Regarding Children with Disabilities under the Individuals with Disabilities</li> </ul>	<p><b>300.322 Parent participation</b> (a) <i>Public agency responsibility – general.</i> Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Committee meeting or are afforded the opportunity to participate, including— (1) Notifying parents early enough of the meeting to ensure that they will have an opportunity to attend; and</p>	<p>Revise and/or develop policies and procedures for conducting IEP Committee meetings in accordance with 34 C.F.R. § 300.322.</p> <p>Obtain board approval of the policies for IEP development and conducting IEP Committee meetings and submit the board approved procedures and board minutes reflecting board approval to the OSE.</p> <p>Submit to the OSE, the district's procedures for developing IEPs and conducting IEP Committee</p>

Mississippi Department of Education

Summary of District Audit  
Tunica County School District (7200)

DISTRICT ACTION	STANDARDS IN VIOLATION	STATUTES/POLICIES IN VIOLATION	CORRECTIVE ACTIONS
<p>district to take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Committee meeting or are afforded the opportunity to participate, and requires the district to notify parents early enough of the meeting to ensure they will have the opportunity to attend and to schedule the meeting at a mutually agreed on time and place. It was noted that in some instances the <b>Parent Waiver of Seven (7) Day Notice</b> form was provided to the parent on the day of the scheduled IEP Committee meeting.</p>	<p>Education Act of 2004 (IDEA 2004).]</p>	<p>(2) Scheduling the meeting at a mutually agreed on time and place. (b) <i>Information provided to parents.</i> (1) The notice required under paragraph (a)(1) above must— (i) Indicate the purpose, time, and location of the meeting and who will be in attendance <i>by name and position (substitutions by position for persons named to be in attendance are permitted)</i>; and (ii) Inform the parents of provisions in § 300.321(a)(6) and (c) (relating to the participation of other individuals on the IEP Committee who have knowledge or special expertise about the child), and § 300.321(f) (relating to the participation of Part C of IDEA service coordinator or other representatives of the Part C system at the initial IEP Committee meeting for</p>	<p>meetings in accordance with 34 C.F.R. §§ 300.320 – 300.324.  Provide training to all district personnel including related service providers following the revision or development and board approval of the policies, as well as the district's procedures for IEP development and conducting IEP Committee meetings in accordance with 34 C.F.R. § 300.322.</p>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

DISTRICT ACTION	STANDARDS IN VIOLATION	STATUTES/POLICIES IN VIOLATION	CORRECTIVE ACTIONS
		a children previously served under Part C of the IDEA).	
<ul style="list-style-type: none"> <li>A significant number of phone calls (more than 10) have been received by the MDE, in the Division of Parent Outreach and within other MDE offices, from parents of children with disabilities who are enrolled in the Tunica County School District. The Division of Parent Outreach has mailed three (3) complaint packets to parents who have contacted the OSE through the Parent Hotline. At present, one written Formal State Complaint has been received from one individual indicating allegations of noncompliance with the requirements of the IDEA.</li> </ul>	<ul style="list-style-type: none"> <li>Process Standard 17.4: Special Education {Miss. Code Ann. §§ 37-23-1 through 9} (State Board Policies 7201, 7203, 7204, 7205, 7206, 7208, 7210, 7211, 7212, 7213, 7214, 7219, and Federal Code) [See State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004).]</li> </ul>	<p><b>300.153 Filing a complaint</b> (a) An organization or individual may file a signed written <i>formal State</i> complaint under the procedures described in §§ 300.151 through 300.152.</p>	



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**SUPPLEMENTAL VIOLATION 3**

Tunica County School District did not ensure reevaluations for children with disabilities are conducted within the required three-year timeline.

DISTRICT ACTION	STANDARDS IN VIOLATION	STATUTES/POLICIES IN VIOLATION	CORRECTIVE ACTIONS
<ul style="list-style-type: none"> <li>A review of 87 student records based upon information obtained from staff while present in the TCSD on June 17-19, 2015, indicates 32 of the 87 students possibly had or do have expired eligibilities. Evaluation dates are discrepant between the eligibility date recorded on the current 2015-2016 IEP, documentation in the student files (if in the files obtained by staff June 17-19, 2015), and the evaluation date that district personnel have entered in the Mississippi Student Information System (MSIS).</li> </ul>	<ul style="list-style-type: none"> <li>Process Standard 17.4: Special Education { Miss. Code Ann. §§ 37-23-1 through 9} (State Board Policies 7201, 7203, 7204, 7205, 7206, 7208, 7210, 7211, 7212, 7213, 7214, 7219, and Federal Code) [See State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004).]</li> </ul>	<p><b>300.303 Reevaluations</b>                      (a) <i>General.</i> A public agency must ensure that a reevaluation of each child with a disability is conducted in accordance with §§ 300.304 through 300.311—                      (1) If the public agency determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or                      (2) If the child’s parent or teacher requests a reevaluation.                      (b) <i>Limitation.</i> A reevaluation conducted under paragraph (a) above—</p>	<ol style="list-style-type: none"> <li>Revise and/or develop policies and procedures for conducting reevaluations for children with disabilities in accordance with 34 C.F.R §§ 300.303 (Reevaluations), 300.304 – 300.311 (Evaluation Procedures).</li> <li>Obtain board approval of the policies for reevaluations and evaluation procedures and submit the board approved procedures and board minutes reflecting board approval to the OSE.</li> <li>Submit to the OSE, the district’s procedures for reevaluations and evaluation procedures.</li> </ol>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

<b>DISTRICT ACTION</b>	<b>STANDARDS IN VIOLATION</b>	<b>STATUTES/POLICIES IN VIOLATION</b>	<b>CORRECTIVE ACTIONS</b>
		<p>(1) May occur not more than once a year, unless the parent and the public agency agree otherwise; and</p> <p>(2) Must occur at least once every three (3) years, unless the parent and the public agency agree that a reevaluation is unnecessary. When the parent and the public agency agree that a reevaluation is unnecessary, the continued eligibility ruling must be documented.</p>	<p>4. Provide training to all district personnel including related service providers following the revision or development and board approval of the policies, as well as the district's procedures for conducting reevaluations and the evaluation procedures in accordance with 34 C.F.R. §§ 300.303, and 300.304 – 300.311.</p>

May 13, 2015

Mr. Bernard Stephen Chandler, Superintendent  
Tunica County School District (7200)  
744 School Street  
Tunica, MS 38676

**VIA HAND DELIVERY**

Dear Mr. Chandler:

Enclosed is the preliminary report of the on-site investigative audit that was conducted in the Tunica County School District. The investigative audit procedures included a comprehensive evaluation of all accreditation standards and accountability requirements of the State Board of Education (SBE). All findings described in the enclosed report are based on the analysis of data collected during the on-site evaluation, including (a) interviews conducted with district staff, (b) observations and completed evaluation forms, (c) surveys completed by district staff, (d) analysis of official documentation on file in the district, and (e) analysis of official reports submitted to the department of education.

Based on the audit findings, the school district appears to be in violation of the following Accreditation Standards: 1, 1.1, 1.2, 1.3, 2, 2.1, 2.3, 3, 6, 6.1, 6.2, 8, 9, 10, 11, 12, 12.1, 12.2, 13, 13.1, 13.2, 13.5, 14, 14.1, 14.2, 14.3, 14.4, 14.5, 15, 16, 17.1, 17.2, 17.3, 17.4, 17.5, 17.6, 17.8, 18, 18.1, 18.2, 19, 19.1, 19.2, 20, 21, 22, 23, 26, 27, 29, 30, and 31. In addition to the possible violations noted above, evaluators verified that the district is not in compliance with Accreditation Policy 2.1. Based on a detailed analysis of the 2014-2015 Personnel/Accreditation Data Report submitted to the Mississippi Department of Education (MDE) and official documentation on file in the district, the school district has failed to report complete and accurate data to the MDE.

If you disagree with the findings outlined in the enclosed report or believe them to be in error, you have thirty (30) days from the day this report *is received* to submit documentary evidence to verify compliance with any standard in question. During this thirty-day period you also have the option of scheduling a meeting with me to review and discuss the preliminary findings reported. Any official written response that you wish to make to the enclosed report should be received in the Office of Accreditation on or before June 12, 2015.

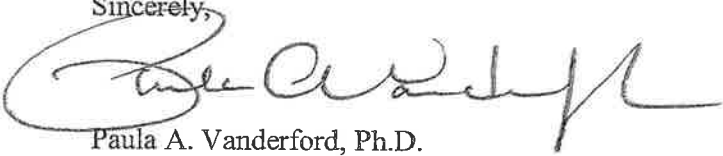
Also, you may request a follow-up visit to the district at anytime for the purpose of verifying compliance with any standard in question. Although the Office of Accreditation is charged with the responsibility of coordinating the on-site evaluation and reporting the findings, you will need to schedule follow-up visits with each program office as indicated in the corrective action specified for each standard addressed in the enclosed report.

**ATTACHMENT B**

Mr. Bernard Chandler, Superintendent  
Page Two (2)  
May 13, 2015

Your cooperation and the assistance of all school district employees are greatly appreciated. If you have any questions related to the enclosed report or accreditation requirements, please call me at (601) 359-3764.

Sincerely,

A handwritten signature in black ink, appearing to read "Paula A. Vanderford". The signature is fluid and cursive, with a large initial "P" and "V".

Paula A. Vanderford, Ph.D.  
Executive Director

Enclosure

c: Carey M. Wright, Ed.D.  
Pat Ross  
Tunica County School Board

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*EXECUTIVE SUMMARY*

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# EXECUTIVE SUMMARY

TUNICA COUNTY SCHOOL DISTRICT (7200)

INVESTIGATIVE AUDIT

FEBRUARY 10 – MARCH 20, 2015

Based on a series of complaints from parents, personnel, and members of the community, the State Superintendent of Education, Dr. Carey Wright, requested the Office of Accreditation to coordinate with other MDE program offices to conduct a comprehensive on-site evaluation of the Tunica County School District to determine the district's current level of compliance with all accountability requirements and policies, and accreditation standards approved by the State Board of Education (SBE) as published in the *Mississippi Public School Accountability Standards, 2014*. The audit was conducted February 10 – March 20, 2015. The extended time included a three-week weather delay and one week for the district's spring break.

Complaints received by the MDE included the following concerns:

- dysfunctional relationship between the school board and the superintendent that has interfered with the ability of each to govern properly;
- discipline of students, including the inconsistent application of discipline policies;
- continued low student performance;
- lack of stability in teachers and administration and high turnover;
- lack of appropriate services provided to special education students;
- improper use of special education funds by the district; and
- lack of effective management of school personnel by the superintendent.

The recent audit confirmed that governance issues exist as indicated by interviews and surveys of staff, complaints received from the community, information from other individuals in the district, etc. In addition, there is currently a division among the school board members.

Other deficiencies include, but are not limited to the following program areas:

- Special Education – Noncompliance was found in the areas of FAPE (Free Appropriate Public Education), Continuum of Placement, Development of Appropriate IEP's (Individual Educational Plans), Child Find, ESY (Extended School Year), Transition, Discipline, Specially Designed Instruction, Access to Records, and Eligibility.
- Federal Programs – Budgets were not aligned with the approved Consolidated Federal Programs Application budget. Funds were expended outside the approved MDE budgets resulting in \$23,616.76 in questioned costs. There is a lack of internal controls over cash management and time and effort records were not maintained. Funded positions were assigned duties other than those reported, resulting in questioned costs for salaries and benefits in the amount of \$108,489.32.
- Instructional Programs – There was no evidence of a board adopted instructional management system. All teachers did not have current approved curriculum frameworks for all content areas. The math frameworks used at the high school were for courses no longer available.
- Career Technical Education – Salaries reported for some teachers did not match contracts, some pieces of equipment could not be accounted for in the audit, and the color-coding scheme used for safety purposes is not sufficient.
- Child Nutrition – Excess food is being ordered that cannot be accounted for in inventory. The district has been contributing approximately \$300,000 annually to the Child Nutrition account to cover costs.

*HISTORY*  
*OF PERFORMANCE*



# OFFICE OF ACCREDITATION

## ACCREDITATION POLICY 2.1

The Commission on School Accreditation (CSA) determines the annual accreditation status of all public school districts based on compliance with process standards. Information concerning district compliance with process standards is reported to the Commission on an annual basis. Reporting false information is a serious violation of the accreditation requirements set forth by the State Board of Education (SBE) and may result in the immediate downgrading of the district's accreditation status.

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>The district is not in compliance with Accreditation Policy 2.1. Based on an analysis of the 2014-2015 MSIS Personnel/Accreditation Data Report and official documentation on file in the district, the school district has failed to follow established procedures and failed to report complete and accurate data to the MDE concerning assigned duties, job titles, salaries, supplements, and funding sources. A comparison of the 2014-15 MSIS Personnel/Accreditation Data Report with other documents on file in the district, such as employee contracts, lists of staff, payroll reports, district publications, and official school board minutes, documents that a number of errors, omissions, and inconsistencies exist among MSIS reports, contracts, district payroll reports, school board minutes, and personnel documents. Examples include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>The district does not properly implement the district salary schedules, and there is no indication of the source or basis for determining some employee salaries. For instance, one district office staff member is</li> </ul>	<p>The annual Personnel/Accreditation Data Report submitted by each school district greatly influences the funding for local school districts, and all information reported in the <i>MSIS Personnel/Accreditation Data Report must be true, accurate, and complete</i> in accordance with Accreditation Policy 2.1.</p> <ul style="list-style-type: none"> <li>The district superintendent and school principals shall ensure that all data reported to the MDE is true and accurate and is verified by supporting documentation on file in the school district.</li> <li>In accordance with Section 37-9-7 of the <i>Mississippi Code of 1972, as amended</i>, any superintendent, principal or teacher employed or contracted with to teach or serve in any of the public schools of this state must hold a proper license as required by the State Board of Education.</li> <li>The district must review job descriptions, work assignments and duties, as well as contracts and salaries, to ensure that all employees have been accurately reported on the MSIS Personnel/Accreditation Data Report, and that employee contracts</li> </ul>	<p>Immediately and Ongoing.</p>	<p>The Corrective Actions for Accreditation Policy 2.1 cannot be verified until the submission of data for the 2015-2016 school year is finalized in December of 2015. At that time, MDE will verify if all information reported in the <i>MSIS Personnel/Accreditation Data Report</i> is true, accurate, and complete in accordance with Accreditation Policy 2.1.</p> <p>The district did not provide evidence of the board's approval of the newly created salary scale.</p> <p>The district did not provide evidence of the board approved policy addressing salary adjustments.</p> <p>The district must take the necessary steps to comply with the requirements of the Corrective Actions listed in the original report.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>paid \$5,000.00 more than the salary schedule indicates. In one board meeting she was approved to receive a teacher incentive grant of \$5,000, but she is not a teacher. She is listed in a position of "staff development" in the MSIS Personnel Report, but other district records indicate she is an instructional specialist.</p> <ul style="list-style-type: none"> <li>• Three positions at the central office are listed as staff development; however, it is reported in other district documentation that they are instructional specialists.</li> <li>• An administrator who was dismissed by the superintendent continues to be listed in the same position in the 2014-15 Personnel/Accreditation Data Report. It is unknown if he is still receiving his salary. Board minutes indicate a hearing has not yet been conducted, but board minutes indicate it has been rescheduled a number of times.</li> <li>• While the school board ultimately makes the decision to terminate an employee, it could not be confirmed if the district continues to list all employees dismissed by the superintendent on the personnel report until the school board makes its decision. However, there was no evidence that revisions or corrections had been made on the MSIS Personnel Report for other suspended or dismissed personnel.</li> <li>• Salaries reported for some employees in the Personnel/Accreditation Data Report and in employee contracts could not be reconciled to the district pay scales.</li> </ul>	<p>substantiate the same data.</p> <ul style="list-style-type: none"> <li>• The work assignments of employees must be accurately reflected in the MSIS Personnel/Accreditation Data Report and must correspond with each school's daily schedule and district documentation.</li> <li>• A licensed employee must not be paid for any services until a written contract has been executed in accordance with Section 37-9-43 of the <i>Mississippi Code of 1972, as amended. Any school district superintendent who makes such payment prior to the execution of the contract shall be civilly liable for the amount thereof, and, in addition, shall be liable upon his bond.</i></li> <li>• The district must comply with Section 37-9-17 of the <i>Mississippi Code of 1972, as amended</i> that states <i>If, at the commencement of the scholastic year, any licensed employee shall present to the superintendent a license of a higher grade than that specified in such individual's contract, such individual may, if funds are available from adequate education program funds of the district, or from district funds, be paid from such funds the amount to which such higher grade license would have entitled the individual, had the license been held at the time the contract was executed.</i></li> <li>• An employee's degree and years of experience must be properly verified at the time they are presented to the board for approval. Salaries must be based on a board-approved salary schedule. The board</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<ul style="list-style-type: none"> <li>• Current contracts were not provided for some certificated staff members listed in the MSIS Personnel/Accreditation Data Report.</li> <li>• Some staff identified in district documents did not appear on the MSIS Personnel Report.</li> <li>• The contracts provided MDE staff did not include supplemental employment contracts for every individual receiving district supplements for additional duties. Inconsistencies were noted between salaries for supplemental duties indicated in board minutes and salaries listed in the MSIS Personnel/Accreditation Data Report.</li> <li>• Board minutes document that the agenda of every regularly scheduled board meeting includes an item addressing salary adjustments. There was no reason given for the adjustments except for those who obtained a higher degree. Salary adjustments made throughout the year for individuals obtaining a higher degree do not comply with Section 37-9-17 of the <i>Mississippi Code of 1972, as amended</i>.</li> <li>• A comparison of personnel contracts with the 2014-15 Personnel Report document that approximately 65 district personnel signed their contracts after beginning employment with the district. Some of these were signed as late as March 2015.</li> <li>• See enclosed Career Technical Education Report for additional discrepancies regarding personnel reporting.</li> </ul>	<p>must have established, approved and implemented salary schedules and job descriptions for all positions. <i>The acceptance of the agreed-upon salary listed in an employee contract is confirmed by the employee signature.</i></p> <ul style="list-style-type: none"> <li>• District personnel must work all aspects of the MSIS personnel data approval process. This includes accessing the personnel edits so that corrections are made in a timely manner and to avoid revising schedules so late in the school year in order to comply with standards.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT RECTIVE ACTIONS
<ul style="list-style-type: none"> <li>See the enclosed report from the Office of Federal Programs for additional noncompliance issues concerning assigned duties and job titles.</li> </ul>			

**STANDARD 1.** The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law. The local school board’s responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include, but are not limited to, such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district’s accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. {MS Codes 25-41-1 et al.; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11, and 15; 37-7-306(1-4); 37-9-1 through 75; 37-9-101 through 113; 37-7-301(p)(w); 37-6-3(3-4); 37-9-7, 13, 14; 37-61-9; 37-151-5(h); and Federal Civil Rights Act of 1964.}

- 1.1** The school board assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law. {MS Code 37-6-3(3-4); 37-9-7, 13, 14; 37-61-9; and 37-151-5(h)}
- 1.2** School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies (print or electronic) of school board policies are published and available for public review. {MS Code 25-41-7; 25-61-1-1 through 17; 37-9-1 through 75; 37-9-101 through 113; 37-7-301(p)(w); and Federal Civil Rights Act of 1964}
- 1.3** School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. {MS Code 25-41-1 et. al; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11, and 15; and 37-7-306(1-4)}

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p><b>1.1 Duties of the Superintendent</b></p> <p>The district is not in compliance with Standards 1 and 1.1. Based on a review of school board minutes of meetings held between January 2013 to January 2015, additional information provided by the district, as well as confidential interviews and surveys, the superintendent has failed to administer the schools in accordance with Section 37-9-14 of the <i>Mississippi Code</i>, as amended and to satisfy the management responsibilities of the school district superintendent as required by State law and approved local school board policies.</p>	<p>The district must ensure that the roles of the superintendent and school board are well defined so that a strong working relationship may be developed.</p> <p>Ensure that all personnel are informed of lawful employment and appeal procedures and understand that the superintendent’s actions are not final in regard to dismissal or suspension of certified personnel in accordance with State law. According to Mississippi Supreme Court in <i>Yarbrough v. Camphor</i>, 645 So2nd 867 (Miss. 1994), although a school superintendent has the authority to dismiss or suspend a licensed employee, the ultimate decision lies with the school board.</p>	<p>Immediately and Ongoing.</p>	<p>The actions listed in the district’s Corrective Action Plan are insufficient to resolve the deficiencies for Standards 1 and 1.1.</p> <p>Statements of the actions by responsible parties, and timelines are not evidence that the appropriate actions have been implemented to resolve the deficiencies.</p> <p>Distributing documents to board members outlining best practices, posting forms on the district’s website, or stating that individuals will take a particular action do not demonstrate that the deficiency has been corrected. There must be evidence that the behavior of both the superintendent and the school board has changed.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>Examples include but are not limited to the following:</p> <p>A. The superintendent does not provide educational leadership in key areas including management of district personnel, effective implementation of policies and the development of board and community relations.</p> <ul style="list-style-type: none"> <li>• Based on complaints received from the community and district personnel and interviews with district personnel, the superintendent's management style favors intimidation and retaliation. District personnel report he is not open to ideas from other staff and everyone fears reprisal if they disagree with his. He consistently suspends or dismisses employees. There is no indication that employees were given the opportunity for review and feedback or received any plans for improvement before being dismissed.</li> <li>• Since the close of the site visit, MDE has received the following information regarding personnel: <ul style="list-style-type: none"> <li>○ MDE was notified on April 9, 2015, that the superintendent has non-renewed at least seven teachers at Tunica Middle School. Some of these same teachers had previously written a grievance letter regarding an incident in which he was involved. Documentation and reports from personnel indicate that the grievance letter never</li> </ul> </li> </ul>	<p>Ensure the superintendent implements plans, procedures, programs and systems to achieve clearly defined, desired results. He must employ appropriately licensed individuals to carry out the programs. In turn, principals must be allowed to carry out these plans and programs. Examples of best practices are:</p> <ul style="list-style-type: none"> <li>• Establish effective mechanisms for communication to and from staff;</li> <li>• Oversee a program to manage and monitor discipline procedures for equity and effectiveness;</li> <li>• Organize the central office in a manner consistent with district priorities and resources;</li> <li>• Oversee budget development and implementation that ensure appropriate expenditures and clear and timely budget reports;</li> <li>• Maintain a positive and professional working relationship with the school board;</li> <li>• Establish a mechanism to promote community and business commitment and involvement with the district and building a relationship of trust;</li> <li>• Implement an instructional management plan (IMP) that clearly defines the academic goals necessary for improving student achievement and employing experienced individuals capable of implementing the IMP throughout the district; and</li> </ul>		<p>The MDE must verify that the "best practices" provided in the original report have been implemented.</p> <p>MDE staff must be able to determine if the deficiencies regarding the superintendent's ability to administer the schools in accordance with Section 37-9-14 of the <i>Mississippi Code of 1972, as amended</i> have been corrected, and if the management responsibilities of the school district superintendent as required by State law and approved local school board policies have been satisfied. This would require a significant amount of time, determined mostly by the commitment of superintendent and the school board. In addition, much work and effort on the part of both the superintendent and school board must take place before the roles of the superintendent and school board are well defined and accepted, and a strong working relationship can be developed.</p> <p>Based on the increased number of complaints the MDE continues to receive, it is evident that the district has made no attempt to address these areas of the deficiency. The MDE has also received reports that indicate an increased number of personnel dismissals and acts of reprisal and intimidation by the superintendent. The large number of hearings that must be conducted as a result of the superintendent's actions, have negatively affected the board's ability to effectively meet its governance obligations.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<ul style="list-style-type: none"> <li>reached the board members as intended.</li> <li>○ The federal programs director was non-renewed.</li> <li>○ An assistant principal was non-renewed.</li> <li>• It was reported to MDE staff that at least 25 district staff members have been non-renewed for school year 2015-16</li> </ul> <p>B. The superintendent does not ensure that the school district operates according to school board policies and procedures that comply with state and federal statutes and SBE policies and standards.</p> <ul style="list-style-type: none"> <li>• Based on interviews with district personnel as well as survey responses, the superintendent interferes with principals' efforts to assume the primary leadership roles at the building level. The review of district documents, board minutes, staff interviews and surveys revealed that the superintendent micro manages building administrators, removing their ability to make decisions at the building level. He addresses his directives to school staff, bypassing the principals' involvement.</li> <li>• Based on interviews with personnel, survey responses, and written complaints the superintendent does not manage the district in a dignified and professional manner, treating everyone with civility and respect.</li> <li>• Confidential interviews and surveys reported that the superintendent uses</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a relationship between the board, administrators and the community that promotes trust, honest communication and sincerity.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>profanity in the boardroom and is verbally abusive to district staff. A number of complaints have been received specifying instances of abuse. This is in direct conflict with Tunica County School District Policy GAEA and conditions required under Title VII.</p> <p>C. As the educational leader of the district, the superintendent has not implemented an instructional management plan that clearly defines the academic goals necessary for improving student achievement.</p> <ul style="list-style-type: none"> <li>• In the fall, the middle school schedule was converted to block scheduling. Classes were combined and “team teaching” was instituted. The first 9 week grades for students were lost as reported by district teachers and confirmed in a letter from the superintendent to parents.</li> <li>• The scheduling of the ICT classes does not provide the number of hours of instruction to award a Carnegie unit. In response to the district receiving its personnel edits from the Office of Accreditation, an effort to correct this deficiency was implemented in April 2015. The classes of the ICT teachers have been reported to increase to 75 minutes to make up the extra time needed for the class to provide 140 hours of instruction. In this process, classes are overlapped and at times the teacher has 44 students in the classroom (exceeding allowable pupil/teacher ratio) with only 20 computers (making the class noncompliant with career technical education standards).</li> </ul>			



FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>D. The superintendent does not ensure that schools and/or other facilities are maintained according to standards required for safe and orderly schools, including the implementation of an effective system of student discipline that is applied consistently among all students and supports the role of principals as school administrators.</p> <ul style="list-style-type: none"> <li>• The superintendent has not implemented the requirements of Section 37-11-29 of the <i>Mississippi Code</i>, as amended or followed procedures required by Tunica County School Board Policy JCBE when an unlawful or violent act is committed on school property. In November 2014, numerous news accounts reported that an alleged rape occurred at the high school. There is no evidence that this incident was reported in accordance duties with Section 37-11-29 of the <i>Mississippi Code</i>, as amended and the Tunica County School Board Policy JCBE. News accounts reported that in March 2015, an administrator and a teacher were dismissed by the superintendent in relation to the incident.</li> <li>• In October of 2014, the superintendent sent home on buses over 60 students without notifying their parents because the district stated the students lacked proof of residency.</li> <li>• Reports of an incident that occurred at the middle school in January of 2014 indicate the superintendent does not ensure requirements for maintaining safe and</li> </ul>			

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>orderly schools are implemented.</p> <p><b>Standard 1.2. School Board Policies.</b></p> <p>The district is not in compliance with Standard 1.2. School board policies do not serve as the basis of operation for the school district. In addition, the school board and superintendent do not follow the Tunica County School Board Policy BDC for adoption of policies.</p> <p>A. According to confidential interviews with personnel, board minutes, and anonymous surveys, discipline policies are applied inconsistently, and the board overturns discipline recommendations. School board members and the superintendent do not base their decisions on approved board policies, and do not govern within the board-adopted policies and procedures.</p> <p>B. The school board and superintendent have failed to follow and enforce policies that comply with state and federal statutes and approved local school board policies concerning employment and dismissal procedures. See the previously listed findings for Standard 1.1 and Accreditation Policy 2.1.</p> <ul style="list-style-type: none"> <li>The district does not adhere to Tunica County School Board Policy CGD and the <i>Education Employment Procedures Law</i> on hiring. The superintendent does not take the recommendations of the principals in accordance with Section 37-9-17 of the <i>Mississippi Code</i>, as amended when</li> </ul>	<p>The operation of the school district must be based on approved school board policies and procedures that are <i>current and that comply</i> with state and federal statutes and SBE policies and standards.</p> <ul style="list-style-type: none"> <li>Policy development must be aligned with the strategic plan and must support improved student achievement and organizational effectiveness.</li> <li>The student handbook, employee handbook and other district documents must function under the authority of the approved Tunica County School Board Policies as a means of communicating directives and operational procedures to the administrative staff.</li> <li>The district must ensure that all policies are properly indexed with the date of school board adoption or revision, and that date is consistent with board action as recorded in the official board minutes of the school.</li> <li>Student handbooks and personnel handbooks must contain information that is consistent with Tunica County School Board Policies and practices and comply with current state and federal laws and SBE policies.</li> </ul>	<p>Immediately and Ongoing.</p>	<p>The actions listed in the district's Corrective Action Plan are insufficient to resolve the deficiencies in Standards 1 and 1.2.</p> <p>Statements of the actions to be performed by responsible parties, and timelines are not evidence that the appropriate actions have been implemented to resolve the deficiencies. The district did not provide evidence to document the policy revisions and/or policy outlined in the Corrective Action Plan.</p> <p>To clear Standard 1.2, the district must take the necessary steps to implement the Corrective Actions specified in the original report. The district must ensure that all district documents are consistent and all documents the intention of school board policies.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>requesting board approval of personnel. Opinions of the Attorney General have consistently stated that under the two-tiered recommendation system adopted by the Mississippi legislature, the building principal and superintendent of a school district recommend the employment of teachers, and the school board acts upon the recommendations either approving or disapproving same.</p> <ul style="list-style-type: none"> <li>• The board and superintendent have not properly implemented requirements of the <i>Mississippi Education Employment Procedures Law</i> and Tunica County School Board Policy CGD. In accordance with Section 37-9-15 of the <i>Mississippi Code</i>, as amended, no later than February 15 of each year, the superintendent of each school district, or such other person designated or authorized by the school board, shall recommend to the school board thereof the principals to be employed for each of the schools of the districts. There is no evidence in district documentation or board minutes to document compliance.</li> <li>• Under the two-tier recommendation system, on or before April 1 of each year, the principal of each school shall recommend to the superintendent of the local school district the licensed employees to be employed for the school involved. The superintendent takes the recommendations to the school board for approval. There is no evidence that principals make any recommendations nor</li> </ul>			

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>is there evidence that recommendations have been taken to the school board within this time frame.</p> <ul style="list-style-type: none"> <li>o On April 9, 2015, the MDE was notified that the superintendent had non-renewed seven teachers, but he did not receive this recommendation from their principal.</li> <li>o MDE was notified that the federal programs director and an assistant principal received nonrenewal notices from the superintendent.</li> <li>o It is reported to MDE that the superintendent has non-renewed 35 employees for next school year.</li> </ul> <ul style="list-style-type: none"> <li>• The board does not comply with <i>MS Code 37-9-17</i> and local board policy CGD regarding payment of licensed employees for a higher-grade license. Board minutes indicate salary adjustments are made throughout the year. There is no authority for the district to award retroactive pay for work that has already been performed and for which an agreed upon compensation has already been provided. (MS AG Op., Wright (August 15, 2003) MS AG Op., Chaney (April 18, 2003))</li> </ul> <p>C. Some of the errors and inconsistencies found in school board policies include <i>but are not limited to the following</i>:</p> <ul style="list-style-type: none"> <li>• Graduation requirements in board policy and the student handbook do not list the <i>current</i> requirements for graduation. They</li> </ul>			

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>list the requirements for 2015-16, but the handbook is for the 2014-15 school year. The number of courses by subject area is listed, but the specific subjects required are not.</p> <ul style="list-style-type: none"> <li>• The district revised its policy on field trips to remove the requirement that field trips must be related to lesson plans. Other district documents such as the employee handbook continue to state that field trips must be educational.</li> <li>• Some board policies contain two different approval dates - The school board approved date and the policy approved date – both listed on the policy.</li> <li>• The board policy pertaining to Immunization Compliance is incorrect.</li> <li>• The board policy pertaining to the definition of a school day is incorrect.</li> <li>• The board policies addressing grading and promotion and retention are incorrect and conflicting.</li> <li>• The Tunica County School Board Policy GBRIA for Family and Medical Leave contains inconsistent information. In one section, policy states that an eligible employee is entitled to 12, unpaid workweeks of leave and in another section it states that leaves of absence without pay cannot be for more than thirty (30) calendar days.</li> </ul> <p>D. Some examples of the board not implementing policy include but are not limited to the following:</p>			

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<ul style="list-style-type: none"> <li>• Based on a review of school board minutes, it appears that the school board issues a one-time <i>blanket approval</i> for travel for board members and for some student organizations rather than approving specific travel for specific events.</li> <li>• Based on a review of claims dockets, much of the travel of district personnel is made through prepaying of expenses. Although travel advances are allowable in policy, there is no policy addressing the prepayment of travel expenses.</li> <li>• The Tunica County School Board Policy GBRIA for Family and Medical Leave states that unless an emergency, procedures require leave to be board approved before it can begin. Based on documentation and approval dates in the board minutes, this is not being implemented according to policy.</li> <li>• The superintendent presents items for board approval on the agenda that require only the superintendent's approval according to the board policy. Staff travel, fund-raisers, and field trips are listed on the agenda, but Tunica County School Board Policies require only the superintendent's approval for these activities (excluding out of state travel). The board does not need to act on or approve staff retirements. As specified in Tunica County School Board Policy BCBL, through the use of the consent agenda, meetings could be streamlined by listing items under the consent agenda that requires no discussion and only one motion for approval of all consent items.</li> </ul>			

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p><b>Standard 1.3. School Board.</b></p> <p>The district is not in compliance with Standard 1.3. Evidence gathered through confidential interviews, board member interviews, staff surveys, a review of school board minutes, and observations indicates that members of the school board have failed to effectively perform their duties in the manner prescribed by law. Contrary to specific training provided for all school board members the school board has failed to restrict its role and function to matters of setting policy and assessing results</p> <p>A. Based on confidential interviews, board member interviews, and completed surveys from staff, some individual board members continue to make visits to the schools.</p> <p>B. School board members have acted individually, rather than as a board as a whole. The school board must effectively perform its duties prescribed in Section 37-7-301 of the <i>Mississippi Code of 1972, as amended</i>, in addition to all others imposed or granted by law.</p> <ul style="list-style-type: none"> <li>The board chair revised the agenda of the February 11, 2015, board meeting by removing the "Public Comment" item. Public Comments are an established item on every board agenda in accordance with Tunica County School Board Policy BCAF.</li> </ul>	<p>The school board must govern in a manner that concentrates on policymaking to improve student achievement.</p> <ul style="list-style-type: none"> <li>Section 37-7-301 of the <i>Mississippi Code</i>, as amended requires every board member to visit schools in the district, in their discretion, in a body for the purpose of determining what can be done for the improvement of the school in a general way; however, board members must visit in a body and are not to make unscheduled visits.</li> <li>Policies must be developed, implemented and practiced by all district personnel, including the school board and superintendent, in accordance with the highest educational, financial and ethical standards.</li> <li>The school board must set policy, delegate executive, supervisory and instructional authority to its employees, and appraise the results achieved in light of the goals of the school district.</li> <li>Knowing that the school board sets the climate for the district, board members must always perform their responsibilities with the highest level of professionalism.</li> <li>School board members must not act as individuals, but only as a body when the school board officially convenes in a formal, legal meeting.</li> </ul>	<p>Immediately and Ongoing.</p>	<p>The actions listed in the district's Corrective Action Plan are insufficient to resolve the deficiencies for Standard 1.3.</p> <p>Statements of the actions by responsible parties, and timelines are not evidence that the appropriate actions have been implemented to resolve the deficiencies.</p> <p>MDE must conduct a follow-up visit to verify that the board's actions demonstrate that the School Board effectively performs its duties in the manner prescribed by law and that policies are developed in accordance with the highest educational, financial and ethical standards. These steps must be adequate to prove that the board restricts its role and function to matters of setting policy and assessing results. It must be evident that the board performs its duties with the highest level of professionalism. There has been no indication since the original report was written that any progress or improvement has been made in the manner in which the Board performs its duties.</p> <p>Having staff sign an <i>Attestation Form</i> as notice of Policy BBCA is inappropriate and has no relevance or purpose to Policy BBCA. Policies 1.1, 1.2, and 1.3 all relate to functions of the superintendent and the school board, and not the performance of district instructional staff.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<ul style="list-style-type: none"> <li>• At the February 11, 2015 board meeting, MDE representatives were presented with a packet of information from a community member that included a letter the board chair had written to the Tunica County Sheriff. It was written on school district stationery. The board chair requested that one of the SRO's in the district be removed from his position because he had written the local newspaper to express dissatisfaction with the superintendent and the board chair for what was described as disrespectful behavior toward the audience at a recent board meeting. This individual signed the letter and identified herself as the TCSD Board Chair. From all appearances, she was representing the opinions of the school board, but it was reported by other board members that she was not.</li>   <li>C. At the February board meeting, MDE staff observed some board members and the superintendent publicly behave in a hostile, antagonistic manner, routinely challenging the information provided by others. Individuals in the district reported that school board meetings are not conducted in a manner that portrays an image of a professional body that governs fairly and effectively.</li>   <li>D. At the February 11, 2015 Tunica County</li> </ul>	<ul style="list-style-type: none"> <li>• The school board must comply with state laws and approved local board policies concerning employment and dismissal procedures for personnel.</li> </ul>		<p>To clear Standard 1.3, the district must take the necessary steps to implement the Corrective Actions specified in the original report.</p>



FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>School Board meeting, MDE representatives observed the board demonstrate its inability to provide effective leadership and ensure proper governance. After the board chair revised the agenda to remove the opportunity for public comments and before the board left for executive session, a member of the community asked to speak but was denied. Three board members left for executive session, but two remained and let the community speak regarding the dismissal of the SRO.</p> <p>E. A special called meeting in the form of a school board retreat took place June 16-19, 2014. Board meeting minutes revealed that four board members were present. The other attendees included district staff. According to the claims docket, the costs (not including mileage reimbursements) for a four-day Board Retreat for four board members and district staff totaled at least \$27,145.70. Board meetings consistently lasting until 10 and 11:00 p.m. A review of board minutes indicates that much of the time in board meetings is spent in executive sessions, discussing grievance issues resulting from suspensions and dismissals by the superintendent. Board meetings appear to be so congested with litigation and employee grievances that there is little time available to focus on a vision or direction for the district that addresses improved student outcomes and increased student achievement.</p>			

**STANDARD 2.** All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA). {MS Code 37-9-7} (SB Policies 7801 and 7802, ESEA, and Federal Code)

- 2.1 The school district employs an appropriately licensed full-time principal at each school. The principal may not have any other job duties assigned in areas that require a specific work area code unless a waiver is granted by the Commission on School Accreditation. This standard does not apply to assistant principals. {MS Code 37-9-7, 37-9-15, and 37-151-5(g)}
- 2.2 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided that they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.
- 2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (1/4) of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a- e)}
  - 2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.
  - 2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.
- 2.4 Student support services (appraisal, academic, and/or personal advisement, and educational and/or career planning and referral) are provided in each school by qualified student support personnel. Student support personnel may only provide those services and activities in the area(s) that each individual is specifically qualified to provide and will use only job titles that reflect same. {MS Code 37- 9-79}
- 2.5 The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district. (SB Policy 6900 and 6901)

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p><b>Standard 2. Licensed Staff.</b></p> <p>The district is not in compliance with Standard 2. District professional positions requiring licensed staff are filled by individuals who are not properly licensed and endorsed as required by state and federal requirements of the Elementary and Secondary Education Act (ESEA). The following was noted from district</p>	<p>All district professional positions requiring licensed staff must be filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA).</p>	<p>No later than the beginning of the 2015-16 school year.</p>	<p>The information provided is insufficient to clear Standard 2. After personnel information has been finalized in the MSIS Personnel Data System for the 2015-2016 school year in December 2015, MDE staff will review it and other district documents to ensure that all professional positions requiring licensed staff are filled by individuals that are properly licensed and endorsed as required by state and federal requirements.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>personnel edits:</p> <ul style="list-style-type: none"> <li>• District has employed long term substitute teachers as indicated on the MSIS Personnel Report.</li> <li>• Two individuals at the Rosa Fort High School have no certificate on file.</li> </ul> <p>One individual at Dundee Elementary has no certificate on file.</p> <p>In addition, board minutes routinely indicate resignations of teachers throughout the district at almost every board meeting. Consequently, these classes are most likely being served by individuals with no license or who are improperly endorsed. The listing of personnel provided to evaluators indicates that currently there are eighteen (18) vacancies in the district that include teachers, teacher assistants, and media specialists.</p>			<p>The superintendent does not have the authority to issue emergency licenses. He must contact the MS Teacher Center for assistance in securing Highly Qualified teachers.</p> <p>The required certification or licensure must be secured for any staff member holding a position requiring certification or licensure. Additionally, teachers of core academic subjects must be Highly Qualified. The position of long term substitute does not negate or provide an exemption to the requirement for properly licensed, Highly Qualified teachers.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p><b>Standard 2.1. Full Time Principal.</b>  The district is not in compliance with Standard 2.1. There is not a full time principal assigned to Rosa Fort High School or to the Alternative School. The superintendent dismissed the high school principal (3<sup>rd</sup> time) soon after the 2014-15 school year began. A review of board minutes document that a name has been presented several times for principal, but no action has been taken. Four different individuals have served as interim principals this year. Furthermore, the principal who was dismissed is still listed on the MSIS Personnel Report.</p>	<p>The district must employ an appropriately licensed, full-time principal at each school.</p>	<p>No later than July 1, 2015.</p>	<p>The information provided is insufficient to clear Standard 2.1. After personnel information has been finalized in the MSIS Personnel Data System for the 2015-2016 school year, MDE staff will review it and other district documents to ensure that the district employs a full time principal at every school.</p> <p>The district did not provide evidence that the newly created salary scale had been approved by the school board.</p>

**STANDARD 3.** The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {MS Code 37-3-46(b)}

- 3.1** Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in MS Code 37-7-301.
- 3.2** Mississippi Principal Evaluation System (MPES).
- 3.3** Mississippi Teacher Evaluation System.
- 3.4** Other district staff evaluations as determined by Tunica County School Board Policy.

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>The district is not in compliance with Standard 3. Although there is evidence to verify that the board has adopted a formal personnel appraisal system, noncompliance with this standard is due to the lack of evidence that any of the personnel who have been dismissed received any assistance for improvement as part of the evaluation process. In addition, the district was cited in the report from Federal Programs for providing no evidence of implementation of the principal evaluation systems.</p>	<p>Properly implement the formal personnel appraisal systems for the positions specified in Standards 3, 3.1, 3.2, 3.3, and 3.4. For assistance, contact the Mississippi Teacher Center <a href="http://www.mde.k12.ms.us/OEE/m-star">http://www.mde.k12.ms.us/OEE/m-star</a> in the Department of Education at 601 359 3631 or the Mississippi School Board Association.</p>	<p>No later than the beginning of the 2015-16 school year.</p>	<p>The district's responses to Standard 3 are unrelated to the Findings for Standard 3. Please refer to the original report for the Findings and Corrective Actions provided in Number 4 for Standard 3 and use as the basis for providing relevant responses to clear Standard 3.</p>

**STANDARD 6.** The school district complies with state law and State Board of Education policy on enrollment requirements.

- 6.1** Residency requirements. {Section 37-15-29} (SB Policy 6600).
- 6.2** Immunization requirements. {Sections 37-7-301(i), 37-15-1, and 41-23-37}
- 6.3** Age of entry requirements. {Section 37-15-9 of the Mississippi Code of 1972, as amended.}

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>The district is not in compliance with Standards 6, 6.1, and 6.2. The process for verification of residency is not in compliance with SBE Policy. The district has inserted an option for using affidavits as part of the verification process, but they are being used improperly. Affidavits are only used as one of the required documents used to verify residency</p>	<p>The district must revise its residency policy and procedures to be in compliance with State Board Policy. Affidavits can only be used as one of the required documents to verify residency.</p>	<p>Revised procedures must be in place by the 2015-16 school year.</p>	<p>The district did not provide documentation of the policy revisions for residency and immunization as outlined in the Corrective Action Plan.</p> <p>MDE staff must review the district's policies and process for documenting residency and immunization after the 2015-2016 school year begins. At that time, MDE must also review district residency and immunization documentation forms and processes to verify compliance.</p>

**STANDARD 8.** Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with State law, the Family Educational Rights and Privacy Act of 1974, and the Confidentiality Section of the Individuals with Disabilities Act, 1997 Amendments. (See Appendix E and the current edition of Mississippi Cumulative Folders and Permanent Records Manual of Directions.) {Section 37-15-1 through 3; 37-15-6; 37-15-10}

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>The district is not in compliance with Standard 8. This standard is currently listed as noncompliant on the district’s accreditation record from a previous audit. At that time, the review of senior records was halted as the majority of the records contained no documentation verifying that students had passed all subject area tests. Clearance of this standard requires the district to request a follow up visit from the Office of Accreditation. In addition, auditors found that:</p> <ul style="list-style-type: none"> <li>• Tunica County High School students’ credits were not transferred to the summary section under Summary of High School units.</li> <li>• The daily attendance information recorded on the cumulative folder did not match the information on the permanent records.</li> <li>• The cumulative records at Tunica County Elementary School did not include the initials of the individual who had verified the student’s immunization compliance.</li> <li>• There was no evidence that 2014 seniors had passed all subject area tests as test results were not found in most students’ files. The counselor was unable to locate the documentation needed to verify students had passed all subject area tests.</li> <li>• The record for one student who transferred</li> </ul>	<p>The school district must implement local school board policies that comply with state law, SBE policy and federal requirements concerning the collection, maintenance, and dissemination of cumulative folders and permanent records. The permanent record, as the transcript for students enrolling in post-secondary education, must be accurate when recording grades and transferring information. The records of last year’s graduates must be reviewed and when necessary, corrected according to the Manual of Directions for working with cumulative folders and permanent records.</p>	<p>No later than the beginning of the 2015-16 school year.</p>	<p>To clear Standard 8 the Office of Accreditation must conduct a follow up visit to verify corrective actions and also to verify that permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with State law.</p> <p><b>Note: See the supplemental report dated June 30, 2015, for additional findings related to Standard 8.</b></p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>into the district was completely blank except for the student's name. No information had been transferred to the cumulative folder or permanent record.</p> <p>Note: In January 2015, MDE staff members were in the district to verify residency documentation after MDE received a report that students were being dismissed for lack of residency documentation. All information in the cumulative folders had been removed except for the minimum requirements, documents related to residency, immunization, and birth certificates. The focus for that visit was to verify residency, so the staff was not questioned on the whereabouts of other contents of the students' records.</p>			



**STANDARD 9.** The school district engages in planning to review the educational status of each school in the district and to address specific actions relative to accreditation and performance separately. {Section 37-3-49(2) (e)}

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>The district is not in compliance with Standard 9. The school district has not established a systematic process for strategic planning and does not have an approved plan on file that addresses the educational status of each school in the district and specific actions relative to accreditation and performance separately. It should be stressed that development of the strategic plan includes participation and input from a range of stakeholders.</p>	<p>This citation will remain on record until the district has established a systematic process for strategic planning, and the board has approved a strategic plan that addresses the educational status of each school in the district and specific actions relative to accreditation and performance separately.</p>	<p>No later than the beginning of the 2015-16 school year.</p>	<p>The district did not provide a copy of the revised Strategic Plan, nor evidence that the revised strategic plan had been approved by the school board.</p> <p>The Office of Accreditation must conduct a follow up visit to verify that the district has established a systematic process for strategic planning, and the board has approved a strategic plan that addresses the educational status of each school in the district and specific actions relative to accreditation and performance separately.</p>

**STANDARD 12:** There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code 37-7-337} (Districts Meeting the Highest Levels of Performance are exempted.)

- 12.1** A school district that has been designated as failing as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. {MS Code 37-18-5(4)}.
- 12.2** A district and/or a school below the successful level shall establish a community-based prekindergarten through higher education (P-16) council.

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>This district is not in compliance with Standards 12, 12.1 and 12.2.</p> <ul style="list-style-type: none"> <li>• Schools did not provide evidence of the establishment of an organized system to encourage community involvement and business partnerships in the decision-making process.</li> <li>• Schools did not provide evidence that P-16 Community Engagement Councils had been established according to MDE published guidelines.</li> </ul>	<p>All schools rated below a C must establish a P-16 Community Engagement Council following the MDE published guidelines for the council.</p>	<p>Immediately and Ongoing.</p>	<p>Based on the evidence submitted, the district has not implemented an organized system to support community and parental engagement. The district has, however, held one meeting since the audit, as indicated in the district response.</p>

**STANDARD 13.** The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the Commission on School Accreditation for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. {MS Code 37-151-7(3)(d)} {MS Code 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(c)}

- 13.1** The teaching day must provide at least 330 minutes of instruction per day. {MS Code 37-13-67}
- 13.2** The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (½) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the State Board of Education.
- 13.3** No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day. {MS Code 37-151-5(j)}
- 13.4** The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three (3) days prior to the end of the school year. (Districts Meeting the Highest Levels of Performance are exempted.)
- 13.5** The summer school/extended year program [not Extended School Year (ESY) provided through special education programs] meets all applicable requirements of the regular school program. {MS Code 37-3-49}
  - 13.5.1** Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.
  - 13.5.2** Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. {MS Code 37-3-49}
  - 13.5.3** Students enrolled in a summer program are limited to earning one (1) Carnegie unit of credit during a traditional summer school session, which does not apply to extended year programs and approved virtual courses. (Districts Meeting the Highest Levels of Performance may be exempted under MS Code 37-17-11.)

FINDING	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>The district is not in compliance with Standards 13, 13.1, 13.2, and 13.5.</p> <p><b>13.1.</b> The definition of a school day provided in policy and handbooks is incorrect. The school day must provide 330 minutes of instruction per day. It appears the district has confused the</p>	<p>Revise policy and make necessary corrections in all district documents, schedules and reports to be in compliance with Standards 13, 13.1, 13.2, and 13.5. Contact staff in the Office of Accreditation when the district is ready for a follow up visit to verify compliance with these standards.</p>	<p>Immediately and Ongoing.</p>	<p>The district did not provide evidence that board policies have been revised and approved by the board.</p> <p>The district did not provide evidence that the student handbook for school year 2015-2016 had been revised.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>attendance requirements to be able to count a student present (63% of the day) with the length of time required for a school day.</p> <p><b>13.2.</b> The schedules at Tunica Middle School do not allow 140 hours of instruction to be provided to the students in ICT courses.</p> <p><b>13.5.</b> Based on a review of district documents pertaining to summer school, the district has not reported summer school courses correctly.</p>			<p>The Office of Accreditation must conduct a follow up visit to verify that the district has revised the policies and made all necessary corrections in all district documents, schedules and reports to clear Standards 13, 13.1, 13.2, and 13.5.</p>

**STANDARD 14.** The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. {MS Code 37- 16-7} (SB Policies 3801, 3802, and 3803)

- 14.1** Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A.) (SB Policies 2902 and 2903) Students receiving a standard diploma may select from four (4) graduation pathways as specified by the local school district’s graduation requirements.
  - 14.1.1** Entering ninth graders in 2005-2006 and thereafter (seniors of school year 2008-2009 and later) are required to have a minimum of 21 Carnegie units as specified in Appendix A-1.
  - 14.1.2** Entering ninth graders in 2008-2009 and thereafter (seniors of school year 2011-2012 and later) are required to have a minimum of 24 Carnegie units as specified in Appendix A-2, unless, in accordance with school board policy, their parent/guardian requests to opt the student out of Appendix A-2 requirements. This student would be required to complete the graduation requirements specified in A-1.
  - 14.1.3** Entering eleventh graders in 2010-2011 and thereafter (seniors of school year 2011-2012 and later) who chose the Career Pathway Option are required to earn the minimum graduation requirements specified in Appendix A-3. {MS Code 37-16-17}
  - 14.1.4** Beginning in school year 2011-2012, all eighth grade students are required to have an Individualized Career and Academic Plan (iCAP) prior to exiting the eighth grade.
  - 14.1.5** Innovative Programs
  - 14.1.6** Early Exit Diplomas
- 14.2** Each student receiving a standard diploma has achieved a passing score on each of the required high school exit examinations. {MS Code-37-16-7} (SB Policies 3600, 3801, 3803, and 3804)
- 14.3** Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states: "This student has successfully completed an Individualized Education Program." {MS Code 37-16-11(1)}
- 14.4** Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. {MS Code 37-16-11(2)} (See Appendix G.)
- 14.5** The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
The district is not in compliance with Standards 14, 14.1, 14.2, 14.3, 14.4, and 14.5. Local school board policies and student handbooks contain conflicting information	The Office of Accreditation must conduct a follow up visit to verify compliance with graduation requirements.	No later than the beginning of the 2015-16	The district did not provide documentation that policies related to graduation requirements have been revised and approved by the board.

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>regarding graduation requirements. Student handbooks and board policy provide the graduation requirements for graduating seniors of school year 2015-16. During the accreditation audit of January 2014, the review of senior records was halted as the review indicated that the majority of the records reviewed contained no documentation verifying that students had passed all subject area tests. This citation is still on record for the district and requires a follow up visit by the Office of Accreditation to verify compliance.</p> <p><b>Note:</b> Standards 14.3 and 14.4 are addressed in the report from the Office of Special Education.</p>		<p>school year.</p>	<p>The district must provide evidence that the graduation requirements are accurate and consistent among all district documents.</p> <p>The Office of Accreditation must conduct a follow up visit to verify compliance with graduation requirements before Standards 14, 14.1, 14.2, and 14.5 can be cleared.</p>

**STANDARD 21.** The district follows an established board policy that defines criteria for the academic promotion/progression/retention of students. Such criteria prohibit the retention of students for extracurricular purposes.

**21.1** The school district implements a uniform grading policy. (SB Policy 403) {MS code 37-11-64 and 37- 11-66}

**21.2** A student who is enrolled in any grade higher than Grade 6 in a school district must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student’s cumulative grade point average is below 2.0 on a 4.0 scale in accordance with the Mississippi High School Activities Association (MHSAA). This portion of the standard will be jointly monitored and enforced by the State Board of Education and the MHSAA. {MS Code 37-11-65}

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTION
The district is not in compliance with standard 21. The school board has an approved grading policy. The policy indicates the number of grades and the source of grades students must receive each 9 weeks. However, students at the middle school received no grades for the first nine weeks contrary to district policy.	The district must follow its policies for grading and promotion/retention.	Immediately and Ongoing.	The Office of Accreditation must conduct a follow up visit after the 2015-2016 school year begins to verify that the district follows a policy that defines criteria for the academic promotion/progression/retention and meets all requirements of Standard 21.

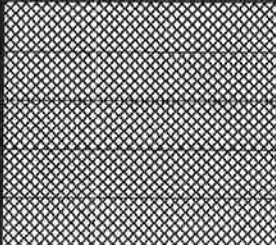
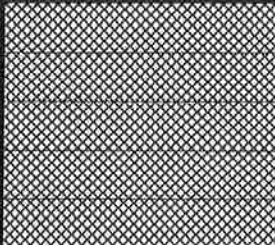
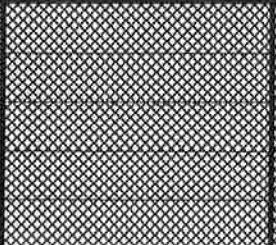
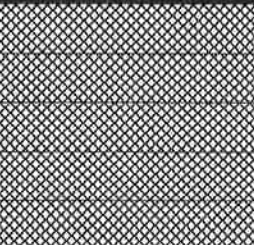
















**STAND. 26.** The curriculum of each high school at a minimum consists of required and approved courses that generate at least 32 ½ Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review and action. (See Appendices B and C) {MS Code 37-1-3(2)} (SB Policies 2902 and 2903)

FINDINGS	CORRECTIVE ACTION	TIMELINE	RESPONSE TO DISTRICT CORRECTIVE ACTIONS
<p>The district is not in compliance with Standard 26. The district's personnel edit report and the report from the Office of Secondary Education indicate that the district is not offering 32 ½ Carnegie units annually.</p>	<p>The curriculum of each high school at a minimum must consist of required and approved courses that generate at least 32 ½ Carnegie units annually. Submit documentation to the Office of Accreditation to verify compliance or submit a justification for exemption from offering the required courses in Appendix B. See Appendix B of the <i>Mississippi Public School Accountability Standards</i>.</p>	<p>Immediately and Ongoing.</p>	<p>After the 2015-2016 school year begins, the MDE must conduct a follow up visit to verify compliance with Standard 26.</p> <p>The district's response that it revised last year's documents for 2014-2015 does not clear Standard 26. MDE must verify that corrections are in place to benefit students in school year 2015-2016.</p>



**TUNICA COUNTY SCHOOL DISTRICT (7200)**

**History of Performance**

Accountability Component	School Year	District Level		Dundee Elem.		Robinsonville Elem.		Tunica Elem.		Tunica Middle		Rosa Fort High	
<b>Grade Level(s) Served</b>	<b>2010-2014</b>	<b>PK – 12</b>		<b>PK – 5</b>		<b>PK – 5</b>		<b>PK – 5</b>		<b>6 – 8</b>		<b>9 – 12</b>	
<b>Performance Classification</b>	<b>2010</b>	<b>Academic Watch</b>		<b>High Performing</b>		<b>Successful</b>		<b>Academic Watch</b>		<b>At-Risk of Failing</b>		<b>At-Risk of Failing</b>	
	<b>2011</b>	<b>Successful</b>		<b>Star School</b>		<b>High Performing</b>		<b>Academic Watch</b>		<b>Successful</b>		<b>Academic Watch</b>	
	<b>2012</b>	<b>D – Academic Watch</b>		<b>B – High Performing</b>		<b>D – Academic Watch</b>		<b>F – Low Performing</b>		<b>C – Successful</b>		<b>F – Low Performing</b>	
	<b>2013</b>	<b>F</b>		<b>B</b>		<b>F</b>		<b>F</b>		<b>D</b>		<b>D</b>	
	<i>2014 Official Grade<sup>1</sup></i>	<i>D</i>		<i>A</i>		<i>F</i>		<i>D</i>		<i>D</i>		<i>D</i>	
	<i>2014 w/o Waiver Grade<sup>1</sup></i>	<i>D</i>		<i>A</i>		<i>F</i>		<i>D</i>		<i>D</i>		<i>D</i>	
<b>QDI/ Total Points</b>	<b>2010</b>	<b>127</b>		<b>179</b>		<b>157</b>		<b>123</b>		<b>121</b>		<b>118</b>	
	<b>2011</b>	<b>141</b>		<b>203</b>		<b>166</b>		<b>129</b>		<b>137</b>		<b>137</b>	
	<b>2012</b>	<b>138</b>		<b>182</b>		<b>150</b>		<b>126</b>		<b>142</b>		<b>117</b>	
	<b>2013</b>	<b>131</b>		<b>177</b>		<b>127</b>		<b>114</b>		<b>137</b>		<b>137</b>	
	<i>2014<sup>1</sup></i>	<i>455</i>		<i>556</i>		<i>320</i>		<i>329</i>		<i>331</i>		<i>477</i>	
<b>Growth Status/ Growth Points</b>	<b>2010</b>	<b>Met</b>		<b>Met</b>		<b>Met</b>		<b>Met</b>		<b>Not Met</b>		<b>Not Met</b>	
	<b>2011</b>	<b>Met</b>		<b>Met</b>		<b>Met</b>		<b>Met</b>		<b>Met</b>		<b>Not Met</b>	
	<b>2012</b>	<b>Not Met</b>		<b>Met</b>		<b>Not Met</b>		<b>Not Met</b>		<b>Met</b>		<b>Not Met</b>	
	<b>2013</b>	<b>Not Met</b>		<b>Met</b>		<b>Not Met</b>		<b>Not Met</b>		<b>Not Met</b>		<b>Not Met</b>	
	<i>2014<sup>1</sup></i>	<i>RLA</i>	<i>MTH</i>	<i>RLA</i>	<i>MTH</i>	<i>RLA</i>	<i>MTH</i>	<i>RLA</i>	<i>MTH</i>	<i>RLA</i>	<i>MTH</i>	<i>RLA</i>	<i>MTH</i>
	<i>ALL</i>	<i>53.0</i>	<i>58.3</i>	<i>94.4</i>	<i>85.8</i>	<i>43.5</i>	<i>62.1</i>	<i>48.6</i>	<i>53.2</i>	<i>54.4</i>	<i>53.9</i>	<i>47.4</i>	<i>69.4</i>
	<i>LOW 25%</i>	<i>45.7</i>	<i>44.6</i>	<i>80.8</i>	<i>90.7</i>	<i>42.5</i>	<i>45.8</i>	<i>47.7</i>	<i>22.2</i>	<i>50.6</i>	<i>44.4</i>	<i>26.5</i>	<i>68.5</i>
<b>Graduation Rate (4-Year)</b>	<b>2010</b>	<b>52.3</b>										<b>52.3</b>	
	<b>2011</b>	<b>50.2</b>										<b>50.2</b>	
	<b>2012</b>	<b>57.4</b>										<b>57.4</b>	
	<b>2013</b>	<b>59.7</b>										<b>59.7</b>	
	<b>2014</b>	<b>57.3</b>										<b>57.3</b>	

## State Accountability Rating System Performance Classifications

2009 - 2011	2012 - Present
Star School	A
High Performing	B
Successful	C
Academic Watch	D
Low Performing	F
At-Risk of Failing	F
Failing	F

**Notes:**

<sup>1</sup> –The 2014 Official Grade reflects the performance classification with the waiver being applied. The 2014 w/o Waiver Grade reflects the performance classification without the waiver being applied.

**Growth Component**

ALL – Weighted percentage of all students meeting growth

Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

RLA - Reading/Language Arts assessments

MTH – Mathematics assessments

*COMPLIANCE REPORT*

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**MISSISSIPPI DEPARTMENT OF EDUCATION**

**Office of Accreditation**

**Preliminary Report of On-Site Audit Findings**

**for**

**Tunica County School District (7200)**

**Audit Dates**

**February 10, 2015 – March 20, 2015**

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# EXECUTIVE SUMMARY

TUNICA COUNTY SCHOOL DISTRICT (7200)

INVESTIGATIVE AUDIT

FEBRUARY 10 – MARCH 20, 2015

Based on a series of complaints from parents, personnel, and members of the community, the State Superintendent of Education, Dr. Carey Wright, requested the Office of Accreditation to coordinate with other MDE program offices to conduct a comprehensive on-site evaluation of the Tunica County School District to determine the district's current level of compliance with all accountability requirements and policies, and accreditation standards approved by the State Board of Education (SBE) as published in the *Mississippi Public School Accountability Standards, 2014*. The audit was conducted February 10 – March 20, 2015. The extended time included a three-week weather delay and one week for the district's spring break.

Complaints received by the MDE included the following concerns:

- dysfunctional relationship between the school board and the superintendent that has interfered with the ability of each to govern properly;
- discipline of students, including the inconsistent application of discipline policies;
- continued low student performance;
- lack of stability in teachers and administration and high turnover;
- lack of appropriate services provided to special education students;
- improper use of special education funds by the district; and
- lack of effective management of school personnel by the superintendent.

The recent audit confirmed that governance issues exist as indicated by interviews and surveys of staff, complaints received from the community, information from other individuals in the district, etc. In addition, there is currently a division among the school board members.

Other deficiencies include, but are not limited to the following program areas:

- Special Education – Noncompliance was found in the areas of FAPE (Free Appropriate Public Education), Continuum of Placement, Development of Appropriate IEP's (Individual Educational Plans), Child Find, ESY (Extended School Year), Transition, Discipline, Specially Designed Instruction, Access to Records, and Eligibility.
- Federal Programs – Budgets were not aligned with the approved Consolidated Federal Programs Application budget. Funds were expended outside the approved MDE budgets resulting in \$23,616.76 in questioned costs. There is a lack of internal controls over cash management and time and effort records were not maintained. Funded positions were assigned duties other than those reported, resulting in questioned costs for salaries and benefits in the amount of \$108,489.32.
- Instructional Programs – There was no evidence of a board adopted instructional management system. All teachers did not have current approved curriculum frameworks for all content areas. The math frameworks used at the high school were for courses no longer available.
- Career Technical Education – Salaries reported for some teachers did not match contracts, some pieces of equipment could not be accounted for in the audit, and the color-coding scheme used for safety purposes is not sufficient.
- Child Nutrition – Excess food is being ordered that cannot be accounted for in inventory. The district has been contributing approximately \$300,000 annually to the Child Nutrition account to cover costs.

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# COMPLIANCE WITH ACCREDITATION STANDARDS AND ACCOUNTABILITY REQUIREMENTS

*TUNICA COUNTY SCHOOL DISTRICT (7200)*

*February 10, 2015 – March 20, 2015*

The district did not fully comply with all accreditation standards and accountability requirements outlined in the *Mississippi Public School Accountability Standards, 2014*. All findings described in this report are based on the analysis of data collected during the on-site evaluation, including (a) confidential interviews conducted with district staff and community members, (b) observations and completed evaluation forms, (c) anonymous surveys completed by district staff, (d) analysis of official documentation on file in the district, and (e) analysis of official reports submitted to the Mississippi Department of Education (MDE).

- 1. Accreditation Policy 2.1.** The Commission on School Accreditation (CSA) determines the annual accreditation status of all public school districts based on compliance with process standards. Information concerning district compliance with process standards is reported to the Commission on an annual basis. *Reporting false information is a serious violation of the accreditation requirements set forth by the State Board of Education (SBE) and may result in the immediate downgrading of the district's accreditation status.*

## **FINDINGS:**

The district is not in compliance with Accreditation Policy 2.1. Based on an analysis of the 2014-2015 MSIS Personnel/Accreditation Data Report and official documentation on file in the district, the school district has failed to follow established procedures and failed to report complete and accurate data to the MDE concerning assigned duties, job titles, salaries, supplements, and funding sources. A comparison of the 2014-15 MSIS Personnel/Accreditation Data Report with other documents on file in the district, such as employee contracts, lists of staff, payroll reports, district publications, and official school board minutes, documents that a number of errors, omissions, and inconsistencies exist among MSIS reports, contracts, district payroll reports, school board minutes, and personnel documents. Examples include, but are not limited to the following:

- The district does not properly implement the district salary schedules, and there is no indication of the source or basis for determining some employee salaries. For instance, one district office staff member is paid \$5,000.00 more than the salary schedule indicates. In one board meeting she was approved to receive a teacher incentive grant of \$5,000, but she is not a teacher. She is listed in a position of "staff development" in the MSIS Personnel Report, but other district records indicate she is an instructional specialist.
- Three positions at the central office are listed as staff development; however, it is reported in other district documentation that they are instructional specialists.
- An administrator who was dismissed by the superintendent continues to be listed in the same position in the 2014-15 Personnel/Accreditation Data Report. It is unknown if he is still receiving his salary. Board minutes indicate a hearing has not yet been conducted, but board minutes indicate it has been rescheduled a number of times.
- While the school board ultimately makes the decision to terminate an employee, it could not be confirmed if the district continues to list all employees dismissed by the superintendent on the personnel report until the school board makes its decision. However, there was no evidence that revisions or corrections had been made on the MSIS Personnel Report for other suspended or dismissed personnel.

- Salaries reported for some employees in the Personnel/Accreditation Data Report and in employee contracts could not be reconciled to the district pay scales.
- Current contracts were not provided for some certificated staff members listed in the MSIS Personnel/Accreditation Data Report.
- Some staff identified in district documents did not appear on the MSIS Personnel Report.
- The contracts provided MDE staff did not include supplemental employment contracts for every individual receiving district supplements for additional duties. Inconsistencies were noted between salaries for supplemental duties indicated in board minutes and salaries listed in the MSIS Personnel/Accreditation Data Report.
- Board minutes document that the agenda of every regularly scheduled board meeting includes an item addressing salary adjustments. There was no reason given for the adjustments except for those who obtained a higher degree. Salary adjustments made throughout the year for individuals obtaining a higher degree do not comply with Section 37-9-17 of the *Mississippi Code of 1972*, as amended.
- A comparison of personnel contracts with the 2014-15 Personnel Report document that approximately 65 district personnel signed their contracts after beginning employment with the district. Some of these were signed as late as March 2015.
- See enclosed Career Technical Education Report for additional discrepancies regarding personnel reporting.
- See the enclosed report from the Office of Federal Programs for additional noncompliance issues concerning assigned duties and job titles.

**CORRECTIVE ACTION:** The annual Personnel/Accreditation Data Report submitted by each school district greatly influences the funding for local school districts, and all information reported in the *MSIS Personnel/Accreditation Data Report must be true, accurate, and complete* in accordance with Accreditation Policy 2.1.

- The district superintendent and school principals shall ensure that all data reported to the MDE is true and accurate and is verified by supporting documentation on file in the school district.
- In accordance with Section 37-9-7 of the *Mississippi Code of 1972, as amended*, any superintendent, principal or teacher employed or contracted with to teach or serve in any of the public schools of this state must hold a proper license as required by the State Board of Education.
- The district must review job descriptions, work assignments and duties, as well as contracts and salaries, to ensure that all employees have been accurately reported on the MSIS Personnel/Accreditation Data Report, and that employee contracts substantiate the same data.
- The work assignments of employees must be accurately reflected in the MSIS Personnel/Accreditation Data Report and must correspond with each school's daily schedule and district documentation.
- A licensed employee must not be paid for any services until a written contract has been executed in accordance with Section 37-9-43 of the *Mississippi Code of 1972, as amended*. *Any school district superintendent who makes such payment prior to the execution of the contract shall be civilly liable for the amount thereof, and, in addition, shall be liable upon his bond.*

- The district must comply with Section 37-9-17 of the *Mississippi Code of 1972*, as amended that states *If, at the commencement of the scholastic year, any licensed employee shall present to the superintendent a license of a higher grade than that specified in such individual's contract, such individual may, if funds are available from adequate education program funds of the district, or from district funds, be paid from such funds the amount to which such higher grade license would have entitled the individual, had the license been held at the time the contract was executed.*
- An employee's degree and years of experience must be properly verified at the time they are presented to the board for approval. Salaries must be based on a board-approved salary schedule. The board must have established, approved and implemented salary schedules and job descriptions for all positions. *The acceptance of the agreed-upon salary listed in an employee contract is confirmed by the employee signature.*
- District personnel must work all aspects of the MSIS personnel data approval process. This includes accessing the personnel edits so that corrections are made in a timely manner and to avoid revising schedules so late in the school year in order to comply with standards.

**TIMELINE:** Immediately and Ongoing.

This citation of noncompliance will remain on record until the MSIS Personnel/Accreditation Data Report has been submitted with all required data supported by documentation on file with the district, and the Office of Accreditation has verified compliance with such data.

- 2. STANDARD 1.** School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. {Sections 25-41-1 et. seq; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11 and 15; and 37-7-306(1)-(4) of the *Mississippi Code of 1972, as amended*}. The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law. The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include, but are not limited to, such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5. {MS Codes 25-41-1 et al.; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11, and 15; 37-7-306(1-4); 37-9-1 through 75; 37-9-101 through 113; 37-7-301(p)(w); 37-6-3(3-4); 37-9-7, 13, 14; 37-61-9; 37-151-5(h); and Federal Civil Rights Act of 1964.}

**1.1.** The school board assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law. {MS Code 37-6-3(3-4); 37-9-7, 13, 14; 37-61-9; and 37-151-5(h)}

**1.2.** School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies (print or electronic) of school board policies are published and available for public review. {MS Code 25-41-7; 25-61-1 through 17; 37-9-1 through 75; 37-9-101 through 113; 37-7-301(p)(w); and Federal Civil Rights Act of 1964}

**1.3.** School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. {MS Code 25-41-1 et. al; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11, and 15; and 37-7-306(1-4)}



**Standard 1.1. Duties of the Superintendent.**

**FINDINGS:** The district is not in compliance with Standards 1 and 1.1. Based on a review of school board minutes of meetings held between January 2013 to January 2015, additional information provided by the district, as well as confidential interviews and surveys, the superintendent has failed to administer the schools in accordance with Section 37-9-14 of the *Mississippi Code*, as amended and to satisfy the management responsibilities of the school district superintendent as required by State law and approved local school board policies. Examples include but are not limited to the following:

- A. The superintendent does not provide educational leadership in key areas including management of district personnel, effective implementation of policies and the development of board and community relations.
  - Based on complaints received from the community and district personnel and interviews with district personnel, the superintendent's management style favors intimidation and retaliation. District personnel report he is not open to ideas from other staff and everyone fears reprisal if they disagree with his. He consistently suspends or dismisses employees. There is no indication that employees were given the opportunity for review and feedback or received any plans for improvement before being dismissed.
  - Since the close of the site visit, MDE has received the following information regarding personnel:
    - MDE was notified on April 9, 2015, that the superintendent has non-renewed at least seven teachers at Tunica Middle School. Some of these same teachers had previously written a grievance letter regarding an incident in which he was involved. Documentation and reports from personnel indicate that the grievance letter never reached the board members as intended.
    - The federal programs director was non-renewed.
    - An assistant principal was non-renewed.
    - It was reported to MDE staff that at least 25 district staff members have been non-renewed for school year 2015-16.
- B. The superintendent does not ensure that the school district operates according to school board policies and procedures that comply with state and federal statutes and SBE policies and standards.
  - Based on interviews with district personnel as well as survey responses, the superintendent interferes with principals' efforts to assume the primary leadership roles at the building level. The review of district documents, board minutes, staff interviews and surveys revealed that the superintendent micro manages building administrators, removing their ability to make decisions at the building level. He addresses his directives to school staff, bypassing the principals' involvement.
  - Based on interviews with personnel, survey responses, and written complaints the superintendent does not manage the district in a dignified and professional manner, treating everyone with civility and respect.
  - Confidential interviews and surveys reported that the superintendent uses profanity in the boardroom and is verbally abusive to district staff. A number of complaints have been received specifying instances of abuse. This is in direct conflict with Tunica County School District Policy GAEA and conditions required under Title VII.
- C. As the educational leader of the district, the superintendent has not implemented an instructional management plan that clearly defines the academic goals necessary for improving student achievement.
  - In the fall, the middle school schedule was converted to block scheduling. Classes were combined and "team teaching" was instituted. The first 9 week grades for students were lost as reported by district teachers and confirmed in a letter from the superintendent to parents.

- The scheduling of the ICT classes does not provide the number of hours of instruction to award a Carnegie unit. In response to the district receiving its personnel edits from the Office of Accreditation, an effort to correct this deficiency was implemented in April 2015. The classes of the ICT teachers have been reported to increase to 75 minutes to make up the extra time needed for the class to provide 140 hours of instruction. In this process, classes are overlapped and at times the teacher has 44 students in the classroom (exceeding allowable pupil/teacher ratio) with only 20 computers (making the class noncompliant with career technical education standards).
- D. The superintendent does not ensure that schools and/or other facilities are maintained according to standards required for safe and orderly schools, including the implementation of an effective system of student discipline that is applied consistently among all students and supports the role of principals as school administrators.
- The superintendent has not implemented the requirements of Section 37-11-29 of the *Mississippi Code*, as amended or followed procedures required by Tunica County School Board Policy JCBE when an unlawful or violent act is committed on school property. In November 2014, numerous news accounts reported that an alleged rape occurred at the high school. There is no evidence that this incident was reported in accordance with Section 37-11-29 of the *Mississippi Code*, as amended and the Tunica County School Board Policy JCBE. News accounts reported that in March 2015, an administrator and a teacher were dismissed by the superintendent in relation to the incident.
  - In October of 2014, the superintendent sent home on buses over 60 students without notifying their parents because the district stated the students lacked proof of residency.
  - Reports of an incident that occurred at the middle school in January of 2014 indicate the superintendent does not ensure requirements for maintaining safe and orderly schools are implemented.

**CORRECTIVE ACTION:** The district must ensure that the roles of the superintendent and school board are well defined so that a strong working relationship may be developed.

Ensure that all personnel are informed of lawful employment and appeal procedures and understand that the superintendent's actions are not final in regard to dismissal or suspension of certified personnel in accordance with State law. According to Mississippi Supreme Court in *Yarbrough v. Camphor*, 645 So2nd 867 (Miss. 1994), although a school superintendent has the authority to dismiss or suspend a licensed employee, the ultimate decision lies with the school board.

Ensure the superintendent implements plans, procedures, programs and systems to achieve clearly defined, desired results. He must employ appropriately licensed individuals to carry out the programs. In turn, principals must be allowed to carry out these plans and programs. Examples of best practices are:

- Establish effective mechanisms for communication to and from staff;
- Oversee a program to manage and monitor discipline procedures for equity and effectiveness;
- Organize the central office in a manner consistent with district priorities and resources;
- Oversee budget development and implementation that ensure appropriate expenditures and clear and timely budget reports;
- Maintain a positive and professional working relationship with the school board;
- Establish a mechanism to promote community and business commitment and involvement with the district and building a relationship of trust;

- Implement an instructional management plan (IMP) that clearly defines the academic goals necessary for improving student achievement and employing experienced individuals capable of implementing the IMP throughout the district; and
- Promote a relationship between the board, administrators and the community that promotes trust, honest communication and sincerity.

**TIMELINE:** Immediately and Ongoing.

This citation of noncompliance will remain on record until the Office of Accreditation verifies compliance with Standard 1.1.

**Standard 1.2. School Board Policies.**

**FINDINGS:** The district is not in compliance with Standard 1.2. School board policies do not serve as the basis of operation for the school district. In addition, the school board and superintendent do not follow the Tunica County School Board Policy BDC for adoption of policies.

- A. According to confidential interviews with personnel, board minutes, and anonymous surveys, discipline policies are applied inconsistently, and the board overturns discipline recommendations. School board members and the superintendent do not base their decisions on approved board policies, and do not govern within the board-adopted policies and procedures.
- B. The school board and superintendent have failed to follow and enforce policies that comply with state and federal statutes and approved local school board policies concerning employment and dismissal procedures. See the previously listed findings for Standard 1.1 and Accreditation Policy 2.1.
  - The district does not adhere to Tunica County School Board Policy CGD and the *Education Employment Procedures Law* on hiring. The superintendent does not take the recommendations of the principals in accordance with Section 37-9-17 of the *Mississippi Code*, as amended when requesting board approval of personnel. Opinions of the Attorney General have consistently stated that under the two-tiered recommendation system adopted by the Mississippi legislature, the building principal and superintendent of a school district recommend the employment of teachers, and the school board acts upon the recommendations either approving or disapproving same.
  - The board and superintendent have not properly implemented requirements of the *Mississippi Education Employment Procedures Law* and Tunica County School Board Policy CGD. In accordance with Section 37-9-15 of the *Mississippi Code*, as amended, no later than February 15 of each year, the superintendent of each school district, or such other person designated or authorized by the school board, shall recommend to the school board thereof the principals to be employed for each of the schools of the districts. There is no evidence in district documentation or board minutes to document compliance.
  - Under the two-tier recommendation system, on or before April 1 of each year, the principal of each school shall recommend to the superintendent of the local school district the licensed employees to be employed for the school involved. The superintendent takes the recommendations to the school board for

approval. There is no evidence that principals make any recommendations nor is there evidence that recommendations have been taken to the school board within this time frame.

- On April 9, 2015, the MDE was notified that the superintendent had non-renewed seven teachers, but he did not receive this recommendation from their principal.
  - MDE was notified that the federal programs director and an assistant principal received nonrenewal notices from the superintendent.
  - It is reported to MDE that the superintendent has non-renewed 35 employees for next school year.
- The board does not comply with *MS Code 37-9-17* and local board policy CGD regarding payment of licensed employees for a higher-grade license. Board minutes indicate salary adjustments are made throughout the year. There is no authority for the district to award retroactive pay for work that has already been performed and for which an agreed upon compensation has already been provided. (MS AG Op., Wright (August 15, 2003) MS AG Op., Chaney (April 18, 2003))
- C. Some of the errors and inconsistencies found in school board policies include *but are not limited to the following*:
- Graduation requirements in board policy and the student handbook do not list the *current* requirements for graduation. They list the requirements for 2015-16, but the handbook is for the 2014-15 school year. The number of courses by subject area is listed, but the specific subjects required are not.
  - The district revised its policy on field trips to remove the requirement that field trips must be related to lesson plans. Other district documents such as the employee handbook continue to state that field trips must be educational.
  - Some board policies contain two different approval dates - The school board approved date and the policy approved date – both listed on the policy.
  - The board policy pertaining to Immunization Compliance is incorrect.
  - The board policy pertaining to the definition of a school day is incorrect.
  - The board policies addressing grading and promotion and retention are incorrect and conflicting.
  - The Tunica County School Board Policy GBRIA for Family and Medical Leave contains inconsistent information. In one section, policy states that an eligible employee is entitled to 12, unpaid workweeks of leave and in another section it states that leaves of absence without pay cannot be for more than thirty (30) calendar days.
- D. Some examples of the board not implementing policy include but are not limited to the following:
- Based on a review of school board minutes, it appears that the school board issues a one-time *blanket approval* for travel for board members and for some student organizations rather than approving specific travel for specific events.
  - Based on a review of claims dockets, much of the travel of district personnel is made through prepaying of expenses. Although travel advances are allowable in policy, there is no policy addressing the prepayment of travel expenses.
  - The Tunica County School Board Policy GBRIA for Family and Medical Leave states that unless an emergency, procedures require leave to be board approved

before it can begin. Based on documentation and approval dates in the board minutes, this is not being implemented according to policy.

- The superintendent presents items for board approval on the agenda that require only the superintendent's approval according to the board policy. Staff travel, fund-raisers, and field trips are listed on the agenda, but Tunica County School Board Policies require only the superintendent's approval for these activities (excluding out of state travel). The board does not need to act on or approve staff retirements. As specified in Tunica County School Board Policy BCBL, through the use of the consent agenda, meetings could be streamlined by listing items under the consent agenda that requires no discussion and only one motion for approval of all consent items.

**CORRECTIVE ACTION:** The operation of the school district must be based on approved school board policies and procedures that are *current and that comply* with state and federal statutes and SBE policies and standards.

- Policy development must be aligned with the strategic plan and must support improved student achievement and organizational effectiveness.
- The student handbook, employee handbook and other district documents must function under the authority of the approved Tunica County School Board Policies as a means of communicating directives and operational procedures to the administrative staff.
- The district must ensure that all policies are properly indexed with the date of school board adoption or revision, and that date is consistent with board action as recorded in the official board minutes of the school.
- Student handbooks and personnel handbooks must contain information that is consistent with Tunica County School Board Policies and practices and comply with current state and federal laws and SBE policies.

**TIMELINE:** Immediately and Ongoing.

This citation of noncompliance will remain on record until the school board has taken corrective action to ensure that local board policies comply with state and federal statutes, and SBE and Accreditation policies and standards, that such policies are being fully implemented in accordance with state and federal statutes and SBE policies and standards, and compliance has been verified by the Office of Accreditation.

### **Standard 1.3. School Board.**

#### **FINDINGS:**

The district is not in compliance with Standard 1.3. Evidence gathered through confidential interviews, board member interviews, staff surveys, a review of school board minutes, and observations indicates that members of the school board have failed to effectively perform their duties in the manner prescribed by law. Contrary to specific training provided for all school board members the school board has failed to restrict its role and function to matters of setting policy and assessing results.

- A. Based on confidential interviews, board member interviews, and completed surveys from staff, some individual board members continue to make visits to the schools.
- B. School board members have acted individually, rather than as a board as a whole. The school board must effectively perform its duties prescribed in Section 37-7-301

of the *Mississippi Code of 1972, as amended*, in addition to all others imposed or granted by law.

- The board chair revised the agenda of the February 11, 2015, board meeting by removing the "Public Comment" item. Public Comments are an established item on every board agenda in accordance with Tunica County School Board Policy BCAF.
  - At the February 11, 2015 board meeting, MDE representatives were presented with a packet of information from a community member that included a letter the board chair had written to the Tunica County Sheriff. It was written on school district stationery. The board chair requested that one of the SRO's in the district be removed from his position because he had written the local newspaper to express dissatisfaction with the superintendent and the board chair for what was described as disrespectful behavior toward the audience at a recent board meeting. This individual signed the letter and identified herself as the TCSD Board Chair. From all appearances, she was representing the opinions of the school board, but it was reported by other board members that she was not.
- C. At the February board meeting, MDE staff observed some board members and the superintendent publicly behave in a hostile, antagonistic manner, routinely challenging the information provided by others. Individuals in the district reported that school board meetings are not conducted in a manner that portrays an image of a professional body that governs fairly and effectively.
- D. At the February 11, 2015 Tunica County School Board meeting, MDE representatives observed the board demonstrate its inability to provide effective leadership and ensure proper governance. After the board chair revised the agenda to remove the opportunity for public comments and before the board left for executive session, a member of the community asked to speak but was denied. Three board members left for executive session, but two remained and let the community speak regarding the dismissal of the SRO.
- E. A special called meeting in the form of a school board retreat took place June 16-19, 2014. Board meeting minutes revealed that four board members were present. The other attendees included district staff. According to the claims docket, the costs (not including mileage reimbursements) for a four-day Board Retreat for four board members and district staff totaled at least \$27,145.70.
- F. Board meetings consistently lasting until 10 and 11:00 p.m. A review of board minutes indicates that much of the time in board meetings is spent in executive sessions, discussing grievance issues resulting from suspensions and dismissals by the superintendent. Board meetings appear to be so congested with litigation and employee grievances that there is little time available to focus on a vision or direction for the district that addresses improved student outcomes and increased student achievement.

**CORRECTIVE ACTION:**

The school board must govern in a manner that concentrates on policymaking to improve student achievement.

- Section 37-7-301 of the *Mississippi Code*, as amended requires every board member to visit schools in the district, in their discretion, in a body for the purpose of

determining what can be done for the improvement of the school in a general way; however, board members must visit in a body and are not to make unscheduled visits.

- Policies must be developed, implemented and practiced by all district personnel, including the school board and superintendent, in accordance with the highest educational, financial and ethical standards.
- The school board must set policy, delegate executive, supervisory and instructional authority to its employees, and appraise the results achieved in light of the goals of the school district.
- Knowing that the school board sets the climate for the district, board members must always perform their responsibilities with the highest level of professionalism.
- School board members must not act as individuals, but only as a body when the school board officially convenes in a formal, legal meeting.
- The school board must comply with state laws and approved local board policies concerning employment and dismissal procedures for personnel.

**TIMELINE:** Immediately and Ongoing.

- 3. STANDARD 2.** All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA). {MS Code 37-9-7} (SB Policies 7801 and 7802, ESEA, and Federal Code)
- 2.1** The school district employs an appropriately licensed full-time principal at each school. The principal may not have any other job duties assigned in areas that require a specific work area code unless a waiver is granted by the Commission on School Accreditation. This standard does not apply to assistant principals. {MS Code 37-9-7, 37-9-15, and 37-151-5(g)}
- 2.2** With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided that they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.
- 2.3** The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (1/4) of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a- e)}
- 2.3.1** If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.
- 2.3.2** If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.
- 2.4** Student support services (appraisal, academic, and/or personal advisement, and educational and/or career planning and referral) are provided in each school by qualified student support personnel. Student support personnel may only provide those services and activities in the area(s) that each individual is specifically qualified to provide and will use only job titles that reflect same. {MS Code 37- 9-79}
- 2.5** The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district. (SB Policy 6900 and 6901)

**Standard 2. Licensed Staff.**

**FINDINGS:**

The district is not in compliance with Standard 2. District professional positions requiring licensed staff are filled by individuals who are not properly licensed and endorsed as required by state and federal requirements of the Elementary and Secondary Education Act (ESEA). The following was noted from district personnel edits:

- District has employed long term substitute teachers as indicated on the MSIS Personnel Report.
- Two individuals at the Rosa Fort High School have no certificate on file.
- One individual at Dundee Elementary has no certificate on file.

In addition, board minutes routinely indicate resignations of teachers throughout the district at almost every board meeting. Consequently, these classes are most likely being served by individuals with no license or who are improperly endorsed. The listing of personnel provided to evaluators indicates that currently there are eighteen (18) vacancies in the district that include teachers, teacher assistants, and media specialists.

**CORRECTIVE ACTION:**

All district professional positions requiring licensed staff must be filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA).

**TIMELINE:**

No later than the beginning of the 2015-16 school year.

**Standard 2.1. Full Time Principal.**

**FINDINGS:**

The district is not in compliance with Standard 2.1. There is not a full time principal assigned to Rosa Fort High School or to the Alternative School. The superintendent dismissed the high school principal (3<sup>rd</sup> time) soon after the 2014-15 school year began. A review of board minutes document that a name has been presented several times for principal, but no action has been taken. Four different individuals have served as interim principals this year. Furthermore, the principal who was dismissed is still listed on the MSIS Personnel Report.

**CORRECTIVE ACTION:**

The district must employ an appropriately licensed, full-time principal at each school.

**TIMELINE:**

No later than July 1, 2015.

**Standard 2.3. Licensed Librarian.**

**FINDINGS:**

The district is not in compliance with Standard 2.3. See deficiencies specified in the enclosed report from the Office of Elementary Education and Reading.

**CORRECTIVE ACTION:**

Correct all deficiencies noted on the enclosed report from the Office of Elementary Education and Reading. For technical assistance or additional information, contact Limuli Eubanks in the Office of Elementary Education and Reading at (601) 359-2586 or [leubanks@mde.k12.ms.us](mailto:leubanks@mde.k12.ms.us).

**TIMELINE:**

Specified in enclosed report.

4. **STANDARD 3.** The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {MS Code 37-3-46(b)}



- 3.1 Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in MS Code 37-7-301.
- 3.2 Mississippi Principal Evaluation System (MPES).
- 3.3 Mississippi Teacher Evaluation System.
- 3.4 Other district staff evaluations as determined by Tunica County School Board Policy.

**FINDINGS:** The district is not in compliance with Standard 3. Although there is evidence to verify that the board has adopted a formal personnel appraisal system, noncompliance with this standard is due to the lack of evidence that any of the personnel who have been dismissed received any assistance for improvement as part of the evaluation process. In addition, the district was cited in the report from Federal Programs for providing no evidence of implementation of the principal evaluation systems.

**CORRECTIVE ACTION:** Properly implement the formal personnel appraisal systems for the positions specified in Standards 3, 3.1, 3.2, 3.3, and 3.4. For assistance, contact the Mississippi Teacher Center <http://www.mde.k12.ms.us/OEE/m-star> in the Department of Education at 601 359 3631 or the Mississippi School Board Association.

**TIMELINE:** No later than the beginning of the 2015-16 school year. This citation will remain on the district's record until cleared by staff in the Office of Accreditation.

5. **STANDARD 4.** The district is in compliance with Standard 4.

6. **STANDARD 5.** The district is in compliance with Standard 5.

7. **STANDARD 6:** The school district complies with state law and State Board of Education policy on enrollment requirements.

- 6.1 Residency requirements. {Section 37-15-29} (SB Policy 6600).
- 6.2 Immunization requirements. {Sections 37-7-301(i), 37-15-1, and 41-23-37}
- 6.3 Age of entry requirements. {Section 37-15-9 of the *Mississippi Code of 1972, as amended.*}

**FINDINGS:** The district is not in compliance with Standards 6, 6.1, and 6.2. The process for verification of residency is not in compliance with SBE Policy. The district has inserted an option for using affidavits as part of the verification process, but they are being used improperly. Affidavits are only used as one of the required documents used to verify residency.

**CORRECTIVE ACTION:** The district must revise its residency policy and procedures to be in compliance with State Board Policy. Affidavits can only be used as one of the required documents to verify residency.

**TIMELINE:** Revised procedures must be in place by the beginning of the 2015-16 school year.

8. **STANDARD 7:** The district is in compliance with Standard 7.

9. **STANDARD 8:** Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with State law, the Family Educational Rights and Privacy Act of 1974, and the Confidentiality Section of the Individuals with Disabilities Act, 1997 Amendments. (See Appendix E

and the current edition of *Mississippi Cumulative Folders and Permanent Records Manual of Directions.*) {Section 37-15-1 through 3; 37-15-6; 37-15-10}

- FINDINGS:** The district is not in compliance with Standard 8. This standard is currently listed as noncompliant on the district's accreditation record from a previous audit. At that time, the review of senior records was halted as the majority of the records contained no documentation verifying that students had passed all subject area tests. Clearance of this standard requires the district to request a follow up visit from the Office of Accreditation. In addition, auditors found that:
- Tunica County High School students' credits were not transferred to the summary section under Summary of High School units.
  - The daily attendance information recorded on the cumulative folder did not match the information on the permanent records.
  - The cumulative records at Tunica County Elementary School did not include the initials of the individual who had verified the student's immunization compliance.
  - There was no evidence that 2014 seniors had passed all subject area tests as test results were not found in most students' files. The counselor was unable to locate the documentation needed to verify students had passed all subject area tests.
  - The record for one student who transferred into the district was completely blank except for the student's name. No information had been transferred to the cumulative folder or permanent record.

**Note:** In January 2015, MDE staff members were in the district to verify residency documentation after MDE received a report that students were being dismissed for lack of residency documentation. All information in the cumulative folders had been removed except for the minimum requirements, documents related to residency, immunization, and birth certificates. The focus for that visit was to verify residency, so the staff was not questioned on the whereabouts of other contents of the students' records.

- CORRECTIVE ACTION:** The school district must implement local school board policies that comply with state law, SBE policy and federal requirements concerning the collection, maintenance, and dissemination of cumulative folders and permanent records. The permanent record, as the transcript for students enrolling in post-secondary education, must be accurate when recording grades and transferring information. The records of last year's graduates must be reviewed and when necessary, corrected according to the Manual of Directions for working with cumulative folders and permanent records.

**TIMELINE:** No later than the beginning of the 2015-16 school year. Contact the Office of Accreditation when the district is ready for a follow up visit to clear Standard 8.

- 10. STANDARD 9:** The school district engages in planning to review the educational status of each school in the district and to address specific actions relative to accreditation and performance separately. {Section 37-3-49(2) (e)}

**FINDINGS:** The district is not in compliance with Standard 9. The school district has not established a systematic process for strategic planning and does not have an approved plan on file that addresses the educational status of each school in the district and specific actions relative to accreditation and performance separately. It should be stressed that development of the strategic plan includes participation and input from a range of stakeholders.

**CORRECTIVE ACTION:** This citation will remain on record until the district has established a systematic process for strategic planning, and the board has approved a strategic plan that addresses the

educational status of each school in the district and specific actions relative to accreditation and performance separately.

**TIMELINE:** No later than the beginning of the 2015-16 school year.

**11. STANDARD 10.** The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. {Section 37-13-91} (SB Policies 3101, 3102 and 3103)

**FINDINGS:** The district is not in compliance with Standard 10. Specific deficiencies are found on the enclosed report from the Office of Compulsory School Attendance Enforcement.

**CORRECTIVE ACTION:** Refer to the enclosed report from the Office of Compulsory School Attendance Enforcement for corrective action. For additional information and technical assistance, contact Toni Kersh at (601) 354-5743 or [tkersh@mde.k12.ms.us](mailto:tkersh@mde.k12.ms.us).

**TIMELINE:** Refer to enclosed report.

**12. STANDARD 11.** The school district develops a dropout prevention plan and implements programs designed to keep students in school and to lower student dropout rates in accordance with MS Code. {MS Code 37-13-80} (SB Policy 3105)

**FINDINGS:** The district is not in compliance with Standard 11. For specific deficiencies related to Standard 11, see enclosed report from the Office of Compulsory School Attendance Enforcement.

**CORRECTIVE ACTION:** Refer to the enclosed report from the Office of Compulsory School Attendance Enforcement for corrective action. For additional information and technical assistance, contact Jean Massey or Gail Simmons in the Office of Secondary Education.

**TIMELINE:** Refer to enclosed report.

**13. STANDARD 12:** There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. {MS Code 37-7-337} (Districts Meeting the Highest Levels of Performance are exempted.)

12.1 A school district that has been designated as failing as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. {MS Code 37-18-5(4).

12.2 A district and/or a school below the successful level shall establish a community-based prekindergarten through higher education (P-16) council.

**FINDINGS:** This district is not in compliance with Standards 12, 12.1 and 12.2.

- Schools did not provide evidence of the establishment of an organized system to encourage community involvement and business partnerships in the decision-making process.
- Schools did not provide evidence that P-16 Community Engagement Councils had been established according to MDE published guidelines.

**CORRECTIVE ACTION:** All schools rated below a C must establish a P-16 Community Engagement Council following the MDE published guidelines for the council. For additional information and technical assistance, contact Jamilliah Longino [jlongino@mde.k12.ms.us](mailto:jlongino@mde.k12.ms.us) or Linda Reeves [lreeves@mde.k12.ms.us](mailto:lreeves@mde.k12.ms.us) in the Office of School Improvement at (601) 359-3499.

**TIMELINE:** Immediately and Ongoing.

**14. STANDARD 13.** The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the Commission on School Accreditation for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. {MS Code 37-151-7(3)(d)} {MS Code 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(c)}

- 13.1 The teaching day must provide at least 330 minutes of instruction per day. {MS Code 37-13-67}
- 13.2 The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the State Board of Education.
- 13.3 No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day. {MS Code 37-151-5(j)}
- 13.4 The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three (3) days prior to the end of the school year. (Districts Meeting the Highest Levels of Performance are exempted.)
- 13.5 The summer school/extended year program [not Extended School Year (ESY) provided through special education programs] meets all applicable requirements of the regular school program. {MS Code 37-3-49}
  - 13.5.1 Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.
  - 13.5.2 Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. {MS Code 37-3-49}
  - 13.5.3 Students enrolled in a summer program are limited to earning one (1) Carnegie unit of credit during a traditional summer school session, which does not apply to extended year programs and approved virtual courses. (Districts Meeting the Highest Levels of Performance may be exempted under MS Code 37-17-11.)

**FINDINGS:** The district is not in compliance with Standards 13, 13.1, 13.2, and 13.5.

- 13.1.** The definition of a school day provided in policy and handbooks is incorrect. The school day must provide 330 minutes of instruction per day. It appears the district has confused the attendance requirements to be able to count a student present (63% of the day) with the length of time required for a school day.
- 13.2.** The schedules at Tunica Middle School do not allow 140 hours of instruction to be provided to the students in ICT courses.
- 13.5.** Based on a review of district documents pertaining to summer school, the district has not reported summer school courses correctly.

**CORRECTIVE ACTION:** Revise policy and make necessary corrections in all district documents, schedules and reports to be in compliance with Standards 13, 13.1, 13.2, and 13.5. Contact staff in the Office of Accreditation when the district is ready for a follow up visit to verify compliance with these standards.

**TIMELINE:** Immediately and Ongoing.

**15. STANDARD 14.** The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education. {MS Code 37- 16-7} (SB Policies 3801, 3802, and 3803)

- 14.1 Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A.) (SB Policies 2902 and 2903) Students receiving a standard diploma may select from four (4) graduation pathways as specified by the local school district's graduation requirements.
  - 14.1.1 Entering ninth graders in 2005-2006 and thereafter (seniors of school year 2008-2009 and later) are required to have a minimum of 21 Carnegie units as specified in Appendix A-1.
  - 14.1.2 Entering ninth graders in 2008-2009 and thereafter (seniors of school year 2011-2012 and later) are required to have a minimum of 24 Carnegie units as specified in Appendix A-2, unless, in accordance with school board policy, their parent/guardian requests to opt the student out of Appendix A-2 requirements. This student would be required to complete the graduation requirements specified in A-1.
  - 14.1.3 Entering eleventh graders in 2010-2011 and thereafter (seniors of school year 2011-2012 and later) who chose the Career Pathway Option are required to earn the minimum graduation requirements specified in Appendix A-3. {MS Code 37-16-17}
  - 14.1.4 Beginning in school year 2011-2012, all eighth grade students are required to have an Individualized Career and Academic Plan (iCAP) prior to exiting the eighth grade.
  - 14.1.5 Innovative Programs
  - 14.1.6 Early Exit Diplomas
- 14.2 Each student receiving a standard diploma has achieved a passing score on each of the required high school exit examinations. {MS Code-37-16-7} (SB Policies 3600, 3801, and 3803)
- 14.3 Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states: "This student has successfully completed an Individualized Education Program." {MS Code 37-16-11(1)}
- 14.4 Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. {MS Code 37-16-11(2)} (See Appendix G.)
- 14.5 The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.

**FINDINGS:** The district is not in compliance with Standards 14, 14.1, 14.2, 14.3, 14.4, and 14.5. Local school board policies and student handbooks contain conflicting information regarding graduation requirements. Student handbooks and board policy provide the graduation requirements for graduating seniors of school year 2015-16. During the accreditation audit of January 2014, the review of senior records was halted as the review indicated that the majority of the records reviewed contained no documentation verifying that students had passed all subject area tests. This citation is still on record for the district and requires a follow up visit by the Office of Accreditation to verify compliance.

**Note:** Standards 14.3 and 14.4 are addressed in the report from the Office of Special Education.

**CORRECTIVE ACTION:** The Office of Accreditation must conduct a follow up visit to verify compliance with graduation requirements.

**TIMELINE:** No later than the beginning of the 2015-16 school year.

- 16. **STANDARD 15.** The school district implements a professional development program aligned with the Learning Forward Standards for Professional Learning. (Districts Meeting the Highest Levels of Performance are exempted.) {MS Code 37-17-8} (SB Policy 4500)

**FINDINGS:** The school district is not in compliance with Standard 15. Refer to the enclosed report from the Office of Professional Development for specific deficiencies.

**CORRECTIVE ACTION:** Correct the deficiencies noted in the enclosed report from the Office of Professional Development. For additional information and technical assistance, contact Trecina Green at 601 359 2586 or [tgreen@mde.k12.ms.us](mailto:tgreen@mde.k12.ms.us).

**TIMELINE:** Review timeline provided in the enclosed report.

**17. STANDARD 16.** The school district adheres to all requirements of the Mississippi Statewide Assessment System. (See Appendix F.) {Section 37-16-1 through 4} (SB Policies 3600, 3800, 7601, 7602, 7605 and 7607)

**FINDINGS:** The school district is not in compliance with Standard 16. Refer to the enclosed report from the Office of Student Assessment for specific deficiencies.

**CORRECTIVE ACTION:** To clear Standard 16, correct the deficiencies noted in the enclosed report from the Office of Student Assessment. For additional information and technical assistance, contact Walt Drane at 601 359 3052.

**TIMELINE:** Review timeline provided in the enclosed report.

**18. STANDARD 17.** The school district is in compliance with state and/or federal requirements for the following programs:

17.1 Early Childhood Programs (kindergarten and teacher assistant) {MS Code 37-21-1, et seq.} (SB Policies 4400, 4401, 6006, and 6301) (Refer to the Mississippi Kindergarten Guidelines.) [Districts Meeting the Highest Levels of Performance are exempted from provisions of subsection (4) of MS Code 37-21-7.]

17.2 Pre-Kindergarten {MS Code 37-7-301(ss)} (SB Policy 2904) (Refer to the Mississippi Early Learning Guidelines.)

17.3 Career-Technical Education {MS Code 37-31-1, et seq.} (SB Policies 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, and Federal Code)

17.4 Special Education {MS Code 37-23-1 through 9} (SB Policies 7201, 7203, 7204, 7205, 7206, 7208, 7210, 7211, 7212, 7213, 7214, 7219, and Federal Code) [See State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004)]

17.5 Child Nutrition {MS Code 37-11-7} (SB Policies 2001, 2002, 2004, 2007, 2009, and Federal Code)  
17.5.1 School Wellness Policy

17.6 Elementary and Secondary Education Act: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants (SB Policies 4700, 7801, 7802, 7803, 7804, and Federal Code)

17.7 Driver Education {MS Code 37-25-1, et seq.} (SB Policy 3000)☐

17.8 17.8 Gifted Education {MS Code 37-23-171 through 181} (SB Policy 3700) (Refer to the current edition of the *Regulations for Gifted Education Programs in Mississippi* and the *Gifted Education Program Standards*.)

**Standards 17.1 and 17.2. Early Childhood and Pre K Programs.**

**FINDINGS:** The school district is not in compliance with Standards 17.1 and 17.2 for state and/or federal requirements for Early Childhood and Pre School Programs based on the enclosed report from the Office of Elementary Education and Reading.

**CORRECTIVE ACTION:** Correct all deficiencies noted in the enclosed report from the Office of Elementary Education and Reading. For additional information and technical assistance, contact Nathan Oakley in the Office of Elementary Education and Reading at 601 359 2586.

**TIMELINE:** Refer to enclosed report.

**Standard 17.3. Career Technical Education.**

- FINDINGS:** The school district is not in compliance with Standard 17.3. See the enclosed report from the Office of Secondary Education, Division of Career & Technical Education for specific findings regarding this standard.
- CORRECTIVE ACTION:** Correct all deficiencies noted in the enclosed report from the Office Secondary Education, Division of Career & Technical Education. For technical assistance, contact Jean Massey or Melissa May [mmay@mde.k12.ms.us](mailto:mmay@mde.k12.ms.us) in the Division of Career & Technical Education at 601 359 3088.
- TIMELINE:** Refer to enclosed report.

**Standard 17.4. Special Education Programs.**

- FINDINGS:** The district is not in compliance with Standard 17.4. See the enclosed report from the Office of Special Education.
- CORRECTIVE ACTION:** Correct all noted deficiencies as prescribed in the enclosed report from the Office of Special Education. For additional information and technical assistance, contact Gretchen Cagle, Tanya Bradley [tbradley@mde.k12.ms.us](mailto:tbradley@mde.k12.ms.us), or Velva Haynes [vhaynes@mde.k12.ms.us](mailto:vhaynes@mde.k12.ms.us) at 601 359 3498.
- TIMELINE:** Refer to enclosed report.

**Standard 17.5. Child Nutrition.**

- FINDINGS:** The district is not in compliance with Standard 17.5. See the enclosed reports from the Office of Child Nutrition.
- CORRECTIVE ACTION:** Correct all noted deficiencies in the enclosed report from the Office of Child Nutrition. For additional information and technical assistance, contact Scott Clements or Stephanie Robinson [srobinson@mde.k12.ms.us](mailto:srobinson@mde.k12.ms.us) at 601 576 5000.
- TIMELINE:** Refer to enclosed report.

**Standard 17.5.1. School Wellness.**

- FINDINGS:** The district is not in compliance with Standard 17.5.1. See the enclosed reports for School Wellness from the Office of Healthy Schools.
- CORRECTIVE ACTION:** Correct all noted deficiencies in the enclosed report from the Office of Healthy Schools. For additional information and technical assistance, contact Scott Clements or Christine Philley [cphilley@mde.k12.ms.us](mailto:cphilley@mde.k12.ms.us) at 601 576 5000.
- TIMELINE:** Refer to enclosed report.

**Standard 17.6. Federal Programs.**

- FINDINGS:** The district is not in compliance with Standard 17.5 for federal programs. See the enclosed report from the Office of Federal Programs regarding specific deficiencies.

**CORRECTIVE ACTION:** Correct all noted deficiencies in the enclosed report from the Office of Federal Programs. For additional information and technical assistance, contact Marcus Cheeks [mcheeks@mde.k12.ms.us](mailto:mcheeks@mde.k12.ms.us) in the Office of Federal Programs at 601 359 3499.

**TIMELINE:** Refer to enclosed report.

**Standard 17.6. Other Federally Funded Programs and Grants.**

**FINDINGS:** The district is not in compliance with requirements for the School Improvement Grant (SIG). A recent review at Tunica County School District of controls and expenditures made from the 1003a funds revealed the following:

- Control were not in place to ensure that all funds approved in the 1003a application were spent in accordance with the approved grant application
- Budgets were not entered into the computer system that aligned with approved 1003a applications
- The district failed to obligate and spend \$19,442.53 of 1003a funds by December 31, 2014.

**CORRECTIVE ACTION:** The district must take action within in 30 days to correct the above noted deficiencies to ensure that:

- Federal funds are expended in accordance with their approved application and in accordance with OMB Cost Principles;
- Funds are obligated and liquidated in a timely manner, and
- Grant budgets with the district's financial accounting software are aligned with approved grant budgets.

For additional information and technical assistance, contact Jamilliah Longino [jlongino@mde.k12.ms.us](mailto:jlongino@mde.k12.ms.us) or Linda Reeves [lreeves@mde.k12.ms.us](mailto:lreeves@mde.k12.ms.us) in the Office of School Improvement at (601) 359-3499.

**TIMELINE:** Provide documentation of compliance within 30 days of receipt of this report.

**Standard 17.8. Gifted Education Programs.**

**FINDINGS:** The school district is not in compliance with state and/or federal requirements for Gifted Education.

**CORRECTIVE ACTION:** Correct all deficiencies noted in the enclosed report from the Office of Elementary Education and Reading. For additional information and technical assistance, contact Nathan Oakley or Chauncey Spears in the Office of Elementary Education and Reading at 601 359 2586 or [cspears@mde.k12.ms.us](mailto:cspears@mde.k12.ms.us).

**TIMELINE:** Refer to enclosed report.

**19. STANDARD 18.** Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. {MS Code 37-17-6(3){a-e}}

- 18.1 Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.
- 18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.



**FINDINGS:** The district is not in compliance with Standards 18, 18.1 and 18.2 for library-media programs based on the enclosed report from the Office of Elementary Education and Reading.

**CORRECTIVE ACTION:** Correct all deficiencies noted in the enclosed report from the Office of Elementary Education and Reading. For additional information and technical assistance, contact Nathan Oakley or Limeul Eubanks [leubanks@mde.k12.ms.us](mailto:leubanks@mde.k12.ms.us) in the Office of Elementary Education and Reading at (601) 359-2586.

**TIMELINE:** Refer to the enclosed report for specified timelines.

**20. STANDARD 19.** The school district is in compliance with state law and State Board of Education policies for state adopted textbooks. {MS Code 37-43-1, 37-43-24, 37-43-31(2), 37-43-51, 37-9-14(2)(b), and 37-7-301(ff)} (SB Policies 7701 and 7702) (Refer to the current edition of the Textbook Administration Handbook Rules and Regulations.)

19.1 Each school district provides students in each school with access to current or otherwise appropriate textbooks that are in good condition. (See glossary for definition of textbook.) {MS Code 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}

19.2 Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System. {MS Code 37-43-51} (Refer to the current edition of the Textbook Administration Handbook Rules and Regulations.)

**FINDINGS:** The district is not compliance with Standards 19, 19.1 and 19.2. See the enclosed report from the Office of Elementary Education and Reading for specific deficiencies regarding Standard 19.

**CORRECTIVE ACTION:** Correct all deficiencies noted in the enclosed report from the Office of Elementary Education and Reading. For additional information and technical assistance, contact Nathan Oakley or Michaei Martin [mmartin@mde.k12.ms.us](mailto:mmartin@mde.k12.ms.us) in the Office of Elementary Education and Reading at (601) 359-2586.

**TIMELINE:** Refer to the enclosed report for specified timelines.

**21. STANDARD 20.** The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.) {MS Code 37-3-49(2)(a-c) and 37-3-49(5)} (SB Policy 4300)

**FINDINGS:** The school district is not in compliance with Standard 20 for implementing an instructional management system. Refer to the enclosed report from Nathan Oakley from the Office of Elementary Education and Reading.

**CORRECTIVE ACTION:** Correct all noted deficiencies in the enclosed report from the Office of Elementary Education and Reading. For additional information and technical assistance, contact Nathan Oakley [noakley@mde.k12.ms.us](mailto:noakley@mde.k12.ms.us) in the Office of Elementary Education and Reading at (601) 359-2586.

**TIMELINE:** Refer to the enclosed report for specified timelines.

**22. STANDARD 21.** The district follows an established board policy that defines criteria for the academic promotion/progression/retention of students. Such criteria prohibit the retention of students for extracurricular purposes.

21.1. The school district implements a uniform grading policy. (SB Policy 403) {MS Code 37-11-64 and 37- 11-66}

21.2. A student who is enrolled in any grade higher than Grade 6 in a school district must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale in accordance with the Mississippi High School Activities Association (MHSAA). This portion of the standard will be jointly monitored and enforced by the State Board of Education and the MHSAA. {MS Code 37-11-65}

**FINDINGS:** The district is not in compliance with Standard 21. The school board has an approved grading policy. The policy indicates the number of grades and the source of grades students must receive each 9 weeks. However, students at the middle school received no grades for the first nine weeks contrary to district policy.

**CORRECTIVE ACTION:** The district must follow its policies for grading and promotion/retention. A follow up visit must be conducted to verify compliance with Standard 21.

**TIMELINE:** No later than July 30, 2015.

**23. STANDARD 22:** The school district provides access to an alternative education program that meets the program guidelines outlined in MS Code 37-13-92 and the guidelines established by the State Board of Education. (SB Policy 901) (See guidelines for Alternative/GED School Programs.)

**FINDINGS:** The district is not in compliance with Standard 22 for Alternative Education programs. For specific findings, see the enclosed report from Toni Kersh in the Office of Compulsory School Attendance Enforcement.

**CORRECTIVE ACTION:** Correct all noted deficiencies in the enclosed report from the Office of Compulsory School Attendance Enforcement. For additional information and technical assistance, contact Toni Kersh at (601) 354-7760 or [tkersh@mde.k12.ms.us](mailto:tkersh@mde.k12.ms.us).

**TIMELINE:** Refer to the enclosed report for specified timelines.

**24. STANDARD 23.** The school district, in its discretion, may provide access to a GED Option program that meets the program guidelines outlined in MS Code 37-13-92(4) and the guidelines established by the State Board of Education. (SB Policy 902) (See guidelines for Alternative/GED Programs.)

**FINDINGS:** The district is not in compliance with Standard 23 for GED Option programs. For specific findings, see the enclosed report from Toni Kersh in the Office of Compulsory School Attendance Enforcement.

**CORRECTIVE ACTION:** Correct all noted deficiencies in the enclosed report from the Office of Compulsory School Attendance Enforcement. For additional information and technical assistance, contact Toni Kersh at (601) 354-7760 or [tkersh@mde.k12.ms.us](mailto:tkersh@mde.k12.ms.us).

**TIMELINE:** Refer to the enclosed report for specified timelines.

**STANDARD 24.** The district is in compliance with Standard 24.

26. **STANDARD 25.** The district is in compliance with Standard 25.

27. **STANDARD 26.** The curriculum of each high school at a minimum consists of required and approved courses that generate at least 32 ½ Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review and action. (See Appendices B and C) {MS Code 37-1-3(2)} {SB Policies 2902 and 2903}

**FINDINGS:** The district is not in compliance with Standard 26. The district’s personnel edit report and the report from the Office of Secondary Education indicate that the district is not offering 32 ½ Carnegie units annually. See enclosed report from the Office of Elementary Education and Reading.

**CORRECTIVE ACTION:** The curriculum of each high school at a minimum must consist of required and approved courses that generate at least 32 ½ Carnegie units annually. Submit documentation to the Office of Accreditation to verify compliance or submit a justification for exemption from offering the required courses in Appendix B. See Appendix B of the *Mississippi Public School Accountability Standards*. Refer to enclosed report from Nathan Oakley, Office of Elementary Education and Reading.

**TIMELINE:** Immediately and Ongoing.

28. **STANDARD 27.** The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher. {MS Code 37-1-3(2) and 37-13-134}

27.1 In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.

27.2 Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.

27.3 A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.

**FINDINGS:** The district is not in compliance with Standard 27. See the enclosed report from the Office of Elementary Education and Reading for specific findings.

**CORRECTIVE ACTION:** Correct all noted deficiencies in the enclosed report from the Office of Elementary Education and Reading. For additional information and technical assistance, contact Nathan Oakley [noakley@mde.k12.ms.us](mailto:noakley@mde.k12.ms.us) in the Office of Elementary Education and Reading at (601) 359-2586.

**TIMELINE:** Refer to the enclosed report for specified timelines.

29. **STANDARD 28.** The district is in compliance with Standard 28.

30. **STANDARD 29.** The school district complies with the applicable policies of the State Board of Education and state and federal laws in the operation of its transportation program. The school district implements Nathan’s Law as a priority for promoting school bus safety. {MS Codes 37-41-53, 63-3-615, 63-1-73, 97-3-7, and 63-1-33} {SB Policies 7903, 7904, 7906, 7907, and 7909}

29.1 All buses are inspected on a quarterly basis and are well maintained and clean. (SB Policy 7909)

- 29.2 Each bus driver has a valid bus driver certificate and a commercial driver's license and operates the bus according to all specified safety procedures. The school district has on file a yearly motor vehicle report on each driver and evidence that each driver has received two (2) hours of in-service training per semester. {MS Code 63-3-615} (SB Policies 7903 and 7906)
- 29.3 Bus schedules ensure arrival of all buses at their designated school sites prior to the start of the instructional day.
- 29.4 Emergency bus evacuation drills are conducted at least two times each year.

**FINDINGS:** The district is not in compliance with Standards 29, 29.1, and 29.2 for the operation of its transportation program. Refer to enclosed report from the Division of Pupil Transportation for specific deficiencies.

**CORRECTIVE ACTION:** Correct the deficiencies noted in the enclosed report from the Division of Pupil Transportation. For additional information and technical assistance, contact Leonard Swilley [lswilley@mde.k12.ms.us](mailto:lswilley@mde.k12.ms.us) or Jerry Sistrunk [jsistrunk@mde.k12.ms.us](mailto:jsistrunk@mde.k12.ms.us) at (601) 359-1028.

**TIMELINE:** Refer to the enclosed report for specified timelines.

**31. STANDARD 30:** The school district provides clean/sanitary facilities in a safe and secure environment. All classrooms in each school will be air-conditioned. {MS Code 37-7-301(c)(d)(j); 37-11-5, 49; and 45-11-101}

**FINDINGS:** The district is not in compliance with Standard 30 for school buildings and facilities. See the enclosed report from the Division of School Buildings.

**CORRECTIVE ACTION:** Correct all noted deficiencies in the enclosed report from the Division of School Buildings. For additional information and technical assistance, contact Bill Welch, Dennis Meador [dmeador@mde.k12.ms.us](mailto:dmeador@mde.k12.ms.us) or Mark Hobson [mhobson@mde.k12.ms.us](mailto:mhobson@mde.k12.ms.us) at (601) 359-1028.

**TIMELINE:** Refer to the enclosed report for specified timelines.

**32. STANDARD 31:** The district complies with the requirements for School Safety. The school district complies with State Board Policies and State and Federal laws to provide Safe Schools. Each school has a comprehensive School Safety Plan on file that has been approved annually by the local school board. {MS Codes 37-3-81; 37-3-83(2); 37-11-67; and 37-11-69} (See the templates for MDE's School Safety Manual and the School Occupational Safety and Crisis Response Plan at <http://www.mde.k12.ms.us/safe-and-orderly-schools/school-safety>.)

**FINDINGS:** The district is not in compliance with Standard 31 for School Safety. In addition to the deficiencies cited under Standard 1.1,

- Refer to the enclosed report from the Division of Safe Schools for specific findings regarding Standard 31.
- Refer to the enclosed report from the Office of Career Technology for specific findings regarding safety at the Career Technical Center.

**CORRECTIVE ACTION:** Correct all noted deficiencies in the enclosed reports from the Division of School Safety. The district may contact Robert Laird, Don Criswell [dcriswell@mde.k12.ms.us](mailto:dcriswell@mde.k12.ms.us) or Cooper Dixon [jdixon@mde.k12.ms.us](mailto:jdixon@mde.k12.ms.us) at (601) 359-1028 for additional information and technical assistance regarding these deficiencies.

**TIMELINE:** Refer to the enclosed report for specified timelines.

**Office of Elementary Education  
and Reading**

**Standards 2.3, 2.3.1, 2.3.2, 17.1, 17.2, 17.8, 18, 18.1, 18.2,  
19, 19.1, 19.2, 20, 27, 27.1, 27.2, and 27.3**

**MISSISSIPPI DEPARTMENT OF EDUCATION (MDE)**

Central High School Building  
359 North West Street  
P.O. Box 771  
Jackson, MS 39205-0771  
Phone: 601-359-2586  
Fax: 601-359-2040

**District Audit**  
**Office of Elementary Education and Reading**  
**Office of Secondary Education**  
**Office of Professional Development**

**February / March 2015**

**Tunica County School District (7200)**

**Overview of District Audit  
Tunica County School District (7200)  
February / March 2015**

The Offices of Elementary Education and Reading, the Office of Professional Development, and the Office of Secondary Education conducted an audit visit in the Tunica County School District in February and March of 2015.

Using the Mississippi Public School Accountability Standards as the source of authority, the MDE **did not** find evidence to support compliance with the following requirements:

- Standard 2.3, 2.3.1, 2.3.2
- Standard 15
- Standard 17.1, 17.2, 17.8
- Standard 18, 18.1, 18.2
- Standard 19, 19.1, 19.2
- Standard 20
- Standard 26
- Standard 27, 27.1, 27.2, 27.3

**The Monitoring Team**

The MDE authorized the following team to conduct the visit:

- Limeul Eubanks
- Trecina Green
- Lakisha Kendrick
- Jamilliah Longino
- Michael Martin
- Nathan Oakley
- Chauncey Spears

**On-Site Methods of Data Collection**

All findings described in this report are based on interviews with district staff, analysis of data reviewed during the on-site evaluation, analysis of official documentation on file in the district, and analysis of official reports submitted to the Mississippi Department of Education. The areas of noncompliance identified are listed on Attachment 1 – Findings of Noncompliance.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• School has a licensed librarian or media specialist</li> <li>• Librarian's schedule does not allow time during the workday for library/media administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The librarian's schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</li> <li>• Provide professional development for librarian regarding library/media administrative activities. Reference the Mississippi School Library Media Guide for details.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2015</li> </ul>	
<b>Dundee Elementary</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.  2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Librarian is half-time at each of two schools, but also serves as test coordinator at Dundee Elementary.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff member is able to serve half-time as the librarian at each of the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2015</li> </ul>	



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• School has a licensed librarian or media specialist</li> <li>• Librarian's schedule does not allow time during the workday for library/media administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The librarian's schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</li> <li>• Provide professional development for librarian in regards to library/media administrative activities</li> </ul>	<ul style="list-style-type: none"> <li>• September 2015</li> </ul>	
<b>Robinsonville Elementary</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.  2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Librarian is full-time.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• School has a licensed librarian or media specialist</li> <li>• Librarian's schedule does not allow time during the workday for library/media administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The librarian's schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

<b>Tunica Elementary</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.		
	2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Librarian is half-time at each of two schools, but also serves as test coordinator at Dundee Elementary.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff member is able to serve half-time as the librarian at each of the schools.</li> <li>• Provide professional development for librarian regarding library/media administrative activities. Reference the Mississippi School Library Media Guide for details.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2015</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>School has a licensed librarian or media specialist</li> <li>Librarian’s schedule does not allow time during the workday for library/media administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li>The librarian’s schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	
<b>Tunica Middle</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.		
	2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>The district RTI contact has recently been assigned as the Librarian.</li> </ul>	<ul style="list-style-type: none"> <li>A full-time licensed librarian or media specialist is required and should not have other responsibilities.</li> <li>Provide professional development for librarian regarding library/media administrative activities. Reference the Mississippi School Library Media Guide for details.</li> </ul>	<ul style="list-style-type: none"> <li>September 2015</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Rosa Fort High</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• School has a licensed librarian or media specialist</li> <li>• Librarian’s schedule does not allow time during the workday for library/media administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The librarian’s schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>

<b>Rosa Fort High</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.	
	2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Librarian is full-time, but also serves as test coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff member is able to serve full-time as the librarian.</li> <li>• Provide professional development for librarian regarding library/media administrative activities. Reference the Mississippi School Library Media Guide for details.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2015</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica County School District</b>	Standard 15 – The school district implements a professional development program aligned with the Learning Forward Standards for Professional Learning.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• School district did not provide a professional development plan that has been approved.</li> <li>• School district did not provide a professional development schedule for Rosa Fort High School.</li> <li>• School district did not provide agendas, meeting minutes, and sign-in-sheets for professional learning at Rosa Fort High School.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide documentation that the professional development plan has been approved.</li> <li>• Provide professional development schedule for Rosa Fort High School.</li> <li>• Provide agendas, meeting minutes, and sign-in sheets for professional learning at Rosa Fort High School.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015 (documentation of approval and Rosa Fort High School plan)</li> <li>• November 2015 (agenda, minutes, and sign-in sheets)</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	Standard 17.1 – The school district is in compliance with state and/or federal requirements for the following programs: Early Childhood Programs (kindergarten and teacher assistant) (Refer to <i>Mississippi Kindergarten Guidelines</i> ).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Kindergarten lesson plans did not include thematic connections or individual instructional activities. Standards listed in lesson plan summary did not match standards in plans or were not referenced in plans. Not all teachers had a current copy of the kindergarten standards.</li> <li>• While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</li> <li>• Budget report did not reflect any materials purchases for kindergarten program.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the kindergarten guidelines and standards, with notations of specific objectives.</li> <li>• Develop a separate parent handbook or include relevant parent information in the district student handbook.</li> <li>• Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	17.2 – The school district is in compliance with state and/or federal requirements for the following programs: Pre-Kindergarten (Refer to <i>Mississippi Early Learning Guidelines</i> ).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Standards listed in lesson plan summary did not match standards in plans or were not referenced in plans.</li> <li>• The school did not present documentation of 15 contact hours of professional development for early childhood staff during the current school year, specifically in the area of early childhood.</li> <li>• While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</li> <li>• Budget report did not reflect any materials purchases for pre-k program.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson plans should be aligned and consistent with the pre-k guidelines and standards, with notations of specific objectives.</li> <li>• Design a professional development plan for pre-k staff in the areas of early childhood education and reading instruction. Maintain documentation of training for both teachers and administrators.</li> <li>• Develop a separate parent handbook or include relevant parent information (including program philosophy, goals, and policies) in the district student handbook.</li> <li>• Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	17.8 – The school district is in compliance with state and/or federal requirements for the following programs: Gifted Education (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards).		
<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
• N/A – in compliance		• N/A – in compliance	• N/A – in compliance



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	Standard 17.1 – The school district is in compliance with state and/or federal requirements for the following programs: Early Childhood Programs (kindergarten and teacher assistant) (Refer to Mississippi Kindergarten Guidelines).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Kindergarten lesson plans did not include individual instructional activities. Standards listed in lesson plan summary did not match standards in plans. Not all teachers had a current copy of the kindergarten standards.</li> <li>• The school did not present an agenda of a current school year professional development related to K-3 best practices.</li> <li>• While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</li> <li>• Budget report did not reflect any materials purchases for kindergarten program.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the kindergarten guidelines and standards, with notations of specific objectives.</li> <li>• Design a professional development plan for kindergarten staff in the areas of early childhood education and reading instruction. Maintain documentation of training for both teachers and administrators.</li> <li>• Develop a separate parent handbook or include relevant parent information in the district student handbook.</li> <li>• Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	17.2 – The school district is in compliance with state and/or federal requirements for the following programs: Pre-Kindergarten (Refer to <i>Mississippi Early Learning Guidelines</i> ).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Pre-k lesson plans did not include individual instructional activities. Standards listed in lesson plan summary did not match standards in plans.</li> <li>• The school did not present documentation of 15 contact hours of professional development for early childhood staff during the current school year, specifically in the area of early childhood.</li> <li>• While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</li> <li>• Budget report did not reflect any materials purchases for pre-k program.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the pre-k guidelines and standards, with notations of specific objectives.</li> <li>• Design a professional development plan for pre-k staff in the areas of early childhood education and reading instruction. Maintain documentation of training for both teachers and administrators.</li> <li>• Develop a separate parent handbook or include relevant parent information (including program philosophy, goals, and policies) in the district student handbook.</li> <li>• Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	17.8 – The school district is in compliance with state and/or federal requirements for the following programs: Gifted Education (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>• N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>• N/A – in compliance</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	Standard 17.1 – The school district is in compliance with state and/or federal requirements for the following programs: Early Childhood Programs (kindergarten and teacher assistant) (Refer to Mississippi Kindergarten Guidelines).		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Kindergarten lesson plans did not include thematic connections or individual instructional activities. Standards were not referenced in lesson plans. Not all teachers had a current copy of the kindergarten standards.</li> <li>• While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</li> <li>• Budget report did not reflect any materials purchases for kindergarten program.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the kindergarten guidelines and standards, with notations of specific objectives.</li> <li>• Develop a separate parent handbook or include relevant parent information in the district student handbook.</li> <li>• Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</li> </ul>		<ul style="list-style-type: none"> <li>• August 2015</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	17.2 – The school district is in compliance with state and/or federal requirements for the following programs: Pre-Kindergarten (Refer to <i>Mississippi Early Learning Guidelines</i> ).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Pre-k lesson plans did not include individual instructional activities. Standards listed in lesson plan summary did not match standards in plans.</li> <li>• The school did not present documentation of 15 contact hours of professional development for early childhood staff during the current school year, specifically in the area of early childhood.</li> <li>• While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</li> <li>• Budget report did not reflect any materials purchases for pre-k program.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the pre-k guidelines and standards, with notations of specific objectives.</li> <li>• Design a professional development plan for pre-k staff in the areas of early childhood education and reading instruction. Maintain documentation of training for both teachers and administrators.</li> <li>• Develop a separate parent handbook or include relevant parent information (including program philosophy, goals, and policies) in the district student handbook.</li> <li>• Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	17.8 – The school district is in compliance with state and/or federal requirements for the following programs: Gifted Education (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards).		
<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• N/A – in compliance</li> </ul>		<ul style="list-style-type: none"> <li>• N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>• N/A – in compliance</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	17.8 – The school district is in compliance with state and/or federal requirements for the following programs: Gifted Education (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards).		
<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Gifted class is meeting in a storage room in the media center, without space for a whiteboard, bulletin board, supply storage, or display of student work.</li> </ul>		<ul style="list-style-type: none"> <li>• Relocate this class to an appropriate space that includes adequate space for instruction, storage of materials, and display of student work.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	18 – Each school has a library media center.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>

<b>Dundee Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school's instructional program and is not in good condition.</li> <li>The reference collection contains out-of-date materials that are in poor condition.</li> <li>Library does not offer access to Internet / electronic resources and websites that support the curriculum.</li> <li>The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> <li>The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> </ul>	<ul style="list-style-type: none"> <li>Reference the <i>Mississippi School Library Media Guide</i> to help with policies and procedures to better serve students and staff.</li> <li>Develop a proposed budget addressing the needs of the library media center.</li> <li>Update collection and weed materials as needed.</li> <li>Provide access to Internet / electronic resources.</li> </ul>	<ul style="list-style-type: none"> <li>December 2015 (ongoing)</li> </ul>



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.                             <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>• No proposed budget or evidence of recent orders was observed.</li> </ul>			

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain circulation records through an updated automated system.</li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Allow for professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The number of resources was below standard.</li> <li>• Library media center was not organized for optimal use (storage, broken equipment).</li> </ul>		

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	18 – Each school has a library media center.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>

<b>Robinsonville Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school's instructional program and is not in good condition.</li> <li>The reference collection contains out-of-date materials that are in poor condition.</li> <li>Library does not offer access to Internet / electronic resources and websites that support the curriculum.</li> <li>The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> <li>The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> </ul>	<ul style="list-style-type: none"> <li>Reference the <i>Mississippi School Library Media Guide</i> to help with policies and procedures to better serve students and staff.</li> <li>Develop a proposed budget addressing the needs of the library media center.</li> <li>Update collection and weed materials as needed.</li> <li>Provide access to Internet / electronic resources.</li> </ul>	<ul style="list-style-type: none"> <li>December 2015 (ongoing)</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.                             <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>• No proposed budget or evidence of recent orders was observed.</li> </ul>			

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain circulation records through an updated automated system.</li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Allow for professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The number of resources was below standard.</li> <li>• Library media center was not organized for optimal use (storage, broken equipment).</li> </ul>			

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	18 – Each school has a library media center.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>		<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>

<b>Tunica Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>The library was not organized.</li> <li>The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school’s instructional program and is not in good condition.</li> <li>The reference collection contains out-of-date materials that are in poor condition.</li> <li>Library does not offer access to Internet / electronic resources and websites that support the curriculum.</li> <li>The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> <li>The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> </ul>	<ul style="list-style-type: none"> <li>Reference the <i>Mississippi School Library Media Guide</i> to help with policies and procedures to better serve students and staff.</li> <li>Organize the library to better serve staff and students.</li> <li>Develop a proposed budget addressing the needs of the library media center.</li> <li>Update collection and weed materials as needed.</li> <li>Provide access to Internet / electronic resources.</li> </ul>		<ul style="list-style-type: none"> <li>December 2015 (ongoing)</li> </ul>



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>● School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.               <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>● No proposed budget or evidence of recent orders was observed.</li> </ul>			

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Tunica Elementary</b></p>	<p>18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.</p>		
	<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline</b></p>
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain circulation records through an updated automated system.</li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Allow for professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• The number of resources was below standard.</li> <li>• Library media center was not organized for optimal use (storage, broken equipment).</li> </ul>			

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	18 – Each school has a library media center.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance		• N/A – in compliance

<b>Tunica Middle</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school's instructional program and is not in good condition.</li> <li>• The reference collection contains out-of-date materials that are in poor condition.</li> <li>• Library does not offer access to Internet / electronic resources and websites that support the curriculum.</li> <li>• The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> <li>• The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference the <i>Mississippi School Library Media Guide</i> to help with policies and procedures to better serve students and staff.</li> <li>• Develop a proposed budget addressing the needs of the library media center.</li> <li>• Update collection and weed materials as needed.</li> <li>• Provide access to Internet / electronic resources.</li> </ul>		<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.             <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>• No proposed budget or evidence of recent orders was observed.</li> </ul>		

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain circulation records through an updated automated system.</li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Allow for professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</li> </ul>		<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.			
	<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The number of resources was below standard.</li> <li>• Library media center was not organized for optimal use (storage, broken equipment).</li> </ul>				

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Rosa Fort High</b>	18 – Each school has a library media center.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance	• N/A – in compliance

<b>Rosa Fort High</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school's instructional program and is not in good condition.</li> <li>• The reference collection contains out-of-date materials that are in poor condition.</li> <li>• Library does not offer access to Internet / electronic resources and websites that support the curriculum.</li> <li>• The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> <li>• The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference the <i>Mississippi School Library Media Guide</i> to help with policies and procedures to better serve students and staff.</li> <li>• Develop a proposed budget addressing the needs of the library media center.</li> <li>• Update collection and weed materials as needed.</li> <li>• Provide access to Internet / electronic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Rosa Fort High</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>● School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.               <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>● No proposed budget or evidence of recent orders was observed.</li> </ul>			

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Rosa Fort High</b></p>	<p>18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.</p>		
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline</b></p>	
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain circulation records through an updated automated system.</li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Allow for professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>	

Mississippi Department of Education

Summary of District Audit  
Tunica County School District (7200)

Attachment 1 – Findings of Noncompliance

<b>Rosa Fort High</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.	
Findings	Required Actions	Timeline
<ul style="list-style-type: none"><li>• The number of resources was below standard.</li><li>• Library media center was not organized for optimal use (storage, broken equipment).</li></ul>		

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica County School District</b>	19 - The school district is in compliance with state law and State Board of Education policies for state adopted textbooks.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>The district is not in compliance with this standard.</li> </ul>		<ul style="list-style-type: none"> <li>See required actions below for Standards 19.1 and 19.2).</li> </ul>		<ul style="list-style-type: none"> <li>See timelines below for Standards 19.1 and 19.2).</li> </ul>

<b>Tunica County School District</b>	19.1 – Each school district provides students in each school with access to current or otherwise appropriate textbooks that are in good condition.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>At Robinsonville Elementary, 3<sup>rd</sup> grade social studies books are over 12 years old.</li> <li>At Tunica Elementary, 3<sup>rd</sup> grade social studies books are over 12 years old.</li> </ul>		<ul style="list-style-type: none"> <li>Purchase current textbooks as needed for each content area.</li> <li>Dispose of textbooks that are not current, in accordance with the MDE <i>Textbook Administration Handbook</i>.</li> </ul>		<ul style="list-style-type: none"> <li>August 2015</li> </ul>

<b>Tunica County School District</b>	19.2 – Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>A current textbook inventory is not available.</li> </ul>		<ul style="list-style-type: none"> <li>Complete an inventory for the entire district, and report in the Textbook Inventory Management System.</li> <li>Dispose of textbooks that are not current, in accordance with the MDE <i>Textbook Administration Handbook</i>.</li> </ul>		<ul style="list-style-type: none"> <li>June 15, 2015</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Tunica County School District</b></p>	<p>20 – The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school.</p>	
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline</b></p>
<ul style="list-style-type: none"> <li>• At the district office, only a board policy regarding the instructional management system was available. No evidence of a board-adopted instructional management system was observed. Competencies and objectives were only present for some grades and content areas.</li> <li>• At Dundee Elementary, Robinsonville Elementary, and Tunica Elementary, many teachers did not have current approved curriculum frameworks for all content areas. Teachers were using old frameworks, along with a combination of district pacing guide documents and vendor-developed documents as guidance.</li> <li>• At Tunica Middle School, many teachers did not have current approved curriculum frameworks for all content areas. Teachers were using documents such as textbook standards national standards documents as guidance.</li> <li>• At Rosa Fort High School, many teachers did not have current approved curriculum frameworks for all content areas. The 2007 Mathematics Framework was being used for courses that are no longer available.</li> </ul>	<ul style="list-style-type: none"> <li>• Update all needed frameworks within the district and ensure that teachers are using the most current curriculum framework for planning and instruction.</li> <li>• Build a system of accountability whereby administrators ensure teachers utilize current frameworks in all content areas and courses.</li> <li>• Ensure continuous updates to curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Rosa Fort High</b>	26 - The curriculum of each high school at a minimum consists of required and approved courses that generate at least 32½ Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review and action. (See Appendices B and C)	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Of the required courses in Appendix B, the following courses are not reflected in the master schedule provided by the school:             <ul style="list-style-type: none"> <li>○ Algebra I</li> <li>○ Physics</li> <li>○ Economics</li> <li>○ Technology Foundations</li> <li>○ Information and Communication Technology II</li> <li>○ Personal Finance</li> <li>○ Family Dynamics</li> <li>○ AP courses (language arts, math, science, social studies)</li> </ul> </li> <li>• Only ½ credit of elective math is reflected in the master schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Include all required courses in the school schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	27 – The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Standard could not be verified, as master schedule was not provided.</li> </ul>	<ul style="list-style-type: none"> <li>Submit current master schedule matrix for review. Include clarifying documents, such as a bell schedule, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>

<b>Dundee Elementary</b>	27.1 – In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Standard could not be verified, as master schedule was not provided.</li> </ul>	<ul style="list-style-type: none"> <li>Submit current master schedule matrix for review. Include clarifying documents, such as a bell schedule, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>

<b>Dundee Elementary</b>	27.2 – Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Lesson plans, where present, were inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure lesson plans are developed and are based on current standards.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>

<b>Dundee Elementary</b>	27.3 – A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Standard could not be verified, as master schedule was not provided.</li> </ul>	<ul style="list-style-type: none"> <li>Submit current master schedule matrix for review. Include clarifying documents, such as a bell schedule, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	27 -- The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance		• N/A – in compliance

<b>Robinsonville Elementary</b>	27.1 – In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance		• N/A – in compliance

<b>Robinsonville Elementary</b>	27.2 – Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• Lesson plans, where present, were inconsistent.	• Ensure lesson plans are developed and are based on current standards.		• August 2015

<b>Robinsonville Elementary</b>	27.3 – A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance		• N/A – in compliance



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	27 – The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance		• N/A – in compliance		• N/A – in compliance

<b>Tunica Elementary</b>	27.1 – In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance		• N/A – in compliance		• N/A – in compliance

<b>Tunica Elementary</b>	27.2 – Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• Lesson plans, where present, were inconsistent.		• Ensure lesson plans are developed and are based on current standards.		• August 2015

<b>Tunica Elementary</b>	27.3 – A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance		• N/A – in compliance		• N/A – in compliance

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	27 – The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance		• N/A – in compliance		• N/A – in compliance

<b>Tunica Middle</b>	27.1 – In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance		• N/A – in compliance		• N/A – in compliance

<b>Tunica Middle</b>	27.2 – Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• Lesson plans, where present, were inconsistent.		• Ensure lesson plans are developed and are based on current standards.		• August 2015

<b>Tunica Middle</b>	27.3 – A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance		• N/A – in compliance		• N/A – in compliance

**Office of Compulsory School Attendance Enforcement**

**Standards 10, 11, 22, 23**

Mississippi Department of Education  
Office of Compulsory School Attendance Enforcement  
Tunica County School District Audit Report

The Mississippi Department of Education, Office of Compulsory School Attendance Enforcement performed an audit on the Tunica County School District on February 11-12, 2015. The accreditation standard ten (10) was monitored for compliance.

**STANDARD 10. The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. {MS Code 37-13-91} (SB Policies 3101 and 3102)**

**FINDING: Non-Compliant**

The district has a board approved attendance policy. The district has a uniformed method for reporting attendance based on the Compulsory School Attendance Enforcement Law. Although, the district consistently reports attendance correctly the information reported is incorrect.

- A. In school suspension must not be listed as an unexcused absence. Based on Mississippi Code of 1972 Section 37-13-91, out of school suspensions are classified as unexcused.
- B. Incorrect contact information on the referral (i.e. phone number and/or address). However, the information "check out card" updated and transcribed correctly.

**CORRECTIVE ACTION:** The Tunica County School District needs to ensure compliance that the Compulsory School Attendance Law. The district needs to ensure that the correct contact information is provided to the Office of Compulsory School Attendance Enforcement (School Attendance Officer).

**TIMELINE:** Immediately and no later than the end of second semester of the 2014-15 school year.

***Reference:***

Mississippi Code of 1972, as amended, Section 37-13-91  
Mississippi State Board Policies 3101 and 3102  
Mississippi Accreditation Standards

Mississippi Department of Education  
Office of Compulsory School Attendance Enforcement  
Tunica County School District Audit Report

The Mississippi Department of Education, Office of Compulsory School Attendance Enforcement performed an audit on the Tunica County School District on February 11-12, 2015. The accreditation standard eleven (11) was monitored for compliance

**STANDARD 11. The school district develops a dropout prevention plan and implements programs designed to keep students in school and to lower student dropout rates in accordance with MS Code. {MS Code 37-13-80} (SB Policy 3105)**

**FINDING: Non-Compliant**

The district provided the auditor with several documents that address academic achievement. However, during the time of the audit, there was not a comprehensive dropout prevention plan nor did the information provided address high school restructuring. All high schools with a graduation rate below 80% must have a restructuring plan for the specific high school.

**CORRECTIVE ACTION:** The district needs to ensure compliance with Mississippi Code of 1972 Section 37-13-80. The district needs to ensure that a board approved dropout prevention plan is developed and implemented by district personnel.

**TIMELINE:** Immediately

***Reference:***

Mississippi Code of 1972, as amended, Section 37-13-80  
Mississippi State Board Policy 3105  
Mississippi Accreditation Standards

Mississippi Department of Education  
Office of Compulsory School Attendance Enforcement  
Tunica County School District Audit Report

The Mississippi Department of Education (MDE), Division of Alternative Education/GED Option, performed an audit on the Tunica County School District on February 11-12, 2015. The accreditation standards 22 and 23 were monitored for compliance.

**STANDARD 22. The school district provides access to an alternative education program that meets the program guidelines outlined in MS Code 37-13-92 and the guidelines established by the State Board of Education. (SB Policy 901) (See guidelines for Alternative/GED School Programs.)**

**FINDING: Non-Compliant**

1. During the period of the audit, the Tunica County School District did not have a board approved alternative program. The alternative school program must be defined through written board-approved policies and procedures that describe and provide appropriate educational opportunities for the categories of students to be served, including those found with drugs and weapons. The Mississippi Code Section 37-13-92 (a) states that alternative education shall be provided for “any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct”. Based on the Tunica County School District’s disciplinary documentation, the Tunica County School District had students that were suspended for more than ten (10) days during the time of the audit.

**CORRECTIVE ACTION:** The district needs to ensure compliance with Mississippi Code Section 37-13-92 and State Board Policy 901.

**TIMELINE:** Immediately

**STANDARD 23. The school district, in its discretion, may provide access to a GED Option program that meets the program guidelines outlined in MS Code 37-13-92(4) and the guidelines established by the State Board of Education. (SB Policy 902) (See guidelines for Alternative/GED Programs.)**

**FINDING:** The Tunica County School District’s GED Option Program Application was approved by the Mississippi Department of Education (MDE). However, the district had one (1) student, based on the district’s documentation, enrolled in the GED Option Program. The student, based on the district’s documentation, was not attending school and there was a teacher for the program.

**CORRECTIVE ACTION:** The district needs to ensure compliance with Mississippi Code Section 37-13-92 and State Board Policy 902.

***Recommendations:***

- Ensure that students referred to the GED Option Program do not exhibit behavioral difficulties that will interfere with the instructional learning time.

***References:***

Mississippi Code of 1972, as amended, Section 37-13-92

Mississippi State Board Policy 901

Mississippi State Board Policy 902

Mississippi Accreditation Standards

**Office of Special Education**

**Standards 14.3, 14.4, 17.4**





MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

Office of Special Education  
Gretchen K. Cagle  
State Director

April 20, 2015

Mr. Bernard Stephen Chandler, Superintendent  
Tunica County School District (7200)  
P.O. Box 758  
Tunica, MS 38676

Dear Mr. Chandler:

The Mississippi Department of Education (MDE), Office of Special Education (OSE) conducted an investigative audit of the Tunica County School District on September 30-October 1, 2014; November 3-4, 2014; March 3-4, 2015; and March 17-19, 2015, in order to assess the district's compliance in implementing the *Individuals with Disabilities Education Act* (IDEA). The Investigative Audit Report on Services for Students with Disabilities is enclosed.

The enclosed investigative report outlines the district's noncompliant findings and required corrective actions. Within thirty (30) days from receipt of this letter, the district must submit to the OSE an Improvement Plan outlining the actions the district will implement in order to achieve compliance. These actions must be designed to ensure that the district corrects findings of noncompliance as detailed in the enclosed report as soon as possible, but in no case no later than 12 months. The OSE will review the Improvement Plan and will provide feedback regarding the corrective actions.

We acknowledge that significant challenges face the district as you move to comply with State and Federal regulations and ensure that services to students with disabilities results in greater student success. Addressing the challenges is going to require a coordinated approach, one that includes district administrators, general educators, special educators, and families. We also strongly encourage the district to explore other resources for assistance such as the Institutions of Higher Learning, regional consortiums, neighboring districts, Federal programs, and parent organizations. Noncompliance cannot be viewed as the sole responsibility of special educators, and we emphasize that improvement will require district-wide initiatives and commitments.

As required by Federal regulations, all areas of noncompliance must be corrected as soon as possible, but in no case no later than one year from the date of identification. A follow-up visit will be conducted to verify compliance.

Failure to resolve all deficiencies noted in the enclosed report may affect the accreditation status of the school district.

Central High School Building  
359 North West Street  
P.O. Box 771  
Jackson, MS 39205-0771

Phone (601) 359-3498  
Fax (601) 359-2078

[www.mde.k12.ms.us](http://www.mde.k12.ms.us)

Mr. Bernard Stephen Chandler, Superintendent  
April 20, 2015  
Page Two

We look forward to working with you to improve the lives and educational outcomes of students with disabilities. If you have any questions concerning the enclosed report or would like to schedule a time for technical assistance, please contact Velva Haynes or me at (601) 359-3498.

Sincerely,

Tanya Bradley, Bureau Director  
Office of Special Education

Enclosure (Investigative Audit Report)

c: Kim S. Benton, Ed.D.  
Gretchen K. Cagle, M.Ed.  
Paula Vanderford, Ph.D.  
Jamiaka Harris

**MISSISSIPPI DEPARTMENT OF EDUCATION  
OFFICE OF THE CHIEF ACADEMIC OFFICER  
OFFICE OF SPECIAL EDUCATION**

Central High School Building  
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Jackson, MS 39205-0771  
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**Investigative Audit Report  
on Services for Students with Disabilities**

**September 30-October 1, 2014  
November 3-4, 2014  
March 3-4, 2015  
and  
March 17-19, 2015**

**Tunica County School District (7200)**

**Overview of Focused Monitoring Activities  
School District (7200)  
September 30-October 1, 2014  
November 3-4, 2014  
March 3-4, 2015  
and  
March 17-19, 2015**

The Tunica County School District was selected for a cyclical compliance monitoring visit during the 2014-2015 school year. As a result, the Office of Special Education (OSE) conducted the cyclical compliance monitoring visit in the Tunica County School District on September 30-October 1, 2014 and November 3-4, 2014. Following the completion of the cyclical compliance monitoring visit, the Tunica County School District was selected for an investigative audit at the request of the State Superintendent of Education. As a result, the OSE conducted an investigative audit in the Tunica County School District on March 3-4, 2015, and March 17-19, 2015. This report reflects the OSE's findings resulting from the fall 2014 cyclical compliance visits and the spring 2015 investigative audit. A fiscal compliance monitoring visit was conducted September 30-October 1, 2014, and a report regarding fiscal findings was issued to the district on November 18, 2014.

Using the Mississippi State Board Policies, the Individuals with Disabilities Education Act (IDEA) Part B, Federal Regulations and Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, as sources of authority, the OSE did not find evidence to support compliance with State and Federal requirements

As a result of the cyclical compliance monitoring visits and the investigative audits, the district is required to develop an Improvement Plan to address the systemic findings of IDEA noncompliance. The corrective actions to be included in the district's Improvement Plan are to be developed to ensure positive change for children and youth with disabilities and their families.

## **The Monitoring Team**

The MDE authorized the following team to conduct the monitoring visits on September 30-October 1, 2014, November 3-4, 2014, March 3-4, 2015, and March 17-19, 2015.

### **Team Leaders**

Martha April Rice  
Velva Haynes  
Tanya Bradley

### **OSE Evaluators**

Keisha Dixon  
Katherine Green  
Minnia Winters  
Gloria Lacey  
Valecia Davis  
Audrey Shaifer  
Mary Bobbitt  
Yvonne Ellis  
Roscoe Jones

### **Contractual Team Members**

Cynthia Bryant  
Larry Mardis  
Janet Weiskopf

## **On-Site Methods of Data Collection**

All findings described in this report are based on the analysis of data reviewed during the on-site evaluation. Data reviewed during the on-site visits included:

- District policies and procedures;
- Student evaluation and eligibility files establishing student eligibility for special education services under the Individuals with Disabilities Education Act (IDEA);
- Individualized Education Programs (IEPs) for three consecutive years (2012-2013, 2013-2014, and current year 2014-2015) to determine meaningful educational benefit for each student;
- Cumulative folders to review grade progression (retention, transfer, promotion), grades earned and recorded for each course completed by the student, and Mississippi Student Assessment System (MSAS) documentation of test scores for the Mississippi Curriculum Tests (MCT2 or MCT3) and the Subject Area Test Program (SATP2 or SATP3);
- Comprehensive Discipline Reports and the individual corresponding student Office Discipline Incident Reports completed per incident;
- As applicable and available for review, Functional Behavioral Assessments (FBAs);
- As applicable and available for review, Behavior Intervention Plans (BIPs);
- Individual student schedules;
- Student attendance reports;
- IDEA project application;
- Semi-annual certifications;
- Contracts with independent consultants;
- Invoices; and
- School inventory lists.

In addition to the OSE's review of student records and district documents, OSE staff reviewed official reports submitted to the Mississippi Department of Education. OSE staff conducted interviews with district staff and visited schools and classrooms to conduct observations and to locate equipment/fixed assets purchased with IDEA funds. The areas of noncompliance, findings, corrective actions and timelines for completion of corrective actions are listed on Attachment 1 – Findings of Noncompliance.

**Mississippi Department of Education  
Office of Special Education**

**Summary of Investigative Audit  
Tunica County School District (7200)  
September 30-October 1, 2014  
November 3-4, 2014  
March 3-4, 2015  
March 17-19, 2015**

**Attachment 1 – Status of Noncompliance**

<b>Regulations</b>	<b>Findings</b>	<b>Corrective Actions</b>
<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b></p>	<p>A review of 90 student records, district documents, interviews with district personnel and classroom observations indicated noncompliance with the development of appropriate IEPs based on the unique needs of the students. A review of the IEPs noted the following:</p> <ul style="list-style-type: none"> <li>• In sixteen (16) student records reviewed, all six required components of the Present Levels of Performance were not addressed and/or were inappropriately addressed. (Students: 2, 5, 7, 11, 12, 21, 23, 25, 26, 33, 39, 41, 42, 44, 48 and 50)</li> <li>• In nine (9) student records reviewed, the information documented in the Present Levels of Performance section of the IEP was similar or almost identical from one year to another. There was little evidence that the statements included for the six required</li> </ul>	<p><b>The district must, within 90 days:</b></p> <ol style="list-style-type: none"> <li>1. Review/revise policies and procedures for IEP development in accordance with 34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324.</li> <li>2. Provide training to all special education teachers and related service providers on policies and procedures for IEP development.</li> <li>3. Provide training to special education teachers (grades 6 – 12) regarding the development of transition plans.</li> <li>4. To ensure implementation of policies and procedures, the OSE will review additional IEPs to determine if IEPs are developed based on the students' unique needs.</li> </ol>

**Mississippi Department of Education  
Office of Special Education**

**Summary of Investigative Audit  
Tunica County School District (7200)  
September 30-October 1, 2014  
November 3-4, 2014  
March 3-4, 2015  
March 17-19, 2015**

**Attachment 1 – Status of Noncompliance**

Regulations	Findings	Corrective Actions
<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> (Continued)</p>	<p>components were revised from one year to another. (Students: 34, 35, 36, 40, 45, 47, 50, 54, and 63)</p> <ul style="list-style-type: none"> <li>• In seventeen (17) student records reviewed, accommodations and modifications were not individualized to address the students' unique needs. (Students: 2, 14, 26, 33, 35, 41, 50, 51, 52, 55, 58, 62, 71, 74, 75, 76, and 77)</li> <li>• In thirteen (13) student records reviewed, the district failed to identify and document the necessary support for personnel to enable the child to advance appropriately towards obtaining annual goals and/or the support for personnel was determined to be insufficient. (Students: 7, 11, 14, 33, 34, 36, 37, 41, 42, 44, 46, 72, and 81)</li> <li>• In nine (9) student records reviewed, the statement of non-</li> </ul>	<ol style="list-style-type: none"> <li>5. Reconvene IEP Committees to ensure special education and related services are based on the students' unique needs.</li> <li>6. Reconvene IEP Committees to develop appropriate transition plans, with required components, for all students with disabilities ages fourteen and older.</li> </ol>



**Mississippi Department of Education  
Office of Special Education**

**Summary of Investigative Audit  
Tunica County School District (7200)  
September 30-October 1, 2014  
November 3-4, 2014  
March 3-4, 2015  
March 17-19, 2015**

**Attachment 1 – Status of Noncompliance**

<b>Regulations</b>	<b>Findings</b>	<b>Corrective Actions</b>
<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> <b>(Continued)</b></p>	<p>participation in general education was not addressed and/or was inappropriately addressed. (Students: 26, 33, 36, 39, 52, 65, 66, 70, and 75)</p> <ul style="list-style-type: none"> <li>• In thirty-nine (39) student records reviewed, annual goals designed to meet the students' educational needs were not written in measurable terms and/or were inappropriately addressed. (Students: 1, 3, 7, 11, 13, 17, 19, 20, 21, 23, 25, 26, 31, 33, 34, 35, 37, 39, 40, 41, 43, 45, 46, 47, 48, 50, 54, 55, 58, 62, 65, 67, 68, 71, 72, 73, 74, 77, and 78)</li> <li>• In sixteen (16) student records reviewed, there were no annual goals to address the deficit areas of individual students. (Students: 16, 17, 18, 34, 39, 40, 42, 44, 51, 58, 63, 72, 74, 75, 77, and 78)</li> <li>• Two (2) student records reviewed</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 5-6 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> <b>(Continued)</b></p>	<p>indicated Behavioral Intervention Plan (BIP) goals and IEP goals did not match. (Students: 54 and 83)</p> <ul style="list-style-type: none"> <li>• In fifteen (15) student records reviewed, Short-Term Instructional Objectives (STIOs) were inappropriately written. (Students: 23, 25, 33, 35, 37, 40, 41, 43, 45, 47, 54, 67, 68, 71, 73)</li> <li>• In twenty-seven (27) student records reviewed, the required components for reporting student progress were not addressed and/or were inappropriately addressed. (Students: 1, 2, 3, 4, 5, 7, 12, 13, 14, 15, 23, 25, 26, 28, 29, 31, 32, 34, 35, 39, 41, 43, 46, 66, 67, 68 and 69)</li> <li>• In twelve (12) student records reviewed, special factors were not addressed in the Consideration of Special Factors section of the IEP. (Students: 11, 26, 34, 37, 39, 40,</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 5-6 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> (Continued)</p>	<p>41, 42, 60, 63, 70, and 74)</p> <ul style="list-style-type: none"> <li>• In twenty (20) student records reviewed, required components for Extended School Year (ESY) were not addressed and/or were inappropriately addressed on the ESY page of each student's IEP. (Students: 7, 14, 33, 34, 35, 39, 41, 44, 45, 48, 50, 52, 54, 58, 62, 71, 74, 75, 77, and 78)</li> <li>• In one (1) student record reviewed, the IEP meeting minutes dated April 29, 2014 indicate the student did not qualify for ESY during the 2013-2014 school year due to "no change". However, his 2013-2014 IEP report of progress does reflect progress on many goals, as well as some goals were mastered. There was no documentation to support the IEP Committee's decision-making process for ESY. (Student: 26)</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 5-6 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> (Continued)</p>	<ul style="list-style-type: none"> <li>• In seven (7) student records reviewed, Related Services were listed as Region 1 Mental Health. However, these services were not determined by the student's IEP Committee to be related services. Interviews with district personnel indicated parents secured the mental health services for these students and if the students were being seen by Region 1 Mental Health, the district listed these services under the Related Services section on the students' IEPs. It was also confirmed that only students who are Medicaid eligible are receiving services from Region 1. (Students: 43, 45, 47, 58, 62, 63, and 74)</li> <li>• In two (2) student records reviewed, the frequency and duration of services for language speech therapy is documented as a total</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 5-6 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> <b>(Continued)</b></p>	<p>number of minutes per month (example 100 minutes per month or 240 minutes per month). Documenting the frequency and duration as a total amount of minutes per month does not provide the specificity required to document the frequency (number of times per week) nor the duration (the amount of time per session). (Students: 34 and 39)</p> <ul style="list-style-type: none"> <li>• In four (4) student records reviewed, students age fourteen and older did not have transition plans. (Students: 39, 43, 45, and 47)</li> <li>• In eleven (11) student records reviewed, Transition Plans were not compliant with the eight (8) required components of the Indicator 13 Transition Checklist. (Students: 44, 51, 52, 58, 74, 75, 76, 77, 78, 79, and 80)</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 5-6 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> <b>(Continued)</b></p>	<ul style="list-style-type: none"> <li>• In five (5) student records reviewed, Exit Options were not indicated for students fourteen (14) and older. Exit options are to be determined by the IEP Committees (including the parent of a child with a disability) prior to the student's entry into ninth grade. (Students: 54, 74, 75, 76, and 78)</li> <li>• In one (1) student record reviewed, the student's exit option, specifically the Mississippi Occupational Diploma (MOD) is in conflict with the student's Transition Plan. The student's Transition Plan reflects plans to pursue a military career. Students who exit with an MOD are not eligible to serve in any of the U.S. Armed Forces. (Student: 63)</li> <li>• In twenty-three (23) student records reviewed, IEPs were not revised within the required twelve-month timeframe. (Students: 4, 5, 10,11,</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 5-6 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> <b>(Continued)</b></p>	<p>12, 14, 17, 18, 25, 27, 28, 29, 30, 31, 43, 47, 54, 55, 63, 65, 74, 75, and 76)</p> <ul style="list-style-type: none"> <li>• In one (1) student record reviewed, there is no IEP revision documented to reflect a change in placement for the student. (Student: 7)</li> <li>• In thirteen (13) student records reviewed, all appropriate IEP Committee members were not involved in the development of IEPs. (Students: 14, 16, 17, 26, 34, 36, 37, 39, 40, 41, 42, 44, and 62)</li> <li>• In six (6) student records reviewed, dates were not documented in various instances, specifically the date of the annual IEP meeting, the date of the IEP meeting to determine the student's eligibility for ESY, the projected review/revision date for the IEP, beginning and ending dates for service provision,</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 5-6 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> <b>(Continued)</b></p>	<p>the eligibility determination date on the Eligibility Summary Report, and the date a copy of the IEP was provided to parents. (Students: 26, 35, 37, 39, 40, and 41)</p> <ul style="list-style-type: none"> <li>In two (2) student records reviewed, the student files included multiple IEPs for the current 2014-2015 school year, with no changes in services or goals. One student had three different IEPs for the 2014-2015 school year which had identical Present Levels of Performance and goals. (Student: 58). The other student had two IEPs for the 2014-2015 school year with identical Present Levels of Performance and goals. One of the IEPs for this student indicated the student was classified as having a Significant Cognitive Disability (SCD); the second IEP for this student indicated the student was</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 5-6 of this report for required corrective actions.</p>



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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> <b>(Continued)</b></p>	<p>NOT classified as having an SCD. (Student: 75)</p> <ul style="list-style-type: none"> <li>In addition to the services provided by full-time Speech Language Pathologists (SLPs) employed by the Tunica County School District, the district contracts with an SLP to provide language/speech services to some students with Language Speech eligibility in the district. The teachers and administrator at Dundee Elementary had no access to the IEPs of Language Speech students (or at least the portion of the IEP addressing the language/speech services). The contractual SLP carries the language/speech portion of the IEPs in her personal vehicle.</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 5-6 of this report for required corrective actions.</p> <p>The district must ensure IEPs, which are confidential student records, are maintained in locked and secure storage files/cabinets and they must be accessible to all service providers who provide specially-designed instruction and related services to children with disabilities.</p>

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<p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324 Individualized Education Programs.</b></p> <p><b>The term Individualized Education Program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting.</b> (Continued)</p>	<ul style="list-style-type: none"> <li>One (1) student record reviewed indicates the student's need for a Health Plan due to seizures (Present Levels of Performance section of the 2012-2013 IEP and the 2014-2015 IEP). In an interview with the student's current teacher, she was unaware of a Health Plan. (Student: 3)</li> </ul>	<p><b>The district must, within 30 days:</b></p> <p>Develop a Health Plan, as stated in the student's IEP. Once the Health Plan is completed, reconvene the IEP Committee to ensure the student's teachers and other pertinent school staff are knowledgeable of the information in the Health Plan and how to implement it.</p>

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<p><b>34 C.F.R. § 300.101 and State Board Policy 7219, § 300.101 Free Appropriate Public Education (FAPE)</b></p> <p><b>34 C.F.R. § 300.39 and State Board Policy 7219, § 300.39 Special Education</b></p>	<p>Based upon a review of student records, the district failed to provide evidence/documentation that all students with disabilities are provided a free appropriate public education with specially-designed instruction to meet the unique needs of a child with a disability. In four (4) of five (5) schools visited, a review of lesson plans, teacher interviews, individualized education programs and instructional data did not support appropriate specialized instruction individualized to each student's unique needs.</p> <ul style="list-style-type: none"> <li>• In nineteen (19) student records reviewed, the students evidenced little or no educational benefit over a three (3) year period. The IEP Committees failed to reconvene to review and revise IEPs when there was a lack of student progress. (Students: 1, 2, 7, 12, 13, 14, 15, 26, 34, 40, 41, 66, 67, 68, 69, 70,</li> </ul>	<p><b>The district must, within 90 days:</b></p> <ol style="list-style-type: none"> <li>1. Review/revise policies and procedures to ensure all students with disabilities are provided a free appropriate public education (FAPE) consistent with State Board Policy 7219 in accordance with the student's IEP.</li> <li>2. Provide training to all school building principals and instructional staff regarding State and Federal requirements for ensuring a FAPE to each child with a disability in accordance with the child's IEP.</li> <li>3. Provide training to school building principals and instructional staff as to how the delivery of special education instruction and related services are to be documented, to ensure that they support appropriate specialized instruction/services individualized to the students' unique needs.</li> </ol>

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<p><b>34 C.F.R. § 300.101 and State Board Policy 7219, § 300.101 Free Appropriate Public Education (FAPE)</b></p> <p><b>34 C.F.R. § 300.39 and State Board Policy 7219, § 300.39 Special Education (Continued)</b></p>	<p>71, 72, and 73)</p> <ul style="list-style-type: none"> <li>• In one (1) student record reviewed, there was no documentation of the provision of speech as a Related Service. According to the IEP minutes, there was a dismissal from speech therapy; however, the actual IEP document does not reflect a dismissal. The district offered to place the student on an abbreviated day or homebound services due to the student falling down and not taking his medication. The parents were requested to keep the student home when he was not on medication and consequently the student missed nine (9) days of school due to this request. The IEP Committee failed to revise the annual goals when the student failed to make progress. (Student: 26)</li> <li>• One (1) student record reviewed</li> </ul>	<p>4. Provide training to all special education teachers and school administrators regarding implementation of specialized instruction individualized to the student's unique needs.</p> <p><b>The district must, within 30 days:</b></p> <p>5. Reconvene the IEP Committee to develop an appropriate IEP with all required components based on the student's unique needs in accordance with 34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324.</p> <p>6. Reconvene the IEP Committee to determine compensatory services for the district's failure to provide a FAPE. The IEP Committee must document the decision-making process.</p>

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<p><b>34 C.F.R. § 300.101 and State Board Policy 7219, § 300.101 Free Appropriate Public Education (FAPE)</b></p> <p><b>34 C.F.R. § 300.39 and State Board Policy 7219, § 300.39 Special Education (Continued)</b></p>	<p>indicated the student was promoted from the fourth to the sixth grade with no additional supports. (Student: 44)</p> <ul style="list-style-type: none"> <li>• One (1) student record reviewed indicated the student was currently repeating third grade and had previously repeated first grade. There was little or no revisions/changes reflected on the student's IEPs regarding needed accommodations or specially-designed instruction to enable the student to progress in the general education curriculum. The IEP Committee failed to reconvene for the purpose of reviewing/revising the student's IEP to address a lack of progress. (Student: 1)</li> <li>• One (1) student record reviewed indicated the student was currently repeating third grade. There was no evidence the IEP was revised</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 17-18 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. § 300.101 and State Board Policy 7219, § 300.101 Free Appropriate Public Education (FAPE)</b></p> <p><b>34 C.F.R. § 300.39 and State Board Policy 7219, § 300.39 Special Education (Continued)</b></p>	<p>(identical goals) or that the IEP Committee considered any additional supports/supplementary aids and services even though the student's performance has regressed. (Student: 2)</p> <ul style="list-style-type: none"> <li>• One (1) student record reviewed indicated the student is not being provided speech services. The IEP stated the student should receive speech services 30 minutes, once weekly. This student is currently not included on any speech therapist's schedule or roster for service provision. (Student: 40)</li> <li>• One (1) student record reviewed indicated the student was eligible for speech/language services in the area of language, however there was no evidence to support the student was receiving language speech services. There were no goals for language on the IEP.</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 17-18 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. § 300.101 and State Board Policy 7219, § 300.101 Free Appropriate Public Education (FAPE)</b></p> <p><b>34 C.F.R. § 300.39 and State Board Policy 7219, § 300.39 Special Education (Continued)</b></p>	<p>(Student: 39)</p> <ul style="list-style-type: none"> <li>• One (1) student record reviewed indicated a dismissal from speech services on April 10, 2012; however speech goals were not assessed and it could not be determined if the student had mastered the speech therapy goals. (Student: 35)</li> <li>• One (1) student record reviewed indicated the student was eligible for speech services, however there was no documentation to support the provision of language speech services and the district was unable to verify the inclusion of this student on any of the speech therapists' schedules/rosters. (Student: 14)</li> <li>• One (1) student record reviewed did not document the district's provision of homebound services to the student on a consistent basis. The homebound services were being provided by a speech</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 17-18 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. § 300.101 and State Board Policy 7219, § 300.101 Free Appropriate Public Education (FAPE)</b></p> <p><b>34 C.F.R. § 300.39 and State Board Policy 7219, § 300.39 Special Education (Continued)</b></p>	<p>therapist in the district and documentation provided by the district only verified three visits to the child's home during the 2014-2015 school year. The student's IEP indicates she is to receive Physical Therapy (PT); however, there is no documentation which supports the provision of PT as she is currently not assigned to a Physical Therapist for the provision of PT. (Student: 7)</p> <ul style="list-style-type: none"> <li>• In one (1) student record reviewed of an Out-of-State transfer into the district, the district did not provide comparable services from April 2014 through the end of the 2013-2014 school year. (Student: 37)</li> <li>• In one (1) student record reviewed, the student was eligible in the category of SL (Language Impaired and Articulation). The student was only receiving language services.</li> </ul>	<p>See Corrective Actions 1-6 noted on pages 17-18 of this report for required corrective actions.</p>



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<p><b>34 C.F.R. § 300.101 and State Board Policy 7219, § 300.101 Free Appropriate Public Education (FAPE)</b></p> <p><b>34 C.F.R. § 300.39 and State Board Policy 7219, § 300.39 Special Education (Continued)</b></p>	<p>Therapy in the area of articulation was not being provided, although the student was eligible to receive articulation therapy. (Student: 46)</p>	<p>See Corrective Actions 1-6 noted on pages 17-18 of this report for required corrective actions.</p>

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<p><b>34 C.F.R. § 300.114 and State Board Policy 7219, § 300.114 Least Restrictive Environment (LRE)</b></p> <p><b>34 C.F.R. § 300.116 and State Board Policy 7219, Placement</b></p> <p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§300.320-300.324 Individualized Education Programs.</b></p>	<p>A review of policies and procedures indicated Least Restrictive Environment (LRE) policies and procedures were insufficient and/or inconsistent with IDEA and State Board Policy 7219. The district did not have in effect policies and procedures to ensure LRE requirements were met.</p> <ul style="list-style-type: none"> <li>• One (1) student record reviewed indicates the placement decision was not reviewed annually. (Student: 74)</li> <li>• During the March 2015 on-site visit, OSE staff visited the classroom designated as the Alternative School. It was noted that the Alternative School (classroom) and the In-School Suspension (ISS) room were being provided in the same classroom. An observation conducted in this classroom revealed little or no instruction taking place (students surfing the</li> </ul>	<p><b>The district must, within 90 days:</b></p> <ol style="list-style-type: none"> <li>1. Review/revise policies and procedures to ensure the district makes timely and appropriate placement decisions regarding students with disabilities in accordance with LRE requirements.</li> <li>2. Provide documented training on LRE policies and procedures to special education teachers, administrators, and other appropriate personnel.</li> <li>3. Develop and implement a defined procedure for ensuring that IEPs are conducted at least annually and submit to the OSE a copy of the district's procedure.</li> </ol>

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<p><b>34 C.F.R. § 300.114 and State Board Policy 7219, § 300.114 Least Restrictive Environment (LRE)</b></p> <p><b>34 C.F.R. § 300.116 and State Board Policy 7219, Placement</b></p> <p><b>34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§300.320-300.324 Individualized Education Programs (Continued)</b></p>	<p>Internet and throwing a football in the classroom). The Alternative School program had previously been disbanded on February 12, 2015. It was reinstated sometime later. An administrator was designated as having oversight of the Alternative School (program) while MDE staff were on-site conducting the visit on March 17, 2015. Documentation indicated students were administratively placed at the Alternative School without following the appropriate and required discipline procedures.</p>	<p><b>The district must, within 30 days:</b></p> <p>4. Reconvene the IEP Committee to develop an appropriate IEP with all required components based on the student's unique needs in accordance with 34 C.F.R. §§ 300.320-300.324 and State Board Policy 7219, §§ 300.320-300.324.</p>

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<b>Regulations</b>	<b>Findings</b>	<b>Corrective Actions</b>
<p><b>34 C.F.R. § 300.530 and State Board Policy 7219, § 300.530 Discipline Procedures</b></p>	<ul style="list-style-type: none"> <li>• One (1) student was provided no educational services following the tenth day of removal and was subsequently expelled on March 19, 2015 by the school board. (Student: 75)</li> <li>• One (1) student received a change in placement to the Alternative School on August 26, 2014. No Manifestation Determination Review was conducted and there was no Functional Behavioral Assessment (FBA) completed or Behavior Intervention Plan (BIP) developed/implemented to address the behaviors and to prevent the behavior(s) from recurring. The student received another change in placement on October 9, 2014, with the IEP Committee recommending an FBA. The parent provided permission for the FBA to be conducted; however, there was no</li> </ul>	<p><b>The district must, within 90 days:</b></p> <ol style="list-style-type: none"> <li>1. Review policies and procedures, and, if necessary, revise policies and procedures to ensure the district follows IDEA regulations regarding the removal of students with disabilities from the current placement for disciplinary reasons, which result in a change of placement.</li> <li>2. Provide documented training to special education teachers and school administrators regarding the appropriate discipline procedures to follow when a student with disabilities is removed from his/her current placement.</li> <li>3. Reconvene an IEP Committee meeting to determine compensatory services for the district's failure to provide services following the 10th day of removal.</li> </ol>

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<p><b>34 C.F.R. § 300.530 and State Board Policy 7219, § 300.530 Discipline Procedures (Continued)</b></p>	<p>FBA or BIP in the student's file. It was noted the exact number of days of out-of-school suspensions was inconsistent. According to the Comprehensive Discipline Report, the student has been suspended for a total of 13 days; however, MSIS indicates a total of 17 days of suspension. The student's attendance report indicates 38 days of absences. The dates on the Comprehensive Discipline Report do not align with the dates on the attendance report. In addition, in an interview with his teacher, it was stated the student had been suspended for 18 days prior to his placement in Millcreek on December 9, 2014. (Student: 44)</p>	<p><b>The district must, within 30 days:</b></p> <p>For Student 44 and 75, reconvene the IEP Committee to determine compensatory services for the district's failure to provide services after the 10<sup>th</sup> day of removal prior to the student's placement at Millcreek, and to address the district's failure to conduct an FBA and to develop and implement a BIP to address the problem behavior(s). The IEP Committee must document the decision-making process.</p>

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<b>Regulations</b>	<b>Findings</b>	<b>Corrective Actions</b>
<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model).</b></p>	<p>A review of the district's Child Find policies and procedures indicated the policies are insufficient and inconsistent with IDEA and State Board Policy 7219. The policies do not address limiting the number of requests or evaluations within a year and the procedures for how referrals are addressed when school is not in session. There are no procedures for documenting verbal requests for an initial evaluation.</p> <p>Based on a review of student records and administrator interviews, the district does not have an effective Child Find process. All schools have an RTI Coordinator assigned to them; however, the administrators of the schools do not know who is currently in the Tier Process or who has been recommended for testing.</p> <ul style="list-style-type: none"> <li>Interviews with district personnel indicated the TST met on February 4, 2015 and recommended thirteen</li> </ul>	<p><b>The district must, within 90 days:</b></p> <ol style="list-style-type: none"> <li>Review/revise Child Find policies and procedures to reflect <u>all</u> required components with IDEA and State Board Policy 7219, including requirements in the Special Education Eligibility Determination Guidelines.</li> <li>Submit to OSE the district's board-approved Child Find policies and procedures.</li> <li>Provide documented training on revised Child Find policies and procedures consistent with IDEA and State Board Policy 7219, including the Special Education Eligibility Determination Guidelines to all special education teachers, school administrators, and other appropriate personnel, including psychometrist(s), speech/language therapist(s), and psychologist (if applicable), TST Chairperson(s)</li> </ol>

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<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model). (Continued)</b></p>	<p>students for testing for a special education evaluation. The district's psychometrist indicated three (3) of thirteen (13) were parent referrals. The MET had no documentation of these referrals and subsequently had not met within the required 14 days (the MET must meet within 14 calendar days of receipt of a written or verbal request for an evaluation) to review the information.</p> <ul style="list-style-type: none"> <li>• Interviews conducted with school personnel at Dundee Elementary revealed the school was unable to provide documentation of students that are currently in the Tier process receiving interventions and who have been referred for an evaluation. There were no procedures for making a request for a comprehensive evaluation.</li> <li>• Child Find activities through the use of Rtl were missing or nonexistent</li> </ul>	<p>and Multi-disciplinary Evaluation Team (MET) members.</p> <ol style="list-style-type: none"> <li>4. Provide documentation of implementation of revised Child Find policies and procedures. The OSE will review random files for implementation (Prong 2).</li> <li>5. Convene the MET to meet on the thirteen students recommended for an evaluation.</li> </ol>

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<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model). (Continued)</b></p>	<p>in five (5) student files. There was no evidence interventions were provided to the student or data to support the implementation of interventions. (Students: 11, 21, 83, 89, 90)</p> <ul style="list-style-type: none"> <li>One (1) student record reviewed indicates there was no documentation of an MET meeting. The parent requested a comprehensive evaluation on September 12, 2013. The parent had an outside evaluation conducted on March 18, 2014, and an IEP was completed on May 29, 2014. (Student: 21)</li> </ul>	<p>For Student 21, the district must reconvene the IEP Committee to determine compensatory services for the district's failure to locate, identify and evaluate the student in a timely manner. The IEP Committee must document the decision-making process for determining compensatory services.</p> <p>The district must ensure that all MET meetings are conducted in accordance with IDEA and State Board Policy 7219, and must ensure parents are included as members of the MET.</p>



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<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model). (Continued)</b></p>	<ul style="list-style-type: none"> <li>• Based on a review of three (3) files, there was no documentation of an MET meeting with required members, including the parent, within 14 calendar days. (Students: 11, 89, 90)</li> <li>• One (1) student record reviewed indicates the appropriate MET members did not participate in the eligibility determination meeting. (Student: 41)</li> <li>• In one (1) student record reviewed, the district failed to meet the 60-day evaluation timeline. According to district documentation, the parent signed permission to test on September 16, 2014. A vision screening was conducted on October 2, 2014, and a letter was sent home to the parent on November 19, 2014, informing the parent the district could not test due</li> </ul>	<p>For Student 90, reconvene the MET to request permission from the parent to conduct a comprehensive evaluation. If the student is determined eligible, the IEP Committee must develop an IEP within 30 days <b>AND</b> the IEP Committee must determine compensatory services for the district's failure to locate, identify, and evaluate the student in a timely manner. The IEP Committee must document the decision-making process for determining compensatory services.</p>

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<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model). (Continued)</b></p>	<p>to the child's glasses being broken. An MET meeting was conducted on April 16, 2014; however no action was indicated nor did the parent attend the meeting. The parent requested an evaluation again on January 26, 2015. There was no documentation of an MET meeting. STAR reading data from the 2013-2014 school year documents the student, from August 2013 through May 2014, was not progressing. (Student: 90)</p> <ul style="list-style-type: none"> <li>In one (1) student record reviewed, eligibility information is inconsistent across a number of sources. The student's IEP indicates the student has a ruling of an Emotional Disability. The Present Levels of Performance in the student's IEP indicates the student has a ruling of Language Impaired. In the Mississippi Student Information</li> </ul>	<p>For Student 34, reconvene the IEP Committee to determine the student's current eligibility as determined by a comprehensive evaluation. Ensure the IEP and MSIS have the student's correct eligibility.</p> <p>The district must ensure eligibility documentation confirming or verifying a student's eligibility is completed appropriately and in accordance with IDEA and State Board Policy 7219 requirements.</p>

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<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model). (Continued)</b></p>	<p>System (MSIS), the student is classified as having an Intellectual Disability. (Student: 34)</p> <ul style="list-style-type: none"> <li>• One (1) student record reviewed, specifically a reevaluation file, indicates no documentation of the names of the IEP members/MET members who determined eligibility at the eligibility determination meeting. (Student: 32)</li> <li>• In one (1) student record reviewed, the Reevaluation Summary Form used to document eligibility was incomplete (a number of areas were left blank and information was missing). (Student: 34)</li> </ul> <p>Based on a review of five (5) student records and interviews, the OSE review team determined the students did not meet the criteria of eligibility guidelines for determining if a child is a student with a disability.</p>	<p><b>The district must, within 30 days:</b></p> <p>For these five identified students, reconvene the IEP Committees to request permission from the parents to conduct a comprehensive reevaluation in accordance</p>

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<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model). (Continued)</b></p>	<ul style="list-style-type: none"> <li>• One (1) student has a current eligibility of Developmentally Delayed (DD) although the student is non-ambulatory and requires the use of a wheelchair. Based on the documentation in the file, there is evidence the student would fit in one of the other eleven (11) eligibility categories; however, there is no indication the eligibility committee considered one of the other eligibility categories. (Student: 8)</li> <li>• One (1) student has a current eligibility of DD; however, the parent stated the child has a diagnosis of Down's Syndrome. There is no documentation the assessment considered a more appropriate eligibility prior to DD. (Student: 87)</li> <li>• One (1) student has a current eligibility of Specific Learning</li> </ul>	<p>with State Board Policy 7219: Special Education Eligibility Determination Guidelines for each of the students with a questionable ruling.</p> <p>Based on the completion of these comprehensive reevaluations, reconvene the IEP Committees to consider the additional information and develop an appropriate IEP based on the students' unique needs.</p>

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<p><b>34 C.F.R. § 300.111 and State Board Policy 7219, § 300.111 Child Find Procedures</b></p> <p><b>State Board Policy 7219 State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 2004: Special Education Eligibility Determination Guidelines</b></p> <p><b>State Board Policy 4300 (Tiered Instructional Model). (Continued)</b></p>	<p>Disability (SLD); however, four (4) teacher narratives and a parent interview indicate behavioral/social/emotional concerns. There is no documentation in the assessment report indicating the student was assessed in all areas related to the suspected disability; specifically behavioral/social/emotional as indicated in the various documentations. In addition, the IQ was scored incorrectly, specifically the addition of scaled scores. (Student: 88)</p> <ul style="list-style-type: none"> <li>One (1) student has a current eligibility of Multiple Disabilities (MD) in the areas of Intellectual Disabilities, Autism, and diagnoses of Cerebral Palsy and Epilepsy. The areas of the eligibility of Multiple Disability do not meet the criteria in State Board Policy 7219</li> </ul>	<p><b>The district must, within 30 days:</b></p> <p>For these five identified students, reconvene the IEP Committees to request permission from the parents to conduct a comprehensive reevaluation in accordance with State Board Policy 7219: Special Education Eligibility Determination Guidelines for each of the students with a questionable ruling.</p> <p>Based on the completion of these comprehensive reevaluations, reconvene the IEP Committees to consider the additional information and develop an appropriate IEP based on the students' unique needs.</p>

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<p><b>MS Code Section 37-16-11(1)</b></p> <p><b>MS Public School Accountability Standards, Standard 14.4 and Appendix G</b></p>	<p><b>Mississippi Occupational Diploma</b></p> <p>Based upon an interview with district personnel, it was noted that students had exit options documented as the MOD upon transferring from Tunica Middle School to Rosa Fort High School. However, since there were not teachers available to teach the MOD courses, the students' exit options were changed to another exit option. OSE staff were told that no one can obtain an MOD due to this reason. It was noted that these students' exit option choice was changed from MOD to a Standard High School Diploma without reconvening an IEP Committee meeting. There were at least two (2) students whose records were reviewed who still had the MOD selected as their exit option, in spite of this information. (Students: 62 and 63)</p> <ul style="list-style-type: none"> <li>In one teacher interview conducted at Rosa Fort High School, the</li> </ul>	<p><b>The district must, within 90 days:</b></p> <p>Develop a program for implementation of a Mississippi Occupational Diploma for students with disabilities whose IEP Committees (including the parent) determine this option to be a viable exit option for individual students. Students with disabilities have available the following graduation/exit options: Standard High School Diploma, Mississippi Occupational Diploma, GED Option Program (as available), and Certificate of Completion.</p> <p>Reconvene IEP Committees of each student with a disability who entered Rosa Fort High School as a ninth grader at the beginning of the 2014-2015 school year whose exit option was noted as the MOD and was changed to another exit option without going through the IEP Committee process. The IEP Committees must</p>



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<b>MS Code Section 37-16-11(1)</b>  <b>MS Public School Accountability Standards, Standard 14.4 and Appendix G</b>	teacher was informed at the beginning of the school year there were no MOD classes, so therefore no students is to receive an MOD.	determine whether the MOD is an appropriate exit option for each high school student with a disability. If the MOD is determined to be the most appropriate exit option for an individual student with a disability, an MOD program must be made available for the individual student.

**Office of Student Assessment**

**Standard 16**

**Overview of District Audit  
Tunica County School District (7200)  
February / March 2015**

The Office of Student Assessment conducted an audit visit in the Tunica County School District in February and March of 2015.

Using the Mississippi Public School Accountability Standards as the source of authority, the MDE **did not** find evidence to support compliance with the following requirements:

- Standard 16 IV 2B

**The Monitoring Team**

The MDE authorized the following team to conduct the visit:

- Walt Drane
- Michael Martin

**On-Site Methods of Data Collection**

All findings described in this report are based on interviews with district staff, analysis of data reviewed during the on-site evaluation, analysis of official documentation on file in the district, and analysis of official reports submitted to the Mississippi Department of Education. The areas of noncompliance identified are listed on Attachment 1 – Findings of Noncompliance.

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Attachment 1 – Findings of Noncompliance

<b>Tunica County School District</b>	16 IV 2B – The District Test Security Plan is signed by the district superintendent, the district test coordinator, and the chairman of the school board. The School Test Security Plan, which is a part of the District Test Security Plan, is signed by the school principal, school test coordinator, and the district test coordinator.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"><li>• The District Test Security Plan is not signed by the appropriate personnel. The School Test Security Plans at each school are not signed by the appropriate personnel.</li></ul>	<ul style="list-style-type: none"><li>• The District and School Test Security Plans should be signed by the appropriate personnel and uploaded into SharePoint.</li></ul>	<ul style="list-style-type: none"><li>• <b>This should be done immediately.</b></li></ul>	

**Career Technical Education**

**Standard 17.3**

**Office of Career and Technical Education  
Tunica County School District Audit Report  
March 17-18, 2015**

**ADMINISTRATION**

Applicable Career and Technical Education (CTE) program standards in the Administrative evaluation of the Consolidated Monitoring Instrument were reviewed and the following standards were not met.

***Standard 1:*** *Programs are designed to improve the academic and technical skills of career and technical education students.*

**Finding 1:** Negative responses were found on the program evaluations for Automotive Mechanics Technology and Machine Shop Technology. (See specific program area for details).

**Recommendation:** The CTE Director should systematically observe and evaluate program areas to improve the academic and technical skills of career and technical education students. CTE Director should immediately begin observing, evaluating, and documenting corrective actions completed on all CTE programs with findings identified in this report.

**Timeline for correction:** Documentation should be kept regarding the specific programs and finding by October 2015.

***Standard 8:*** *Director actively pursues grants for the career and technical center.*

**Finding 2:** The CTE Director has not pursued any additional grants outside of CTE for the career and technical center.

**Recommendation:** The CTE Director should research websites or contact other directors about grants that are available to help enhance the career and technical center.

**Timeline for correction:** December 2015.

**Finding 3:** The CTE Director does not monitor the career and technical education instructor's performance at the off-site campuses.

**Recommendation:** The CTE Director needs to develop a working relationship with the principals of all the career and technical education instructors/staff persons to observe and conduct an informal evaluation of their performance and programs. The CTE Director should be notified immediately if a CTE instructor/staff person has resigned, been terminated or if the instructor's schedule has changed. Documentation should be kept and filed.

**Timeline for correction:** December 2015.

**Standard 11:** *Adequate safeguards are in place to prevent discrimination against CTE students.*

**Finding 4:** The non-discriminatory statement was not printed in the student's handbook or on letters sent to parents or brochures. The non-discriminatory statement should be consistent throughout the district wherever posted or printed.

**Recommendation:** Add the non-discrimination statement to all documentation distributed to parents, community, and other entities regarding recruitment into career and technical programs offered at the David Williams, Jr. Career and Technical Center and Tunica County School District as a safeguard to prevent discrimination against special populations groups and all students. Also, add visible posters outlining the non-discrimination statement, especially in areas where parents and the community will visit (all schools and central office).

**Timeline for correction:** October 2015. (For handbooks, the timeline is by the start of the upcoming school year).

**Standard 14:** *Are there CTE instructors/staff paid with CTE funds for teaching non-CTE courses or performing other duties.*

**Finding 5:** There are teachers listed on the Teacher Budget Report with salaries that do not match their Contract for Employment. Kabreca Henderson, contract amount \$43,278 and teacher budget amount \$41,141.00. Shondra Jackson-King, contract amount \$40,095 and teacher budget amount \$39,650.00 and Robert Monroe, contract amount \$37,421.00 and teacher budget amount \$33,515.00.

**Recommendation:** The CTE Director should immediately correct the Teacher Budget Report so that the Teacher Budget Report matches the Contract for Employment amount. The CTE Director should be immediately notified if there are any changes to a teacher's schedule as well as salary so that adjustments to the Teacher Budget Report can be made. The CTE Director should follow-up with business manager to verify salaries of all CTE employees.

**Timeline for correction:** Immediately

**Standard 46:** *Loss, damage, and theft of property are documented in police records and investigative reports.*

**Finding 6:** There were seven (7) pieces of equipment items missing during the 100% Inventory Audit; however there was only one police report filed.

**Recommendation:** There should be an investigation of all missing equipment items and a copy of the police report maintained and filed. A copy of the report should be kept in the CTE Director's office. The district may locate the item and return it to its proper location, replace the missing item with another item of equal quality and value, or reimburse MDE/OCTE for the original value of the item. The missing items are listed below.

Description	Serial Number	Inventory Number
Apple Computer IPAD	DN6H9KX6DFHW	TU 604
Spectrum Desk Modular	38943	TU 461
Cannon Power Shot	432050003793	TU 610
Cannon Video Camera	522524100817	TU 613
Dell Computer Notebook	38C82K1	TU 585
Cannon Video Camera	052890002369X1	TU 589
Cyber Digital Camera	3556243	TU 608

**Timeline for correction:** July 2015

**Standard 53:** *Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.*

**Finding 7:** Documentation of graduation, completion or credentials was not recorded and readily available.

**Recommendation:** CTE Director should keep a record and have it readily available of all career and technical education students who complete, graduate and receive credentials in a career and technical education program.

**Timeline for correction:** May 2015.

**Standard 59:** *Each student has the opportunity to participate in a student organization.*

**Finding 8:** There were some instructors that did not have documentation indicating that students were presented the opportunity to join a student organization.

**Recommendation:** Every student should be presented the opportunity to participate in a student organization and documentation should be kept on file. Contact the CTE/Office of Student Organizations regarding information associated with the career and technical education programs offered.

**Timeline for correction:** August 2016.

## **Automotive Mechanics Technology**

**Standard 1:** *Lighting is adequate.*

**Finding 9:** Lighting for shop is not sufficient.

**Recommendation:** More lighting should be added in the shop.

**Timeline for correction:** August 2015



**Standard 18:** *Color-coding schemes for safety purposes are used where needed throughout the classroom/lab.*

**Finding 10:** Color-coding scheme is not sufficient.

**Recommendation:** Shop floor color-coding scheme should be repainted.

**Timeline for correction:** August 2015

## **Machine Shop Technology**

**Standard 18:** *Color-coding schemes for safety purposes are used where needed throughout the classroom/lab.*

**Finding 11:** Color-coding scheme is not sufficient.

**Recommendation:** Shop floor color-coding scheme should be repainted.

**Timeline for correction:** August 2015

**Office of Child Nutrition**

**Standard 17.5**

## Memorandum

**Date:** April 9, 2015  
**To:** MDE, Office of Accreditation  
**From:** Stephanie N. Robinson, Division Director  
Office of Child Nutrition, School Support Division  
**Subject:** Accreditation Review-Tunica County School District

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During the month of March, the Office of Child Nutrition conducted on site reviews at each of the schools in the Tunica County School District. Meals served are compliant with USDA regulations and required nutrient standards. However, the following issues were noted:

### Accreditation Violations:

#### Accreditation Violation #1

- 1) State the Deficient Standard
  - a. USDA Smart Snack Regulations
- 2) State the Finding
  - a. Snacks sold outside of the Child Nutrition Program do not meet USDA Smart Snack regulations.
- 3) Provide the Corrective Action
  - a. All food items sold outside of the Child Nutrition Program must meet USDA Smart Snack regulations. Beginning School Year 2014-2015, all foods sold at school during the school day must meet nutrition standards. The Smart Snacks in School regulation applies to **all foods sold** in school stores, vending machines, as extra sales during lunch/breakfast, etc.
- 4) Specify a Timeline for correction.
  - a. Please allow 30 days for correction of the violation

#### Accreditation Violation #2

- 1) State the Deficient Standard
  - a. State Board Policy 2002-Competitive Food
- 2) State the Finding
  - a. Schools are not in compliance with the competitive food rule.
- 3) Provide the Corrective Action

- a. District personnel must ensure that children are not in the position of having to decide between non-nutritious foods immediately before or during the meal service period. No food items will be sold on the school campus for one (1) hour before the start of any meal services period.
- 4) Specify a Timeline for correction.
- a. Please allow 30 days for correction of the violation

**Other Findings:**

- Cafeteria staff are ordering excess food that cannot be accounted for in inventory
  - The SFSA/district plans to install cameras and change locks
- Labor costs are high, the district sets wages higher than normal in order to compete with the surrounding casinos
- The district has been contributing approximately \$300,000 annually to the Child Nutrition account to cover costs.

The SFSA is new to the district and has displayed attributes of a good director/leader, but will need time to move the district CNPs in the right direction. The Program Specialists assigned to this area have commended his work thus far.

**School Wellness**

**Standard 17.5.1**

## **Monitoring Visit to Tunica County School District – March 2, 2015**

- The monitoring visit was conducted by an Office of Healthy Schools staff member to retrieve information and documentation for compliance with the following:
  - Accountability Standard 17.5.1
  - Accountability Standard 27
  - Accountability Standard 20 and Appendix A-3
  - Mississippi Code 37-13-34
  - Mississippi Code 37-13-17
  
- Schools visited were:
  1. Robinson Elementary – Principal – Sherwonda Dunn
  2. Tunica Elementary – Principal – Eva McCool-O’Neil
  3. Dundee Elementary – Principal – N. Bates
  4. Tunica Middle – Principal – Mr. Glen Newson
  5. Rosa Fort High School – Principal – Angela Ellington

### **Findings:**

**At Robinson Elementary everything was found to be in order.** The school has a local Wellness Policy and a Health Council that meets at least three times a year. A copy of the wellness policy was collected as documentation. Health Education and Physical Education are part of the basic curriculum. Teachers are using the 2012 Mississippi Contemporary Health Curriculum and the 2013 Mississippi Physical Education Frameworks. A master schedule was collected as documentation. Students receive 45 minutes of health instruction each week that is integrated into the academic classrooms and 150 minutes of physical education/physical activity as required by law. They have a 50 minute physical education class once a week and 20 minutes of physical activity is incorporated into each school day. The school is using the Move to Learn Program. Fifth grade students are fitness tested using the Presidential Youth Fitness Program. The school has a school nurse who operates under the *Mississippi School Nurse Procedures and Standards of Care*. The nurse to student ratio is 1 to 579.

**At Tunica Elementary everything was found to be in order.** The school has a local Wellness Policy and health issues are discussed during School Safety Committee meetings. A copy of the wellness policy was collected as documentation. Health Education and Physical Education are part of the basic curriculum. Teachers are using the 2012 Mississippi Contemporary Health Curriculum and the 2013 Mississippi Physical Education Frameworks. A master schedule was collected as documentation. Students receive 45 minutes of health instruction each week through PE class and the integration of health topics into academic classrooms. Students get the required 150 minutes of physical education/physical activity each week through a 50 minute physical education class taught once a week, through recess, and through teacher-led physical

activity in the academic classroom. The school is using the Move to Learn Program. All students are fitness tested. The school has a school nurse who operates under the *Mississippi School Nurse Procedures and Standards of Care*. The nurse to student ratio is 1 to 462.

**At Dundee Elementary everything was found to be in order.** The school has a local Wellness Policy and a Health Council. A copy of the wellness policy was collected as documentation. Health Education and Physical Education are part of the basic curriculum. Teachers are using the 2012 Mississippi Contemporary Health Curriculum and the 2013 Mississippi Physical Education Frameworks. A master schedule was collected as documentation. Students in grades 2-5 receive 45 minutes of health instruction each week that is integrated into science class. Pre-K and first graders receive health instruction in their self-contained classrooms. Students in Pre-K and second grades receive 30 minutes of physical education/physical activity each day and 3<sup>rd</sup> through 5<sup>th</sup> graders get 45 minutes a day. The school is using the Move to Learn Program. Fifth grade students are fitness tested using the Presidential Youth Fitness Program.

**At Tunica Middle School everything was found to be in order.** The school has a local Wellness Policy and a Health Council. A copy of the wellness policy was collected as documentation. Health Education and Physical Education are part of the basic curriculum. Teachers are using the 2012 Mississippi Contemporary Health Curriculum and the 2013 Mississippi Physical Education Frameworks. A copy of the master schedule was collected as documentation. Health Education is included in PE class and all grades get 45 minutes of Physical Education a day. Tunica Middle has two (2) certified Physical Education Instructors and one (1) certified Health Education Instructor. Sex-related education (Code 37-13-17) is taught at Tunica Middle School. The Physical Education teacher instructs the abstinence-plus curriculum. The school has a new school nurse as of January of 2015.

**At Rosa Fort High School,** the reviewer was able to collect all documentation except for the most recent copy of the local Wellness Policy. A copy of the Comprehensive School Safety Plan was collected. This plan covers safety and health issues. The Principal agreed to send a copy of the Wellness Policy for documentation. Health issues are discussed during School Safety Committee meetings. Health Education and Physical Education are part of the basic curriculum for grades 9-12. A copy of the master schedule was collected as documentation. Family and Individual Health and Contemporary Health are both offered and they provide the ½ Carnegie Unit of health education required for graduation. The school has two (2) certified health instructors. A ½ Carnegie Unit course of Physical Education is offered for graduation. The school has two (2) certified Physical Education instructors. Teachers are using the 2012 Mississippi Contemporary Health Curriculum and the 2013 Mississippi Physical Education Frameworks. Aaron E. Henry Clinic is housed on the school campus. It is manned by a nurse every day of the week, and a doctor is on campus twice a week.

At every school site, the reviewer discussed the need to update the wellness policy each year and shared resources for teaching health and physical education/physical activity. Names of school health coordinators were collected to be added to the Office of Healthy Schools School Health Coordinator list-serve. Follow-up technical assistance was provided for two schools after the visits.



**Office of Federal Programs**

**Standard 17.6**

**Mississippi Department of Education  
 Consolidated Federal Programs Investigative Audit Report  
 Tunica County School District  
 Period Investigated: FY15  
 Date of Investigation: March 17, 2015**

**The objective of the investigative audit was to determine whether Tunica County School District had adequate fiscal and programmatic controls over the use of funds for grants authorized under the *Elementary Secondary Education Act of 1965* including ensuring compliance with regulations regarding the implementation of program requirements and expenditure of funds. The audit covered Tunica County School District's system of internal controls, programmatic and fiscal compliance for the current school year 2014-2015 (FY15).**

**All findings described in this report are based on the analysis of data collected during the on-site evaluation, including (a) interviews conducted with district staff, (b) observations of instructional programs and staff, (c) analysis of official documentation on file in the district, (d) analysis of official reports submitted to the Mississippi Department of Education (MDE), and (e) completed evaluation forms. The citations, corrective actions, and/or recommendations for continued compliance are listed below.**

- 1. Compliance Indicator A1:** Is it evident that budgets and expenditures for all federal programs are:
  - a. Allocable
  - b. Reasonable and necessary
  - c. Meeting program intent and purposes
  - d. Aligned with the approved application and amendments on file at MDE
  - e. Obligated and liquidated in accordance with the approved plan within the approved grant period

*OMB Circular A-87; 34 CFR 80.20(b)(4) and 80.30*

**Audit Citation (1):** During a review of the LEA's *Statement of Expenditures Report* for FY15, it was noted the Title I, Part A and Title II, Part A budgets were not aligned with the approved MDE *Consolidated Federal Programs Application (CFPA)* budget. The following items were identified in the charts below:

<b>FY15 Title I-2211</b>		
Location	MDE CFPA Budget	LEA Marathon Budget
<i>District Total Allocation</i>	<i>\$1,088,558.00</i>	<i>\$1,142,538.93</i>
Central Office	\$276,160.00	\$279,812.59
Rosa Fort High	\$293,296.00	\$283,511.27
Tunica Middle	\$70,819.00	\$132,982.97

FY15 Title II-2511		
Location	MDE CFPA Budget	LEA Marathon Budget
<i>District Total Allocation</i>	\$156,005.00	\$151,980.57
Central Office	\$72,749.00	\$98,922.00
Tunica Elementary	\$6,184.00	\$53,058.57
Dundee Elementary	\$6,184.00	-0-
Robinsonville Elementary	\$58,520.00	-0-
Tunica Middle	\$6,184.00	-0-
Rosa Fort High	\$6,184.00	-0-

**Audit Citation (2):** A review of the LEA's FY15 *Statement of Expenditures Report* for Title II, Part A revealed the LEA expended funds outside of the approved MDE budgets as denoted in the charts below:

FY15 Title II-2511 Expenditures				
Function/Location	Object	Approved Budget	Expended	Notes
1120—Tunica Elementary	100	\$5,000.00	\$22,719.18	Amount of \$17,719.18 is questioned cost because the charge was not authorized according to the approved MDE budget.
1120—Central Office	200	-0-	\$5,897.58	Amount of \$5,897.58 is questioned cost because the charge was not authorized according to the approved MDE budget.

**Corrective Action Required for Audit Citations (1 and 2):** The Financial Administration section of 34 CFR 80.20(b)(4) states, "Actual expenditures or outlays must be compared with budgeted amounts for each grant or subgrant." OMB Circular A-87 requires "the efficient and effective administration of Federal awards through the application of sound management practices." In order to fulfill these requirements, the LEA must align its accounting system with all current approved MDE budgets for all of its federal programs. Copies of the LEA's current *Statement of Expenditures Report* by site for all programs must be submitted to the MDE.

Additionally, the LEA must execute and submit to the MDE copies of correcting journal entries reimbursing its FY15 Title II, Part A programs for questioned costs in the amount of \$23,616.76.

**Audit Citation (3):** After reviewing LEA's reimbursement requests for federal funds, it was determined positive cash balances were being carried in

the following fund accounts outlined below. This activity was also identified during the September 25-26, 2014 monitoring visit and denoted in the *FY15 Consolidated Federal Programs Monitoring Report*.

<b>Fund 2211</b>	
Period	101 Cash Balance
7 – January	\$24,127.06
8 – February	\$22,732.33
<b>Fund 2511</b>	
Period	101 Cash Balance
7 – January	\$16,667.36

On January 22, 2015, the LEA submitted the following statement in its corrective action response:

The LEA will ensure that all funds requested for the Title I program have been expensed.

All requests for Title I Funds will be held pending each month's final payroll and board approval of the LEA's claim docket. The LEA will only draw down its immediate cash needs for the Title I program.

On March 17, 2015, the audit team determined the above procedure was not being implemented as described in the above statement.

**Corrective Action Required for Audit Citation (3):** The LEA must develop policies and procedures, which strengthen its internal controls over cash management to ensure federal funds are not drawn down in excess of the LEA's immediate cash needs. Copies of policies and procedures must be submitted to the MDE. Additionally, any interest earned on the excess federal funds drawn down during the periods above must be calculated and remitted to the MDE.

**Audit Citation (4):** During an interview with the Federal Programs Coordinator, Dr. Stanley Ellis, regarding Citation (3) from the *FY15 Consolidated Federal Programs Monitoring Report*, it was stated that no time and effort records were maintained for activities of the Federal Programs Coordinator nor the Parent Liaison, Ruthie Davis during SY2014-2015.

Dr. Ellis advised audit team that he served most of his time daily at Rosa Forth High School serving as the School Improvement Compliance Officer. Dr. Ellis further stated that Ruthie Davis served the first part of her day as the LEA's receptionist and then went to Rosa Fort High School at 1:00 p.m. to make calls to parents concerning student disciplinary issues.

Citation (3) from the *FY15 Consolidated Federal Programs Monitoring Report* is as follows:

**Citation (3):** A review of time and effort documentation revealed the Federal Programs Coordinator and the Title I Parent Liaison had been reassigned duties for the current year that may have changed the scope of their work and impacted the Title I budget. Beginning September 2, 2014 the Superintendent assigned the Federal Programs Coordinator to Rosa Fort High School to work five hours every day. This assignment hindered the ability of the Federal Programs Coordinator to adequately administer the Title I and Title II programs at the remaining four Title I schoolwide schools.

The Superintendent also assigned the Parent Liaison, Ruthie Davis, to Rosa Fort High School five hours per day. An email from the superintendent's secretary stated, "As Parent Liaison, she will be utilized primarily for calling parents for disciplinary problems. Mrs. Davis is available in whatever capacity and expectations RFHS Administration needs her starting September 2, 2014."

It was determined the above charges to the LEA's federal awards were not allocable, reasonable and necessary, and did not meet the intent and purposes of Title programs.

**Corrective Action Required (3):** The LEA must ensure charges to the Title I and Title II program for administrative activities are allocable relative to the Federal Programs Coordinator's time spent fulfilling the duties of assigned cost objective(s).

The role of the Parent Liaison is to facilitate and implement the requirements of the parent involvement plans at all schools, the LEA's Parent Involvement Policy requirements, and the requirements of *Section 1118 of ESEA*. The FY14 and FY15 Title I budget for the Parent Liaison must be revised to accurately reflect the time and effort of this position in light of the revised work assignment at Rosa Fort High School.

The LEA must submit a plan of action to the MDE detailing how these deficiencies will be immediately resolved.

**Corrective Action Required for Audit Citation (4):** The LEA must execute and submit to the MDE copies of correcting journal entries reimbursing its FY15 Title I, Part A program for questioned costs for the salaries and benefits year to date relating to the Federal Programs Coordinator and the Parent Liaison positions in the amount of \$108,489.32 because the charges were not allocable nor were they supported by time and effort documentation as required by *OMB Circular A-87, Appendix B to Part 225, 8(h)*.

- 2. Compliance Indicator A3:** Is time and effort documentation available, approved, signed, and dated by appropriate individuals, if applicable?  
*OMB Circular A-87, Appendix B to Part 225, 8(h)*

**Audit Citation:** The positions described in **Indicator A1-Audit Citation (4)** above caused the LEA's time and effort documentation to be out of compliance with *OMB Circular A-87, Appendix B to Part 225, 8(h)*. Dr. Ellis also informed audit team the LEA had not addressed the corrective action requirement from the *FY15 Consolidated Federal Programs Monitoring Report*, which included the same issue of noncompliance observed during the monitoring visit conducted on September 25-26, 2014.

**Corrective Action Required for Audit Citation:** The LEA must follow the guidelines prescribed in *OMB Circular A-87, Attachment B.8.h* which states, "(4) Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports or equivalent documentation which meets the standards in subsection 8.h.(5) of this appendix... Such documentary support will be required where employees work on: (a) More than one Federal award, (b) A Federal award and a non-Federal award, (c) An indirect cost activity and a direct cost activity, (d) Two or more indirect activities which are allocated using different allocation bases, or (e) An unallowable activity, and a direct or indirect cost activity. (5) Personnel activity reports or equivalent documentation must meet the following standards: (a) They must reflect an after-the-fact distribution of the actual activity of each employee, (b) They must account for the total activity for which each employee is compensated, (c) They must be prepared at least monthly and must coincide with one or more pay periods, and (d) They must be signed by the employee." The LEA must ensure the salaries of employees who work on multiple cost objectives are allocated proportionately to the time spent working on each federal program grant.

The LEA must develop policies and procedures for the implementation and monitoring of time distribution. Copies of the same must be submitted to the MDE along with a sample of the LEA's Personnel Activity Report (PAR) to be used.

- 3. Compliance Indicator A38:** Does the LEA and each Title I school ensure that parents have been informed and participate in the decisions how the 1% reservation set-aside amount (with 95% of the 1% reserved for use at the school level) for parental involvement activities is used? *Section 1118(a)(3)(B)*

**Audit Citation:** Audit team informed Dr. Ellis the LEA had not addressed the area of noncompliance in the Corrective Action Plan submitted by the LEA on January 22, 2015 as outlined in the *FY15 Consolidated Federal Programs Monitoring Report*, which included the same issue of noncompliance observed during the monitoring visit conducted on September 25-26, 2014.

Citation from the *FY15 Consolidated Federal Programs Monitoring Report* is as follows:

**Citation:** While parents were given opportunity for input, the LEA did not provide an opportunity for parents to participate in how the 1% parental involvement set aside would be spent.

**Corrective Action Required for Audit Citation:** The LEA must provide parents with an opportunity to participate in the decisions how the 1% reservation (with 95% of the 1% reserved for use at the school level) set-a-side amount for parental involvement activities is used. The LEA must submit planning meeting agendas, sign-in sheets and minutes documenting the required parental input for the current year to the MDE.

4. **Compliance Indicator A40:** Is there evidence that each component of the Parental Involvement Policy is being implemented?
- a. How the LEA will involve parents in the joint development of the LEA Title I plan under section 1112, and the process of school review and improvement under section 1116 (except as waived in the *Mississippi ESEA Flexibility Request*)
  - b. How the LEA will provide coordination, technical assistance, and any other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance
  - c. How the LEA will assist schools in building capacity for strong parental involvement
  - d. How the LEA will coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as Head Start, Early Reading First, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs
  - e. How the LEA will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings to design strategies for more effective parental involvement and to revise the Parental Involvement Policy as necessary
  - f. How the LEA will assist Title I schools in developing strategies to involve parents in the activities at the schools
- Section 1118(a)(2); Mississippi ESEA Flexibility Request*

**Audit Citation:** Audit team informed Dr. Ellis the LEA had not addressed the area of noncompliance in the Corrective Action Plan submitted by the LEA on January 22, 2015 as outlined in the *FY15 Consolidated Federal Programs Monitoring Report*, which included the same issue of noncompliance observed during the monitoring visit conducted on September 25-26, 2014.

Citation from the *FY15 Consolidated Federal Programs Monitoring Report* is as follows:

**Citation:** There was inadequate documentation demonstrating implementation of district Parental Involvement Policy activities (agendas, sign-in sheets, minutes, handout materials, etc.).

**Corrective Action Required for Audit Citation:** The LEA must submit to the MDE evidence of implementation for each component (a-f) of the LEA Parental Involvement Policy for the current school year.

- 5. Compliance Indicator A43:** Is there evidence that each component of the Parental Involvement Plan is being implemented?
- a. Plan provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved
  - b. School offers a flexible schedule of meetings, such as meetings in the morning or evening
  - c. School involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including planning, review, and improvement of the School Parental Involvement Plan
  - d. School provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children
  - e. School submits comments/concerns to the LEA if the Schoolwide Plan is not satisfactory to parents
  - f. School-parent compact is jointly developed with parents of participating students: how it is used, reviewed, and updated
  - g. School builds teachers' and parents' capacity for strong parental involvement
  - h. School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children

*Section 1118(c-f)*

**Audit Citation:** Audit team informed Dr. Ellis the LEA had not addressed the area of noncompliance in the Corrective Action Plan submitted by the LEA on January 22, 2015 as outlined in the *FY15 Consolidated Federal Programs Monitoring Report*, which included the same issue of noncompliance observed during the monitoring visit conducted on September 25-26, 2014.

Citation from the *FY15 Consolidated Federal Programs Monitoring Report* is as follows:



**Citation:** There was inadequate documentation (agendas, minutes, sign-in sheets) for parental involvement activities listed in the School Parental Involvement Plan.

**Corrective Action Required for Audit Citation:** The LEA must submit to the MDE evidence of implementation for each component (a-h) of each school Parental Involvement Plan for the current school year.

6. **Compliance Indicator A45:** Is there evidence that each LEA Title I participating school distributed to parents the required Parents Right-to-Know information?
- a. Professional qualifications of the student's classroom teachers (and paraprofessionals if applicable)
  - b. Level of achievement of the parent's child in each statewide academic assessment
  - c. Notification to parents of children taught for 4 or more consecutive weeks by a teacher who is not highly qualified
  - d. Notices and information under the Parents Right-to-Know in an understandable and uniform format, and to the extent practicable, in a language that parents can understand
- Section 1111(h)(6)*

**Audit Citation:** Audit team informed Dr. Ellis the LEA had not addressed the area of noncompliance in the Corrective Action Plan submitted by the LEA on January 22, 2015 as outlined in the *FY15 Consolidated Federal Programs Monitoring Report*, which included the same issue of noncompliance observed during the monitoring visit conducted on September 25-26, 2014.

Citation from the *FY15 Consolidated Federal Programs Monitoring Report* is as follows:

**Citation:** The Parents Right-to-Know information distributed to parents did not include all of the required (a-d) components.

**Corrective Action Required for Audit Citation:** The LEA must review and revise procedures to ensure all parents receive the required Parents Right-to-Know information. Evidence that each Title I participating school distributed to parents the required Parents Right-to-Know information for the current year must be submitted to the MDE.

7. **Compliance Indicator A49:** Is there evidence that the LEA has ensured that all paraprofessionals who work in an instructional capacity in a Title I Schoolwide Program or are paid from Title I funds in a Targeted Assistance Program are highly qualified? *Section 1119(c)(1)(A-C); Section 1119(d)*

**Audit Citation:** Audit team informed Dr. Ellis the LEA had not addressed the area of noncompliance in the Corrective Action Plan submitted by the LEA on January 22, 2015 as outlined in the *FY15 Consolidated Federal Programs*

*Monitoring Report*, which included the same issue of noncompliance observed during the monitoring visit conducted on September 25-26, 2014.

Citation from the *FY15 Consolidated Federal Programs Monitoring Report* is as follows:

**Citation:** A review of paraprofessional qualifications revealed there was inadequate documentation indicating highly qualified status for Daphne Harris and Larry Etta Davis.

**Corrective Action Required for Audit Citation:** The LEA must provide to the MDE proof of highly qualified status for all paraprofessionals who work in an instructional capacity in a Title I Schoolwide Program or are paid from Title I funds in a Targeted Assistance Program. Additionally, any paraprofessionals not meeting HQ requirements must be removed from working in an instructional capacity.

8. **Compliance Indicator A64:** Is there evidence that the LEA implemented the statewide teacher and principal evaluation systems that include student achievement as a significant component? *Mississippi ESEA Flexibility Request, Section 2.D and Attachments 10a and 10b*

**Audit Citation:** Audit team informed Dr. Ellis the LEA had not addressed the area of noncompliance in the Corrective Action Plan submitted by the LEA on January 22, 2015 as outlined in the *FY15 Consolidated Federal Programs Monitoring Report*, which included the same issue of noncompliance observed during the monitoring visit conducted on September 25-26, 2014.

Citation from the *FY15 Consolidated Federal Programs Monitoring Report* is as follows:

**Citation:** The LEA provided no evidence of implementation of the principal evaluation systems that included student achievement as a significant component.

**Corrective Action Required for Audit Citation:** The LEA must submit the Mississippi Principal Evaluation System *Form 1: Master Documentation* for each school principal to the MDE.

9. **Compliance Indicator Section B1-B3:** Title I, Part A – Approaching Target Schools.

**Audit Citation:** Audit team informed Dr. Ellis the LEA had not addressed the area of noncompliance in the Corrective Action Plan submitted by the LEA on January 22, 2015 as outlined in the *FY15 Consolidated Federal Programs Monitoring Report*, which included the same issue of noncompliance observed during the monitoring visit conducted on September 25-26, 2014.

Citation from the *FY15 Consolidated Federal Programs Monitoring Report* is as follows:

**Citation:** Documentation for Section B Title I, Part A – Approaching Target Schools was not provided for the monitors.

**Corrective Action Required for Audit Citation:** The LEA must promptly submit to the MDE the required documentation regarding Section B Title I, Part A – Approaching Target Schools for each Approaching Target School.

**Division Pupil Transportation**

**Standards 29, 29.1, 29.2,**

# Tunica County School District

Fleet Inspection Report  
March 2, 2015

## 29.1

<u>Bus #</u>	<u>Year, Make, Model</u>	<u>Mileage</u>	<u>Defect(s)</u>
83	2008 Thomas	83,540	No defects
66	2003 Thomas	138,809	Right front signal light out
82	2009 Thomas	111,426	Right rear signal light out Reverse buzzer not working Right front signal light out
85	2009 Thomas	75,348	Left rear signal light out Several seats need clamping Missing body fluid kit Reverse buzzer not working
46 Out of Service	2002 Thomas	32,366	Inside needs sweeping Reverse buzzer not working
72	2004 Thomas	120,387	Reverse lights out Reverse buzzer not working
40	1997 Am'tran	125,695	Stop sign cover needs replacing Right rear signal light out Left and right crossover mirrors loose
41	1992 Thomas	254,458	Several seats need clamping Missing body fluid kit Fan belt needs replacing
80	2009 Thomas	78,726	Inside needs sweeping Missing body fluid kit
87	2009 Thomas	71,337	Stop sign cover needs replacing
19	2014 Thomas	16,954	No defects
38	1995 IH	239,849	Stop sign cover needs replacing Left crossover mirror loose Inside needs sweeping Several seats need clamping One (1) emergency window will not open

<u>Bus #</u>	<u>Year, Make, Model</u>	<u>Mileage</u>	<u>Defect(s)</u>
34 (Spare bus)	1995 IH	237,337	Stop sign cover needs replacing Inside needs sweeping Several seats need clamping Missing body fluid kit
47	Out of Service		
24 (Spare bus)	1995 IH	153,531	Stop sign cover needs replacing Right crossover mirror loose Missing body fluid kit Right front clearance light out
69A	2004 Thomas	76,675	No defects
90	In the shop		
73 RESTRICTED	2005 Thomas	87,941	Crossing control arm not working
14	2011 Thomas	59,960	No defects
12	2009 Thomas	72,484	Front and rear signal lights out Right lower beam headlight out Lettering needs replacing
81	2009 Thomas	99,605	Inside needs sweeping
75	2007 Thomas	110,098	Right rear signal light out
32	1995 Thomas	205,165	Left side reverse light out
36	1996 Thomas	163,167	Stop sign cover needs replacing Left rear signal light out Inside needs sweeping Emergency window will not open Rear emergency roof hatch will not open
17	2003 Freightliner	124,068	No defects
69B	2004 Thomas	28,635	Inside needs sweeping Fourteen (14) seats need clamping Right rear clearance light out
70	2004 Thomas	116,595	Windshield wipers not working

<u>Bus #</u>	<u>Year, Make, Model</u>	<u>Mileage</u>	<u>Defect(s)</u>
50	2002 Thomas	88,124	Left lower beam headlight out Inside needs sweeping Several seats need complete covering
48	2002 Thomas	152,252	Stop sign cover needs replacing Inside needs sweeping
67	2004 Thomas	98,221	No defects
88	2012 International	42,639	Right front signal light out
68	2004 Thomas	114,662	Stop sign cover needs replacing
79	2007 Thomas	83,396	Left rear signal light out
49	2002 Thomas	134,171	Stop sign cover needs replacing Emergency window buzzers not working
43	1992 IH	181,871	Stop sign cover needs replacing Right crossover mirror loose
16	2003 Thomas	117,350	No defects
11	In the shop		
84	2009 Thomas	49,950	No defects

The following buses were in the shop/out of service  
24, 30, 44, 47, 90

## **17.7 Driver Education**

Tunica School District Driver Education is in compliance.

**Division of School Buildings**

**Standard 30**



**Office of Safe and Orderly Schools**  
**Facility Safety Assessment**  
**Mark Hobson, School Facilities Supervisor**  
**Division of School Buildings**  
**March 2-3, 2015**

Please accept the following comments, findings, corrective actions, and recommendations for consideration at each of the following school sites. If we may assist you by providing additional information regarding this report, you may contact us at (601) 359-1028.

**Tunica County School District**  
**Mr. Bernard Stephen Chandler, Superintendent**

**Tunica Elementary School**  
**Attended by Mr. Patrick Alexander, Maintenance Director**

**Findings:**

**Main Building**

- There were unprotected lights in the main hall.
- Asbestos management plan was not on site in the main office.

**Kindergarten Hall**

- There were unprotected electrical outlets in room 112.
- There were unprotected lights in the teachers' restroom.

**Third Grade Hall**

- There were unprotected lights in the main hall.
- There were books stored within 18' of the ceiling in the book room.
- There was an unprotected electrical outlet on the West wall in room 116.
- There was exposed metal protruding from an electrical outlet in room 116.
- There was a power strip plugged into a power strip in room 114.
- There were open light sockets above the lavatories in the girls' restroom.
- Several classrooms second means of egress windows were not labeled.

**Kitchen/Dining Area**

- There was no emergency lighting in the dining area.
- There were unprotected lights in the dry goods area.

**Auditorium**

- West exit sign was inoperable.
- Seating capacity was not posted.

**Fourth and Fifth Grade Hall**

- There was a detached electrical box on the East wall in room 133.
- There were unsecured/unused lockers in the main hall.
- There were unprotected lights in the girls' restroom.

- Several classroom second means of egress windows were not labeled.

### **Second Grade Hall**

- Several classrooms second means of egress windows were not labeled.
- There was an electrical box hanging by its wire in room 144.
- Several rooms did not have their evacuation maps posted.

### **First and Second Grade Hall**

- Several classrooms second means of egress windows were not labeled.
- Several rooms did not have their evacuation maps posted.

### **Gymnasium**

- There was an unprotected light on the Southwest corner of the playing surface.
- South dressing rooms were cluttered and unsecured.
- There were unprotected lights in the dressing rooms.

### **Pre K Hall**

- There were missing exit signs in the 2<sup>nd</sup> grade dining area.
- There were unprotected lights in the boys' restroom.
- There was an unprotected light switch in the mop room.
- There was a power strip plugged into a power strip in the Mac lab (Room 204).
- There was an inoperable emergency light on the North end of the main hall.

### **Corrective Actions:**

- Provide covers for all unprotected lights.
- Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.
- Provide covers for all unprotected outlets and light switches.
- Remove books within 18" of the ceiling in the book room.
- Remove exposed metal from electrical outlet in room 116.
- Verify that all power strips plug directly into a permanent power source.
- Install light bulbs in open sockets above lavatory in the third grade hall girls' restroom.
- Identify and label one window in each classroom for use as a second means of egress.
- Verify that all second means of egress windows are unobstructed.
- Install emergency lighting in the dining area.
- Repair or replace all inoperable exit signs/emergency lighting.
- Post seating capacity in the auditorium.
- Secure loose electrical box in room 133.
- Secure all old unused lockers.
- Secure electrical box in room 144.
- Post evacuation maps in all classrooms in the same general location.
- Remove clutter from the gymnasium dressing rooms and secure the doors.
- Install lighted exit signs where needed.

**Dundee Elementary School**

**Attended by Mr. Patrick Alexander, Maintenance Director**

**Findings:**

**Main Office**

- Asbestos management plan was not on site in the main office.

**Exterior**

- There were unprotected lights on the walkways outside the gymnasium and Building D.

**Building C**

- Several classrooms second means of egress windows were not labeled.
- There were open blanks in the server room electrical panels.
- There was a trouble code on the fire alarm system panel in the server room.
- There was a power strip plugged into a power strip in the server room.
- There was an out-of-date portable fire extinguisher in the library.
- Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.
- There was a trouble code on the fire alarm system panel.

**Building B**

- Several classroom second means of egress windows were not labeled.
- There was an electrical extension cord being used as a permanent power source in room 108.

**Kitchen/Dining Area (Building A)**

- There were unprotected lights in the dry goods area.
- There was an inoperable exit sign in the dining area.

**Building D**

- There was an unprotected electrical outlet in room 206.
- There was no second means of egress in room 209.
- There was a missing lavatory in the boys' restroom.
- Several classrooms second means of egress windows were not labeled.

**Gymnasium**

- There was an unsecured electrical outlet in the P.E. room.
- There was an unprotected light in the boys' restroom.
- There were exposed wires near the heater in the boys' restroom.
- There was black tar leaking from the ceiling in the boys' restroom.
- There was a damaged emergency light above the North exit door.
- There was a damaged door closer on the North exit door.
- There was missing panic hardware on the North exit door.
- North and East exit doors were obstructed by locked exterior gates.
- There were several inoperable lights.

**Corrective Actions:**

- Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.
- Provide covers for all unprotected lights.
- Identify and label one window in each classroom for use as a second means of egress.
- Verify that all second means of egress windows are unobstructed.
- Provide covers for all open blanks in electrical panels.
- Have fire alarm system inspected and repaired to clear trouble code in Building C.
- Verify that all power strips plug directly into a permanent power source.
- Have all out-of-date portable fire extinguishers inspected, tested, and tagged.
- Install GFCI type receptacles on water fountains where not equipped.
- Provide a permanent power source where electrical extension cords are being used.
- Repair or replace all damaged/inoperable exit signs/emergency lighting.
- Provide covers for all unprotected outlets and light switches.
- Provide a second means of egress in room 209.
- Replace missing lavatory in Building D boys' restroom.
- Secure electrical outlet in the P.E. room in the gymnasium.
- Provide covers for all exposed wires.
- Repair ceiling leak in gymnasium boys' restroom.
- Repair or replace all damaged door closers.
- Replace missing panic hardware on the North exit door in the gymnasium.
- Verify that gymnasium exit doors are unobstructed and kept unlocked during school hours.
- Repair inoperable lights in the gymnasium.

**Rosa Fort High School**

**Attended by Mr. Patrick Alexander, Maintenance Director**

**Findings:****Main Office**

- Asbestos management plan was not on site in the main office.

**Building E**

- Several classrooms second means of egress windows were not labeled.
- There was a missing ceiling tile in the boys' restroom.
- Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.
- There was an inoperable toilet in the girls' restroom.
- Evacuation map was not posted in room 102.
- Some rooms were not numbered.
- Storage area was cluttered in the Chemistry lab.
- There was no chemical inventory in the Chemistry lab.
- Material Safety Data Sheets (MSDS) were not present in the Chemistry lab.
- There was an unprotected electrical outlet on a work station in room 117.
- There was a power strip plugged into a power strip in the library.

### **Tech Prep Building**

- There was a damaged exit sign by the main entrance.
- Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.
- There was an unprotected electrical outlet on the water fountain by the main entrance.
- There were inoperable lights in the main hall.
- There were power strips plugged into power strips in the STEM classroom.
- The elevator was inoperable.
- There was a discharged type K portable fire extinguisher in the Family Dynamics classroom.
- Several classrooms second means of egress windows were not labeled.
- There was no emergency lighting in the stairwell.
- There was a power strip plugged into a power strip in the JROTC classroom.
- There were exposed wires by the water fountain outside the JROTC classroom.
- There was an electrical extension cord being used as a permanent power source on the water fountains outside the JROTC classroom.

### **Gymnasium Building**

- Southeast exit sign was inoperable in the practice gymnasium.
- Seating capacity was not posted in the practice gymnasium.
- Seating capacity was not posted in the main gymnasium.
- Evacuation maps were not posted in the main gymnasium.
- There was a damaged emergency light in the main gymnasium.
- There were unprotected lights in dressing room 110.

### **Kitchen/Dining Area**

- There were no lighted exit signs in the dining area.
- There were unprotected lights in the dry goods area.
- There were exposed wires on a heater in the kitchen.
- There were exposed wires in a junction box in the kitchen by the serving line.
- There was a discharged/out-of-date portable fire extinguisher in the dining area.

### **Building C**

- Several classrooms second means of egress windows were not labeled.
- There was an electrical extension cord wired to a heater in room 102.
- There was a damaged electrical outlet in the computer lab.
- There was damaged electrical conduit with a detached electrical box in room 115.
- There was a power strip plugged into a power strip in room 113.

### **Building D**

- There was a power strip plugged into a power strip in room 101.
- Several classrooms second means of egress windows were not labeled.
- Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.

### **Building F**

- There was an electrical extension cord being used as a permanent power source in room 103.
- Several classrooms second means of egress windows were not labeled.
- Evacuation map was not posted in the old band hall.

### **Building J**

- There were unprotected lights in the boys' restroom.

### **Building H**

- Evacuation maps were not posted in rooms H-1 and H-2.
- There was a damaged electrical outlet in room H-4.

### **Corrective Actions:**

- Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.
- Identify and label one window in each classroom for use as a second means of egress.
- Verify that all second means of egress windows are unobstructed.
- Replace all missing ceiling tiles.
- Install GFCI type receptacles on water fountains where not equipped.
- Repair inoperable toilet in Building E girls' restroom.
- Post evacuation maps in all classrooms in the same general location.
- Verify that all rooms are identified with room numbers.
- Remove clutter from chemistry storage area.
- Provide a chemical inventory for all chemicals present in the Chemistry lab.
- Provide Material Safety Data Sheets (MSDS) for all chemicals present in the Chemistry lab.
- Provide covers for all unprotected outlets and light switches.
- Verify that all power strips plug directly into a permanent power source.
- Repair or replace all damaged/inoperable exit signs/emergency lighting.
- Repair all inoperable lights where needed.
- Repair inoperable elevator in the Tech Prep Building.
- Have all out-of-date/discharged portable fire extinguishers inspected, tested, and tagged.
- Install emergency lighting in the Tech Prep Building stairwell.
- Provide covers for all exposed wires.
- Provide a permanent power source where electrical extension cords are being used.
- Post seating capacity in the gymnasiums.
- Post evacuation maps in the main gymnasium.
- Provide covers for all unprotected lights.
- Install lighted exit signs where needed.
- Replace damaged electrical outlets in Building C computer lab and room H-4.
- Repair damaged electrical conduit in Building C room 115.

## **Robinsonville Elementary School**

**Attended by Mr. Patrick Alexander, Maintenance Director**

### **Findings:**

#### **Main Office**

- Asbestos management plan was not on site in the main office.

#### **Hall A**

- There were Christmas lights in room 131.
- There was an electrical extension cord being used as a permanent power source in room 131.
- Several rooms had excessive paper covering their walls, windows, and doors.

#### **Hall B**

- There were power strips plugged into power strips in room 148.
- Several rooms had excessive paper covering their walls, windows, and doors.

#### **Hall C**

- There was a power strip plugged into a power strip in room 188.
- There were unprotected lights in the restroom in room 187.
- Several rooms had excessive paper covering their walls, windows, and doors.
- Second means of egress window was not labeled in room 182.

### **Corrective Actions:**

- Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.
- Remove all Christmas lights where being used.
- Provide a permanent power source where electrical extension cords are being used.
- Remove excessive paper from classroom walls, windows, and doors.
- Verify that all power strips plug directly into a permanent power source.
- Provide covers for all unprotected lights.
- Label second means of egress window in room 182.
- Verify that all second means of egress windows are unobstructed.

## **David Williams Career and Technical Center**

**Attended by Mr. Patrick Alexander, Maintenance Director**

### **Findings:**

#### **Main Office**

- Asbestos management plan was not on site in the main office.

#### **Classrooms/Shop Areas**

- There was a power strip plugged into a power strip in room 103.
- Second means of egress window was not labeled in room 103.
- There was a discharged portable fire extinguisher in room 103.
- There was an open blank in the electrical panel in the Metal Trades shop.
- There was an inoperable exit sign in the Metal Trades shop.

- There was an unprotected electrical outlet in the Metal Trades shop.
- There was an open blank in the electrical panel in the Carpentry shop.
- There were exposed wires in the Carpentry shop.
- There was an inoperable/damaged exit sign in the Carpentry shop.
- There was a damaged emergency light in the Carpentry shop.
- There was a damaged electrical outlet cover in the Carpentry shop.

#### **Ag Building**

- There were exposed wires on the North wall of the Ag classroom.
- There were inoperable emergency lights throughout the building.
- There was a loose electrical outlet on the North wall of the Ag Business/Horticulture classroom.
- There was an inoperable exit sign in the Ag Business/Horticulture classroom.

#### **Corrective Actions:**

- Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.
- Verify that all power strips plug directly into a permanent power source.
- Label second means of egress in room 103.
- Have all out-of-date/discharged portable fire extinguishers inspected, tested, and tagged.
- Provide covers for all open blanks in electrical panels.
- Repair or replace all damaged/inoperable exit signs/emergency lighting.
- Provide covers for all unprotected outlets and light switches.
- Provide covers for all exposed wires.
- Replace damaged electrical outlet cover in the Carpentry shop.
- Secure loose electrical outlet in the Ag. Business classroom.

#### **Tulica Middle School**

**Attended by Mr. Patrick Alexander, Maintenance Director**

#### **Findings:**

##### **Main Office**

- There was a trouble code on the fire alarm system panel.
- There was a trouble code on the security alarm system panel.
- Asbestos management plan was not on site in the main office.

##### **Gymnasium**

- There were damaged door closers on the gymnasium doors outside the band room.
- There were damaged door closers on the gymnasium doors by the dressing rooms.
- There was a trouble code on the fire alarm system panel in the foyer.
- There was a discharged portable fire extinguisher in the gymnasium foyer.
- There was inoperable emergency lighting in the gymnasium and gymnasium foyer.
- Evacuation maps were not posted.



**Hall 3**

- Water fountains were not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.
- There was an obstructed second means of egress window in room 607.
- There were open floor plates in room 614.
- There were power strips plugged into power strips in rooms 611 and 615.

**Hall 2**

- There were power strips plugged into power strips in room 200.

**Hall 1**

- Some classrooms had obstructed second means of egress windows.
- There were exposed wires where an old clock used to be in the main hall.

**Corrective Actions:**

- Have fire alarm system inspected and repaired to clear trouble codes.
- Have security alarm system inspected and repaired to clear trouble codes.
- Verify that Asbestos Management Plan is up-to-date and located in main office at each school site.
- Repair or replace all damaged door closers.
- Have all out-of-date/discharged portable fire extinguishers inspected, tested, and tagged.
- Repair or replace all damaged/inoperable exit signs/emergency lighting.
- Post evacuation maps in the gymnasium.
- Install GFCI type receptacles on water fountains where not equipped.
- Verify that all second means of egress windows are unobstructed.
- Provide covers for open floor plates in room 614.
- Verify that all power strips plug directly into a permanent power source.
- Provide covers for all exposed wires.

**Recommendations:**

- School should develop a policy, which requires that prior to the beginning of each school year, a complete and comprehensive safety survey be completed of the school buildings and grounds and reported to the superintendent and school board.
- Provide shock absorbent material around all playground equipment. Refer to the Consumer Product Safety Commission's Guideline for Playground Safety at [www.cpsc.gov](http://www.cpsc.gov).

**Timeline:**

- Immediate and ongoing.

**Division School Safety**

**Standard 31**

# EAASP Monitoring Form – SAFE & HEALTHY SCHOOLS

UPDATED: 7/1/14

District Audited: Tunica County School District

Auditor: J. Cooper Dixon

**STANDARD 31.** The school district does not comply with State Board Policies and State and Federal laws to provide Safe Schools. Each school does have a comprehensive School Safety Plan on file that has been approved annually by the local school board; however, it does not meet the specifications of MDE's Accreditation Standard 31 or Section 37-11-5, Mississippi Code. {MS Codes 37-3-81; 37-3-83(2); 37-11-67 and 37-11-69} (See the templates for MDE's School Safety Manual and the School Occupational Safety and Crisis Response Plan.) <http://www.mde.k12.ms.us/safe-and-orderly-schools/school-safety>

References: Section 37-3-81, 37-3-82, 37-3-83, 37-11-67, 37-11-69, Mississippi Code of 1972, Annotated, Mississippi School Safety Manual and the MDE Occupational Safety and Crisis Response Planning Manual.

## **FINDINGS:**

**The district is not compliant with the referenced accreditation standard to wit:**

- The district does not have a crisis response plan, as per MDE's Accreditation Standard 31 or Section 37-11-5, Mississippi Code.
- While the schools do have individual crisis response plan, they do not meet the specifications of MDE Accreditation Standard 31 or Section 37-11-5, Mississippi Code.
- In all plans, there were no alternate evacuation areas.
- All plans did not have family reunification areas.
- All schools have not performed emergency drills as required.
- Observed open and unlocked classrooms throughout district allowing easy access for intruders.
- The district does not have a Restraint Policy.
- SROs were not utilized in accordance with standards set forth in the Mississippi School Safety Manual.

**TIMELINE:** District must begin immediately implementing corrective actions. Contact Cooper Dixon, Division of School Safety, for technical assistance and/or when district is ready for follow up visit.



*"Educating Global Leaders"*

**BERNARD STEPHEN CHANDLER**  
OFFICE OF THE SUPERINTENDENT

June 10, 2015

Susan Andrews  
Bureau Director  
Office of Accreditation

Mrs. Andrews,

We have analyzed the preliminary audit report, and have identified corrective actions that will further strengthen our systems and ensure our compliance with process standards. We have also included the corrective action plan submitted to MDE via email January 2015, and refutes to the audit report. To date your investigative audit has helped us outperform our Delta peers and perform competitively among our state peers as evidenced in the following:

- 19 Rosa Fort High School Students scored 20 or above on the ACT
- 85.3% pass rate on the M-KAS<sup>2</sup> ("3<sup>rd</sup> Gate") Assessment
- 81.5% pass rate on the M-KAS<sup>2</sup> (Pre-K and Kindergarten) Assessment

We invite each program office to come in to clear us on our evidence of compliance for each standard, or we can bring it to Jackson to you. Evidence of corrective action can also be viewed on our website. Please reply "received" to confirm receipt of our analysis and corrective action. Thank you for working with us.

If there are any further questions regarding this Corrective Action Plan and revisions to board policy, please contact any of the responsible parties at (662) 363-2811.

With great appreciation,

Tomaka Henderson-Cotton, School Board President

Marilyn McKay-Young, School Board Secretary

Bernard Stephen Chandler, Superintendent

**ATTACHMENT C**

**CORRECTION PLAN**

**SCHOOL DISTRICT: TUNICA COUNTY**

**CODE: 7200**

<b>PROCESS STANDARD</b>	<b>OBJECTIVES/STRATEGIES, RESOURCES, PERSON(S) RESPONSIBLE, EVALUATION CRITERIA</b>	<b>TIMELINE</b>
<p>Accreditation Policy 2.1. The Commission on School Accreditation (CSA) determines the annual accreditation status of all public school districts based on compliance with process standards. Information concerning district compliance with process standards is reported to the Commission on an annual basis. Reporting false information is a serious violation of the accreditation requirements set forth by the State Board of Education (SBE) and may result in the immediate downgrading of the district's accreditation status.</p>	<ul style="list-style-type: none"> <li>● Personnel Director changed the job description and title of Instructional Specialist in MSIS to Staff Development on 06/05/15.</li> <li>● Personnel Director reviewed work assignment and duties to ensure that all employees have been accurately reported in MSIS/Personnel Accreditation Data Report on 06/05/15.</li> <li>● Personnel Director created a salary scale for all district positions and ensured contracts reflected proper, board-approved salaries on 06/09/15.</li> <li>● Personnel Director ensured that all certified staff listed in the MSIS Accreditation Report had a contract on file on 06/10/15.</li> <li>● Personnel Director ensured all individuals employed by Tunica County School District is reflected in the MSIS Personnel Accreditation Data Report by 06/05/15.</li> <li>● Personnel Director was ensure all individuals receiving supplements for additional duties and assignments have supplemental employment contracts in personnel file.</li> <li>● Personnel Director ensured that supplemental data reported in MSIS reflects board-approved supplemental salaries on 06/10/15.</li> <li>● Tunica County School District School Board adopted a policy to address salary adjustments that align with MS Code 37-9-17 on 06/05/15.</li> <li>● Personnel Director has ensured that all contracts have been executed within 30 days of employment upon Superintendent's recommendation beginning 06/05/15.</li> <li>● Superintendent has ensured that all employees that were paid 100% from Federal Funds allocations worked solely under the guidelines of the OMB Circular.</li> </ul>	<p align="center">June 2015</p>
<p>1 The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law, the local school board's responsibilities shall pertain to matters of setting policies and shall not interfere with the day to day operations of the school district that include, but not limited to, such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the district's accreditation status to probation or withdrawn as indicated in accreditation policy 2.5.</p>	<ul style="list-style-type: none"> <li>● Board Clerk included MS Code 37-9-14 and 37-7-301 that explains the roles of the Superintendent and School Board Members on the school board meeting agendas as a reference on 06/05/15</li> <li>● Board Clerk added MS Code 37-9-14 &amp; 37-7-301 on the Board Meeting agenda to remind all stakeholders of the roles on 06/10/15</li> <li>● Superintendent continues his participation in several civic boards to promote community and business commitment and involvement including the Chamber of Commerce, NWCC, CCC, Weekly TCSD Community Questions (currently on Question #138), District Newsletter, Partnership with the Tunica County Boys and Girls Club</li> <li>● School Board approved the Annual School Board Retreat on 06/05/15</li> <li>● School Board continues to vote on recommendations that facilitate external partnerships</li> <li>● Board Clerk continues to reflect Board support of superintendent by reflecting Board approval of superintendent recommendations in Board Minutes</li> <li>● Technology Coordinator posted board minutes on the district page at <a href="http://www.tunicak12.org">www.tunicak12.org</a> by 05/20/15</li> <li>● Principals continues to use The Reporting of Unlawful Acts form posted on each school website, to report all Unlawful Acts at <a href="http://www.tunicak12.org">www.tunicak12.org</a> for staff use by 05/22/15</li> <li>● Superintendent continues to hold staff accountable for enforcing Board Policy and offering explanations when staff have difficulty interpreting Board Policy</li> <li>● Technology Coordinator posted MS Code 37-9-59 under the Human Resources tab on district website (<a href="http://www.tunicak12.org">www.tunicak12.org</a>) on 05/22/15</li> <li>● Technology Coordinator posted Grievance Forms and EEPL online at (<a href="http://www.tunicak12.org">www.tunicak12.org</a>) under the Human Resources tab on 05/22/15</li> <li>● Curriculum Coordinator developed an Instructional Management Plan to include the following: District Strategic Plan, Teacher Schedule (SAMS), MDE Curriculum Frameworks, Workstation Planning Template, School and District Impact Data, District Testing Calendar on 05/16/15</li> <li>● Curriculum Coordinator posted the Instructional Management Plan on the district's curriculum webpage at <a href="http://www.tunicak12.org">www.tunicak12.org</a> and ensured outside every classroom on 05/29/15</li> <li>● School Board approved Instructional Management Plan on 05/28/15</li> <li>● Curriculum Coordinator ensured the Instructional Management Plan was accessible to every teacher and posted outside of every classroom on 05/29/15</li> </ul>	<p align="center">May 2015</p>

<p>1.1 The superintendent assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law. (MS Code 37-6-3(3-4); 37-9-7, 13, 14; 37-61-9; and 37-151-5(h))</p>	<ul style="list-style-type: none"> <li>● Staff signed acknowledgment of EEPL &amp; Grievance process and forms were filed in personnel files on 05/16/15</li> <li>● Personnel Director filed signed Acknowledgement Form in each personnel file on 05/20/15</li> <li>● Technology Coordinator continues to email all staff the weekly (newsletter) District Dispatch with district news, updates, and achievement recognitions every Monday as it has been since August 2014</li> <li>● Superintendent continues to implement the TCSD Community Question of the week, every week, as it has for the last 138 weeks via district webpage, district social media sites with results posted in the weekly District Dispatch</li> <li>● Superintendent continues to have an open line of communication via email (email address available in the Staff Directory at <a href="http://www.tunicak12.org">www.tunicak12.org</a>) for any staff member suggestions or questions</li> <li>● Superintendent continues to hold principals accountable for enforcing board policy JCD (2) Acts of Misconduct - Discipline Plan</li> <li>● Superintendent continues to manage school discipline using weekly reports submitted by School Leadership Teams detailing discipline actions for the week.</li> <li>● Superintendent continues to implement the board approved District Organizational Chart to facilitate goal attainment</li> <li>● Business Manager continues to provide a detailed budget update at each board meeting using all required budget reports (see Board Agendas posted at <a href="http://www.tunicak12.org">www.tunicak12.org</a>)</li> <li>● Business Manager continues to facilitate monthly PLCs to oversee budget development and implementation that ensure appropriate expenditures are clear and timely budget reports are submitted</li> <li>● Superintendent and board members continue to attend MSBA training and annual retreat to maintain a positive and professional working relationship</li> <li>● Superintendent continues to distribute District Newsletters that includes student achievement, staff achievement, events, and district news to every county resident</li> <li>● Superintendent continues to use district social media sites and district webpage to effectively promote community and business commitment and involvement with the district and build a relationship of trust.</li> <li>● Curriculum Coordinator was uploaded board approved Instructional Management Plan to district webpage on 05/29/2015</li> <li>● Principals continue to implement parental involvement events at each school to Include: Quarterly STAR nights. P-16 meetings, PTO meetings, Open House, Muffins for Moms, Read Across America Celebrations, Doughnuts for Dads, and all required Title I meetings</li> <li>● Superintendent continues to facilitate annual board retreat as a public board meeting to engage the staff and community in the analysis and revision of district goals and strategic planning</li> </ul>	<p>July 2015</p>
<p>1.2 School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the district, and current copies (print or electronic) of school board policies are published and available for public review. (MS Code 25-41-7; 25-61-1 through 17; 37-9-1 through 75; 37-9-101 through 113; 37-7-301(p)(w); and Federal Civil Rights Act of 1964)</p>	<ul style="list-style-type: none"> <li>● School Board continues to adopt MSBA Policy Manual and MSBA recommended Policy Service Updates</li> <li>● Technology Coordinator posted the Online Policy Manual on the district website and each school's webpage for parent viewing at all times. Computers are available at the Parent Center Monday - Thursday from 9:00 am - 6:00 pm and Saturday from 8:00 am - 12:00 pm</li> <li>● Personnel Director continues to facilitate monthly policy development sessions with school stakeholders in accordance with board policy BD</li> <li>● School board continues to review, edit, and adopt policies (MSBA Policy Manual and MSBA recommended Policy Service Updates) that are aligned with the Strategic Plan and support improved student achievement in organizational effectiveness.</li> <li>● Staff continues to use the Online Policy Revision Form to present suggestions for policy revisions and new policies</li> <li>● Curriculum Coordinator revised policy IHF to Include 2014 - 2015 Graduation Requirements on 05/19/15</li> <li>● Personnel Director continues to offer verbal interpretation of current school board policies during school board meetings to ensure all school board policies serve as the basis of operation for the district on 05/28/15 and 06/05/15</li> <li>● School board approved recommended required courses to be added to 2014 - 2015 Graduation Requirements on 05/28/15</li> <li>● Superintendent recommended principals during the regularly scheduled board meeting in January considering that EEPL hearings have been conducted</li> <li>● Superintendent recommended teachers and other certified staff during the regularly scheduled board meeting in March annually</li> <li>● Principals continues to complete Employment Recommendation Forms and submit the forms for superintendent approval for staff members being recommended for hire/re-hire</li> <li>● Superintendent continues to accept employee recommendations and submit for board approval along with the Employment Recommendation Forms</li> </ul>	<p>June 2015</p>

	<ul style="list-style-type: none"> <li>• Technology Coordinator updated outdated information from district webpage (specifically 2013 - 2014 Employee Handbook) in lieu of having an Online Policy Manual for all stakeholders on 05/15/15</li> <li>• Personnel Director recommended a new Immunization compliance policy on 05/20/15</li> <li>• School Board approved Immunization Compliance policy (JBC) on 05/28/15</li> <li>• Personnel Director recommended a policy that exceeds the 63% rule and requires students to be in attendance for at least 330 minutes of instruction per school day on 05/20/15</li> <li>• School Board approved School Day Policy (AF) on 05/28/15</li> <li>• Personnel Director revised the Grading and Promotion policy (IHE) to reflect a minimum grade of 65 for grades Pre-K - 2 on 05/20/15</li> <li>• School Board approved revised grading and promotion policy (IHE) on 05/28/15</li> <li>• Personnel Director recommended the MSBA version of the FMLA policy (GBRIA) by 05/20/15</li> <li>• School board approved MSBA version of the FMLA policy on 05/28/15</li> <li>• Personnel Director recommended the Travel Prepayment Policy (DJD) based on MDE response to inquiry on 05/20/15</li> <li>• School board approved policy DJD for Travel Prepayment based on MDE response to inquiry on 05/27/15</li> <li>• Personnel Director no longer submits items for board approval that require Superintendent's approval only</li> <li>• Personnel Director amended policies by removing the revision date from the policy and included the revision date under the revision date column on 05/21/15</li> <li>• Technology Coordinator posted the discipline code of conduct and policy JCD &amp; JCAA on each school's website under the TCSD Student Policies Tab on 05/20/15</li> <li>• Technology Coordinator posted the Employee Recommendation form to the district website under Human Resources Tab on 05/20/15</li> <li>• Board Clerk continues to maintain Employment Recommendation forms in archived Board Packs to provide evidence of principal recommendations to the superintendent</li> <li>• Superintendent submitted recommendations for principals on 06/10/15.</li> </ul>	
<p>1.3 School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law. {MS Code 25-41-1 et. al; 25-61-1 through 17; 37-3-4(5); 37-6-7, 9, 11, and 15; and 37-7-306(1-4)}</p>	<ul style="list-style-type: none"> <li>• School Board members continue visiting schools as parents or community members and not as Board Members in accordance to MS Code 37-7-301</li> <li>• Personnel Director requested staff signature on an Attestation Form as notice of Policy BBCA on 05/28/15</li> <li>• School board continues to afford employees rights granted by EEPL (2001)</li> <li>• School board members and the Superintendent continue to ask clarifying questions and dialogue to clarify the interpretation of laws, policies, and data although the goal is to have a <b><u>90% approval rate on all Superintendent's recommendations</u></b></li> <li>• Superintendent was continue to answer board member's clarifying questions prior to the board meeting via email, phone, or face-to-face meetings</li> <li>• The School board continues to review and revise policies on a monthly basis as recommended by the Superintendent resulting from BD policy development</li> <li>• School board decisions continue to be enforced only after board approval</li> <li>• School board members continue operate in accordance with Policy BBB as outlined in the TCSD online policy manual</li> </ul>	<p>June 2015</p>
<p>2 All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the Elementary and Secondary Education Act (ESEA). {MS Code 37-9-7} (SB Policies 7801 and 7802, ESEA, and Federal Code)</p>	<ul style="list-style-type: none"> <li>• Superintendent continues to recruit highly qualified staff although barriers exist in the Mississippi Delta as noted by the Critical Teacher Shortage Area</li> <li>• The Superintendent continues to recruit and staff schools according to each school's identified vacancies with long term subs due to the MS Teacher Shortage in the MS Delta</li> <li>• The Superintendent continues to issue emergency license for courses when highly qualified staff are unavailable due to barriers such as teachers shortages and unfilled vacancies</li> <li>• Technology Coordinator posted faculty and staff roster with grade and subject area on each school's website under Faculty and Staff on 05/20/15</li> <li>• Teachers posted educator licenses to the right on the outside of their classrooms by 05/18/15</li> <li>• Personnel Director continues to archive the recommendation and approval of all district employees monthly</li> <li>• Personnel Director filed all Highly Qualified Staff Parent letters in Personnel files on 05/27/15</li> <li>• Personnel Director continues to promote incentives for working in a critical shortage area</li> <li>• Principals ensured that all educator licenses were on file in the main office and that teachers posted a copy of their educator license outside of the classroom on 06/06/15</li> </ul>	<p>June 2015</p>
<p>2.1 The school district employs an appropriately licensed full-time</p>	<ul style="list-style-type: none"> <li>• Superintendent assigned a licensed, full-time principal at RFHS school for the 2015-2016 school term on 06/10/15</li> </ul>	<p>June 2015</p>

<p>principal duties assigned to areas that require a specific work area code unless a waiver is granted by the Commission on School Accreditation. This standard does not apply to assistant principals. {MS Code 37-9-7, 37-9-15, and 37-151-5(g)}</p>	<p>considering EEPL hearings have been completed</p> <ul style="list-style-type: none"> <li>• Superintendent continues to use his authority to transfer appropriately licensed staff under the provisions of their current contracts to fill principal vacancies</li> <li>• Superintendent continues to recommend an appropriately licensed full time principal at each school on February 15 of each year considering EEPL hearings have been completed</li> <li>• Personnel Director was begin district-wide interviews on 05/19/15</li> <li>• Personnel Director submitted the Staff Development Job Description and Salary Scale for school board approval on 06/05/15</li> <li>• School board approved Staff Development Job Descriptions and Salary Scales on 06/05/15</li> <li>• Personnel Director submitted salary scales for Media Specialist, Counselor, Health Sciences Instructor, Lead Janitor, and Lead Maintenance for school board approval on 05/28/15</li> <li>• Personnel Director submitted salary scale for JROTC Instructor for board approval on 06/10/15</li> <li>• Principals reviewed work assignments and duties to ensure all employees have been accurately reported on the MSIS Personnel/Accreditation Data Report on 06/09/15</li> <li>• Personnel Director and MSIS/SAM Manager reviewed job descriptions, work assignments, and duties, contracts, and salaries to ensure that all employees have been accurately reported on the MSIS Personnel/Accreditation Data Report on 06/06/15</li> <li>• Personnel Director continues to properly verify an employee's degree and years of experience in accordance with board approved salary scales at the time of school board approval</li> </ul>	
<p>2.3 The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (1/4) of the workday to library/media administrative activities. {MS Code 37-17-6(3)(a- e)}</p> <p>2.3.1 If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.</p> <p>2.3.2 If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.</p>	<ul style="list-style-type: none"> <li>• Technology Coordinator posted librarian schedules for each school site on the school websites on 06/09/15</li> <li>• Librarians was post library service schedules outside the library door at each school to reflect ¼ of Librarian's schedule must include administrative duties and "open access" for classes and individual students by 06/05/15</li> <li>• Technology Coordinator ordered the Atrium system and provided training to librarians by 06/01/15</li> <li>• Technology Coordinator posted Rosa Fort High School's (2014-2015) Professional Development Plan on 06/06/15</li> <li>• Each school librarian met in a librarian PLC to create a uniform process specific to each school to address: budgets, policies/procedures, professional development, schedules, collection organization on 05/30/15</li> <li>• Each school librarian was participate in professional development to collaborate and develop a system of accountability in accordance with current edition of the Mississippi School Library Media Guide by 06/01/15</li> <li>• Personnel Director facilitated interviews for Media Specialists on 05/19/15</li> <li>• Superintendent was recommend licensed Media Specialist for Rosa Fort High School and Tunica Middle School by 06/10/15</li> </ul>	<p>June 2015</p>
<p>3. The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance. {MS Code 37-3-46(b)}</p> <p>3.1 Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in MS Code 37-7-301.</p> <p>3.2 Mississippi Principal Evaluation System (MPES).</p> <p>3.3 Mississippi Teacher Evaluation System.</p> <p>3.4 Other district staff evaluations as determined by local school board policy.</p>	<ul style="list-style-type: none"> <li>• Technology Coordinator posted the Superintendent's evaluation online to provide evidence the School Board evaluated the Superintendent by 05/20/15</li> <li>• Personnel Director placed MPES appraisals and staff evaluations in personnel folders on 05/30/15</li> <li>• Personnel Director placed MSTAR appraisals in personnel folders on 06/10/15</li> </ul>	<p>June 2015</p>
<p>6 The school district complies with state law and State Board of Education policy on enrollment requirements.</p> <p>6.1 Residency requirements {MS Code 37-15-29} (SB Policy 6600)</p> <p>6.2 Immunization requirements {MS Code 37-7-301(i), 37-15-1, and 41-23-37}</p>	<ul style="list-style-type: none"> <li>• Personnel Director revised policy JBC to delete requirements of the affidavit by 05/20/15</li> <li>• Personnel Directors revised policy JBC for Immunization Compliance by 05/20/15</li> <li>• School Board approves a revision to policy JBC to delete the requirement of the affidavit on 05/28/15</li> <li>• School Board approved MSBA's online policy for Immunization on 05/28/15</li> </ul>	<p>May 2015</p>



6.3 Age of entry requirements (MS Code 37-15-9)		
8 Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with state law, the Family Educational Rights and Privacy Act of 1974, and the Confidentiality Section of the Individuals with Disabilities Act, 1997 Amendments. (See Appendix E and the current edition of the Mississippi Cumulative Folders and Permanent Records Manual of Directions.) (MS Code 37-15-1 through 3; 37-15-6; 37-15-10)	<ul style="list-style-type: none"> <li>• Superintendent addressed this finding in a previous Corrective Action Plan in January 2015 and those corrections are still effective to date</li> <li>• School Office Staff recorded initials in SAM Spectra to verify Immunization requirements have been verified (Registration Process) on 06/10/15</li> <li>• Counselors completed immunization record check of cumulative folders to verify signature/initials on cumulative folders on 06/10/15</li> <li>• Curriculum Coordinator and RFHS Counselors completed a cumulative folder audit, verification of completed inserts, use student rosters to ensure all students have a completed cumulative folder, graduation plan, and 121 form on 06/10/15</li> <li>• MSIS/SAM Spectra Manager ensured that grade verifications were completed before credits/units are printed for cumulative records on 06/10/15</li> <li>• Personnel Director submitted a policy (JRB) (on the collection, maintenance, and dissemination of cumulative folders/permanent records for board approval on 05/28/15</li> </ul>	Ongoing
9 The school district engages in planning to review the educational status of each school in the district and to address specific actions relative to accreditation and performance separately. (MS Code 37-3-49(2)(e))	<ul style="list-style-type: none"> <li>• School board approved the Strategic Planning Process as part of the Instructional Management Plan on 05/28/15, which included the educational status of each school in the district. Committee members consist of school leaders, parents, business partners, community leaders, etc.</li> <li>• School Board and Superintendent continues to facilitate Annual Strategic Planning Retreat attended by community members, school leadership team members, parents, students, district leadership team members, board members, and classified staff to discuss and make decisions relating to the educational status and each school in the district as archived by school board minutes</li> <li>• School Board approved the revised District Strategic Plan which addresses the educational status and accreditation of the district on 05/28/15</li> <li>• School Board approved the annual District Strategic Planning Process</li> <li>• Superintendent continues to provide all school stakeholders (community members, school leadership team members, parents, students, district leadership team members, board members, and classified staff) with academic updates at each school board meeting providing detailed academic progress for each school in the district</li> </ul>	May 2015
10 The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. (MS Code 37-13-91) (SB Policies 3101 and 3102)	<ul style="list-style-type: none"> <li>• School Attendance Clerks ensured accurate student absences in SAMS for the 2014-2015 school term for all students who received unexcused absences for In School Suspensions on 05/19/15</li> <li>• MSIS/SAM Spectra Manager ensured accurate information regarding students that served in school suspension in previous reports for all absences that were incorrectly coded as unexcused during 2014-2015 as verified by each school secretary on 05/20/15</li> <li>• School attendance clerks signed an attestation form that indicates students in ISS are not coded as unexcused absences as evidenced in SAMS on 06/10/15</li> <li>• Secretaries continue to report student absences to the School Attendance Officer via email using the contact information provided by parents during registration and update monthly contact information updates throughout the year.</li> </ul>	June 2015
11 The school district develops a dropout prevention plan and implements programs designed to keep students in school and to lower student dropout rates in accordance with MS Code. (MS Code 37-13-80) (SB Policy 3105)	<ul style="list-style-type: none"> <li>• Staff Development supervised the revision of the Dropout Prevention Plan to include the Restructuring Plan using the Drop-out Prevention/Restructuring Plan template as provided by MDE on 05/18/15</li> <li>• School board approved the Revised Dropout Prevention Plan/Restructuring Plan (Policy JBA) for RFHS on 05/28/15</li> </ul>	May 2015
12 There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. (MS Code 37-7-337) (Districts Meeting the Highest Levels of Performance are exempted.)	<ul style="list-style-type: none"> <li>• Superintendent established a District P-16 Council in 2014 that serves as a mechanism to encourage community involvement and business partnerships in the decision making process</li> <li>• TCSD District P-16 Council reconvened for a meeting and maintained evidence of the meeting on 06/08/15</li> <li>• Superintendent's Secretary continues to archive agendas, sign in sheets, and minutes for all P-16 meetings conducted</li> <li>• Technology Coordinator posted District P-16 Council photos on <a href="http://www.tunicak12.org">www.tunicak12.org</a> on 06/10/15</li> </ul>	June 2015
12.1 A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council. (MS Code 37-18-5(4))		

<p>12.2 A district and/or a school designated as a D or F shall establish a community-based pre-kindergarten through higher education (P-16) council.</p>		
<p>13 The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the Commission on School Accreditation for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days. {MS Code 37-151-7(3)(d)} {MS Code 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(c)}</p> <p>13.1 The teaching day must provide at least 330 minutes of instruction per day. {MS Code 37-13-67}</p> <p>13.2 The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the State Board of Education.</p> <p>13.3 No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day. {MS Code 37-151-5(j)}</p> <p>13.4 The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three (3) days prior to the end of the school year. (Districts Meeting the Highest Levels of Performance are exempted.)</p> <p>13.5 The summer school/extended year program [not Extended School Year (ESY) provided through special education programs] meets all applicable requirements of the regular school program. {MS Code 37- 3-49}</p> <p>13.5.1 Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.</p> <p>13.5.2 Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. {MS Code 37-3-49} 13.5.3 Students enrolled in a summer program are limited to earning one (1) Carnegie</p>	<ul style="list-style-type: none"> <li>● Personnel Director revised the student handbook for 2015-2016 to be consistent with TCSD board-approved policies, School Day (AF) and Attendance (JBD) on 05/28/15</li> <li>● School board adopted and approved the MSBA-adopted policy on school day to define the school day at 330 min on 05/28/15</li> <li>● Technology Coordinator posted all school schedules on school and district websites after the School Board approved the revised School Day policy on 06/10/15</li> <li>● School board approved the revised (Policy IDCA) on 05/28/15</li> <li>● MSIS/SAM Manager and Personnel Director printed Tunica Middle School's ICT II schedule from SAM Spectra to verify 140 hours of instruction needed to obtain a Carnegie unit of credit on 06/05/15</li> <li>● Curriculum Coordinator accurately reported Summer School courses in MSIS on 06/09/15</li> <li>● Curriculum Coordinator distributed parent notice of summer school course offerings on 05/22/15</li> </ul> <ul style="list-style-type: none"> <li>● Curriculum Coordinator submitted board-approved Summer School Course Offerings List to MSIS/SAM Spectra Manager to input in MSIS on 06/06/15</li> <li>● MSIS/SAM Spectra accurately reported summer school course offerings in database to MDE by 05/18/15</li> <li>● Curriculum Coordinator sent notice to parents of all summer district course offerings by 05/30/15</li> <li>● Technology Coordinator posted summer school application and letter on district web-page and district Facebook page by 06/10/15</li> </ul> <ul style="list-style-type: none"> <li>● Technology Coordinator posted all options for extended learning on the TCSD website on 06/09/15</li> </ul> <ul style="list-style-type: none"> <li>● Rosa Fort High School continues to have extended school day due to priority school status</li> <li>● Curriculum Coordinator revised policy AF to establish the school day as 330 minutes on 05/22/15</li> <li>● School board approved the revision for Policy AF on 05/28/15</li> </ul>	<p>June 2015</p>

<p>unit of credit in a traditional summer school session, which does not apply to extended year programs and approved virtual courses. (Districts Meeting the Highest Levels of Performance may be exempted under MS Code 37-17-11.)</p>		
<p>14.1 Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendix A. (See Appendix A.) (SB Policies 2902 and 2903) Students receiving a standard diploma may select from four (4) graduation pathways as specified by the local school district's graduation requirements.</p> <p>14.1.1 Entering ninth graders in 2005-2006 and thereafter (seniors of school year 2008-2009 and later) are required to have a minimum of 21 Carnegie units as specified in Appendix A-1.</p> <p>14.1.2 Entering ninth graders in 2008-2009 and thereafter (seniors of school year 2011-2012 and later) are required to have a minimum of 24 Carnegie units as specified in Appendix A-2, unless, in accordance with school board policy, their parent/guardian requests to opt the student out of Appendix A-2 requirements. This student would be required to complete the graduation requirements specified in A-1.</p> <p>14.1.3 Entering eleventh graders in 2010-2011 and thereafter (seniors of school year 2011-2012 and later) who chose the Career Pathway Option are required to earn the minimum graduation requirements specified in Appendix A-3. {MS Code 37-16-17}</p> <p>14.1.4 Beginning in school year 2011-2012, all eighth grade students are required to have an Individualized Career and Academic Plan (ICAP) prior to entering the eighth grade.</p> <p>14.1.5 Innovative Programs 14.1.6 Early Exit Diplomas</p>	<ul style="list-style-type: none"> <li>● High School counselor maintained an updated cohort tracker to review and audit all students at RFHS to assess students' progress towards graduation on 05/21/15</li> <li>● High School Counselor verified that all seniors have passed all required subject area courses and assessments on 05/21/15</li> <li>● Personnel Director submitted the revised Graduation Policy (IHF) for board approval on 05/28/15</li> <li>● School board approved the revised Graduation Policy (IHF) on 05/28/15</li> </ul>	<p>May 2015</p>
<p>14.2 Each student receiving a standard diploma has achieved a passing score on each of the required high school exit examinations. (MS Code-37-16-7) (SB Policies 3600, 3801, and 3803)</p>	<ul style="list-style-type: none"> <li>● School Counselor updated student cumulative folders with subject area testing labels and score reports on 06/08/15</li> <li>● School Counselor verified each student receiving a diploma has achieved a passing score on each of the required high school exit exams on 05/21/15</li> <li>● RFHS Counselors contacted parents at RFHS on the status of students' Carnegie unit progress on 05/27/15</li> <li>● Curriculum Coordinator revised policy (IHF) adding the career pathway options to the current graduation requirements on 6/03/15.</li> <li>● School Board approved policy IHF to add the Career Pathway Options to the current graduation requirements on 06/05/15</li> </ul>	<p>May 2015</p> <p>June 2015</p>
<p>14.3 Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states: "This student has successfully completed an Individualized Education Program." {MS Code 37-16-11(1)}</p>	<ul style="list-style-type: none"> <li>● RFHS Special Education IEP committee reconvened IEP meetings to determine appropriate completion options for students in accordance with MS Code 37-16-11(1) on 06/10/15</li> <li>● Special Education Director reviewed each senior's IEP transcript to verify graduation requirements on 05/28/15</li> <li>● Special Education Director ensured that all IEP students were issued a special diploma or certificate of completion, stating: "This student has successfully completed an Individualized Education Program" {MS Code 37-16-11(1)} on 06/01/15</li> </ul>	<p>June 2015</p>

<p>14.4 Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. (MS Code 37-16- 11(2)) (See Appendix G.)</p>	<ul style="list-style-type: none"> <li>● SPED teachers conducted meetings for all RFHS students with IEPs to accurately reflect the committee's decision upon graduation, transition plan, SMART goals, evidence-based disability, current level of performance (i.e. most recent STAR, SATP, MCT2 for academic and performance for OHI), and daily accommodations for Identified disability on 06/08/15</li> <li>● Special Education Director created an MOD plan with guiding questions on 05/20/15.</li> <li>● Special Education Teachers used MOD planning questions to develop MOD plans for IEPs as decided in IEP meetings to include a transition plan on 05/22/15.</li> <li>● Agency Representatives verified appropriateness of MOD and IEP transition plans for each RFHS student on 06/06/15</li> <li>● Special Education Teachers developed an IEP schedule to include an entire caseload by 05/22/15</li> </ul>	<p>June 2015</p>
<p>14.5 The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.</p>	<ul style="list-style-type: none"> <li>● School board approved graduation requirements for graduating seniors of school year 2015-2016 on 05/28/15</li> <li>● School board approved policy IHF to include the addition of the required courses and graduation requirements for 2014-2015 on 05/28/15</li> <li>● School board approved policy IHF adding the Career Pathway components to current graduation requirements on 06/05/15</li> </ul>	<p>May 2015</p>
<p>15 The school district implements a professional development program aligned with the Learning Forward Standards for Professional Learning. (Districts Meeting the Highest Levels of Performance are exempted.) (MS Code 37-17-8) (SB Policy 4500)</p>	<ul style="list-style-type: none"> <li>● Technology Coordinator upload board minutes outlining approved professional development contained in the school's priority school plan for RFHS to include: The Flippen Group, multiple consultants, and instructional coaches on 05/18/15</li> <li>● Curriculum Department/Federal Programs created the 2015-2016 Professional Development Plan aligned with the Learning Forward Standards for Professional Learning on 06/06/15</li> <li>● Superintendent's Secretary emailed the 2014-2015 professional development plan with minutes, agendas, and sign-in sheets on 06/06/15</li> <li>● Technology Coordinator posted the 2015-2016 professional development plans to district and school web sites 06/10/15</li> <li>● Staff Development facilitated weekly/bi-weekly Instructional work sessions on Tuesdays from 3:30 to 4:30 p.m. to provide support to all teachers in the district</li> <li>● Staff Development Personnel emailed the list of work sessions topics that have been offered during the 2014-2015 school term to be posted on curriculum webpage on 05/19/15</li> <li>● Technology Coordinator posted curriculum work session topics on the curriculum webpage on 05/19/15</li> <li>● RFHS implemented the professional development plan as part of the school's priority plan which included the Flippen Group, multiple consultants and job embedded professional development by Staff Development on 05/18/15.</li> </ul>	<p>June 2015</p>
<p>16 The school district adheres to all requirements of the Mississippi Statewide Assessment System. (See Appendix F.) (MS Code 37-16-1 through 4 and 37-16-9) (SB Policies 3600, 3800, 3801, 7220, 7601, and 7607)</p>	<ul style="list-style-type: none"> <li>● District Test Coordinator uploaded signed test security plan to Sharepoint on 5/19/15</li> <li>● Technology Coordinator posted updated Test Security Plan on TCSD Curriculum Assessment website under District and State Testing TAB along with the MS Office of Assessment Testing Calendar on 5/27/15</li> <li>● School Test Coordinator downloaded a copy of the District Test Security Plan on 05/27/15</li> </ul>	<p>May 2015</p>
<p>17 The school district is in compliance with state and/or federal requirements for the following programs:</p> <p>17.1 Early Childhood Programs (kindergarten and teacher assistant) (MS Code 37-21-1, et seq.) (SB Policies 4400, 4401, 6006, and 6301) (Refer to the Mississippi Kindergarten Guidelines.) [Districts Meeting the Highest Levels of Performance are exempted from provisions of subsection (4) of MS Code 37-21-7.]</p>	<ul style="list-style-type: none"> <li>● Elementary principals sent a list of early childhood PD to be facilitated by Bailey or Kirkland Group on 06/06/15</li> <li>● Principals submitted professional development agendas related to K-3 practices to the Office of Federal Programs on 06/08/15</li> <li>● Curriculum Coordinator recommended PD contracts for Bailey or Kirkland Group to be executed on 06/06/15</li> <li>● Curriculum Coordinator and Federal Programs Director met with principals to plan district-wide Professional Development for PK and Kindergarten staff in the areas of early childhood education and reading instruction for 2015-2016 on 06/08/15</li> <li>● School board approved contract for consultants submitted by Curriculum Coordinator on 05/28/15</li> <li>● Federal Programs Director approved LETRS training for Pre-K and K teachers to attend LETRS and Early Childhood training offered by MDE in 05/16/15</li> <li>● Staff Development updated early childhood lesson plan template to include a thematic unit format to guide instruction to include small and large group activities, learning centers, individual instructional activities, and assessments on 06/02/15</li> <li>● Staff Development emailed board approved lesson plan template to ELS representative on 06/01/15</li> <li>● Pre-K and K teachers utilized the Kindergarten Readiness lesson plan template to include a thematic unit format to guide instruction to include small and large group activities, learning centers, individual instructional activities, and assessments and teachers have access to the current kindergarten standards by 06/12/15.</li> <li>● Business Manager communicated the use of proper funding codes for Pre-K and K materials in budget software</li> </ul>	<p>June 2015</p>

<p>17.2 Pre-Kindergarten (MS Code 37-7-301(ss)) (SB Policy 2904) (Refer to the Mississippi Early Learning Guidelines.)</p>	<p>(Marathon) when consumables for kindergarten on 06/08/15</p> <ul style="list-style-type: none"> <li>● TCSD continues to partner with ICS for PK services who purchase PK material and provide training for all PK teachers</li> <li>● School board approved TCSD Early Learning Parent Handbook on 05/28/15</li> <li>● Technology Coordinator posted the TCSD Early Learning Parent handbook to include policies and procedures for parental involvement policy, parent conference protocol, and calendar of parental involvement activities to the district website on 06/08/15</li> <li>● Elementary Principals printed the PO's for all material and resources ordered for PK and Kindergarten programs for the 2014-2015 term to prove expenditures for early childhood programs on 06/10/15.</li> <li>● Business Manager established proper function codes (1105 for Pre-Kindergarten and 1110 for Kindergarten) in budget to purchase Pre-K and Kindergarten materials and textbooks for each subject area that are aligned with MS Early Learning Standards 2014 on 06/10/15</li> </ul>	<p>June 2015</p>
<p>17.3 Career-Technical Education (MS Code 37-31-1, et seq.) (SB Policies 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, and Federal Code)</p>	<ul style="list-style-type: none"> <li>● CTE Director continues to request the maintenance department to provide additional lighting to the Automotive Mechanics Technology shop.</li> <li>● CTE Director provided pictures of the repainted shop floor.</li> <li>● CTE Director verified that the shop floors color-coding schemes meets the requirement for safety purposes throughout the shop on 06/02/15</li> <li>● Maintenance Director completed maintenance work orders from findings in the CTE Program audit report on 06/02/15</li> <li>● CTE Director printed grant application for the career and technical center on 06/09/15</li> <li>● CTE Directors continues to document any CTE instructor/staff person resignation, terminations, and schedule changes.</li> <li>● Tunica Middle School Principal continues to notify CTE Director of any CTE personnel/ schedule changes within Tunica Middle School building immediately</li> <li>● Personnel Director and CTE Director aligned teacher budget reports with contracts for employment on 05/22/15</li> <li>● CTE Director continues to use the district's non-discrimination statement on all documentation distributed to parents, community, and other entities</li> <li>● CTE Director posted non-discrimination statements throughout the Career and Technical Center, Tunica Middle School, Rosa Fort High School, and Central Office regarding recruitment into the Career and Technical Programs on 06/10/15.</li> <li>● CTE Director printed program evaluation forms that are used to monitor instruction standards, district support standards, facility standards, and program statistics on 06/08/15.</li> <li>● CTE Director has received the purchase order for replacement of the digital camera PO #15548 and for the IPAD PO #15628</li> <li>● CTE Director has cleared all items that could not be located during the 100% inventory audit except for two items: TU604-Apple IPAD and TU608-Digital Camera</li> <li>● CTE Director continues to use the Inventory Equipment Management Tracking System to report any loss, damage, or theft of property on 05/28/15</li> <li>● CTE Director continues to report any unlawful acts to the Superintendent of Education and Tunica County Sheriff Department</li> <li>● Teachers continue to report any missing/stolen equipment to the CTE Director and follow district policy on fixed assets</li> <li>● CTE Director continue to keep a spreadsheet log of all career and technical education students' who completed, graduated and received credentials in a career and technical education program</li> <li>● CTE Director developed a daily walk-through schedule to monitor off site classrooms and maintain communication with principals at off-site locations on 06/10/15</li> <li>● CTE Director hosted a membership drive each semester for all programs in the CTE center and collected membership forms for each organization annually</li> </ul>	<p>June 2015</p>
<p>17.4 Special Education (MS Code 37-23-1 through 9) (SB Policies 7201, 7203, 7204, 7205, 7206, 7208, 7210, 7211, 7212, 7213, 7214, 7219, and Federal Code) [See State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004).]</p>	<ul style="list-style-type: none"> <li>● SPED Director created an IEP Development Policy to include the IEP Team determining the LRE and the details of the student's FAPE on 05/27/15.</li> <li>● School Board approved the IEP Development Policy on 05/28/15</li> <li>● The Bailey Group, Kirkland Group, and SPED Director co-facilitated training to all SPED teachers and related service providers on policies and procedures to include, but not limited to the following: IEP development, Transition Plans, Instructional Services, Individualized Instruction, Health Plans, Discipline Procedures, and Child Find on June 3-5, 2015</li> </ul>	<p>June 2015</p>

	<ul style="list-style-type: none"> <li>● SPED Director organized rebound schedule to provide IEP students who are expelled from school or who commit violent crimes on 08/15</li> <li>● SPED Teachers created IEP schedules to ensure annual IEP meetings were conducted in a timely manner,</li> <li>● SPED Director requested SPED Technical Assistance from MDE that mimics technical assistance received from MDE on 06/08/15</li> <li>● SPED Director was offered summer enrichment to all students with IEPs from high performing teachers on 06/02/15</li> <li>● IEP committees reconvened IEP meetings for all students on their caseloads to ensure IEPs are individualized and appropriate for each student on 05/30-06/10/15</li> <li>● IEP Committees reconvened to develop appropriate transition plans with required components for all students with disabilities ages 14 and over on 05/30-06/10/15</li> <li>● School Nurses developed health plans for students with IEPs by 05/20/15</li> <li>● SPED Director provided training to all administrators on state and federal requirements for ensuring FAPE on 05/29/15</li> <li>● SPED Director facilitated training to administrators and instructional staff on the delivery of SPED Instruction and related services on 05/29/15</li> <li>● The Bailey Group, Kirkland Group, and SPED Director provided training to all administrators and instructional staff in implementation of specialized instruction individualized to the student's unique needs on 06/03-06/05/15</li> <li>● Agency Representatives (Principals) recommended summer school to provide supplementary education and enrichment for all students with an IEP during the reconvened IEP meetings on 05/30-06/10/15</li> <li>● The Bailey Group, Kirkland Group, and SPED Director provided documented training to all administrators and instructional staff on LRE policies and IEP development on 06/05/15</li> <li>● SPED Director created a Home Bound Plan to include the teacher, location, and transportation for all students with IEPs who are expelled or who commit violent crimes on 05/20/15</li> <li>● SPED Director sent the Child Find report to MDE as required by MDE on 05/30/15</li> <li>● MET team now convenes weekly to determine if students should receive a comprehensive evaluation and send parents an email detailing the decision to maintain evidence the decision is communicated by the end of the 14 day deadline</li> </ul>	
<p>17.5 Child Nutrition (MS Code 37-11-7) (SB Policies 2001, 2002, 2004, 2007, 2009, and Federal Code) 17.5.1 School Wellness Policy</p> <p>17.5.1 School Wellness</p>	<ul style="list-style-type: none"> <li>● Child Nutrition Director/School Food Service Administrator revised the Smart Snack Standards policy (JGHR) on 05/21/15</li> <li>● School board approved the revised Smart Snack Policy (JGHR) on 05/28/15</li> <li>● Child Nutrition Director/Administrator assisted each Principal and Wellness Coordinator to create an updated Wellness Policy each year.</li> <li>● Principal and Wellness Coordinator reviewed and adopted the Wellness Plan/Policy for Board review on 05/28/15</li> <li>● Child Nutrition Director, Principal, and Wellness Coordinator has a copy of the Wellness Policy on hand for review at all times</li> <li>● Technology Coordinator posted each school's Wellness Policy on 06/10/15</li> <li>● Child Nutrition Director/School Food Service Administrator continues to utilize the state ordering program to control food inventory</li> <li>● Child Nutrition Director/School Food Service Administrator continues to adhere to the school district policy for labor costs associated with Food Service Employees</li> <li>● Principals have removed all snacks that are outside of the Child Nutrition Program guidelines from each cafeteria immediately</li> <li>● Technology Coordinator posted the USDA Smart Snack Regulations of Child Nutrition on District Website on 06/10/15</li> <li>● School board approved policy JGHR that restricts the sale of competitive foods at any school in the district to on 05/28/15</li> <li>● Child Nutrition Coordinator and managers used the Student Management System to determine the amount of food to be ordered on 05/20/15 and ongoing</li> <li>● Child Nutrition Coordinator implemented an appropriate tracking and monitoring of inventory system to ensure cost effectiveness on 05/20/15</li> </ul>	<p>June 2015</p>
<p>17.6 Elementary and Secondary Education Act: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants (SB Policies 4700, 7801, 7802, 7803, 7804, and Federal Code)</p>	<ul style="list-style-type: none"> <li>● School board approved the 2015-2016 Instructional Management Plan on 05/28/15</li> <li>● Business Manager aligned Title I and Title II budgets to CFPA on 05/22/15</li> <li>● Superintendent non-renewed Federal Programs Director for the 2015-2016 school term to ensure proper implementation of federal programs and future expenditures are aligned with budget</li> </ul>	<p>June 2015</p>

	<ul style="list-style-type: none"> <li>● Business Manager created journal entries on the Detail Journal by Reference Sheet with a zero (\$0.00) balance on 05/22/15</li> <li>● Business Manager created a policy for federal programs for cash management and submitted for board approval on 05/27/15</li> <li>● School Board approved Cash Management Policy on 05/28/15</li> <li>● Federal Programs Director and Business Manager aligned the accounting system with all current approved MDE budget of all of its federal programs on 05/22/15</li> <li>● Business Manager and Federal Programs Director ensured funds are drawn down as needed in accordance with the monthly balance sheet monthly on 05/26/15</li> <li>● Federal Programs Director or Local Education Agency (LEA) developed policies and procedures for the implementation and monitoring of time distribution on 06/10/15</li> <li>● Federal Programs Director continues to implement all components (a-f) of the district's Parental Involvement Policy</li> <li>● Federal Programs Director continues to ensure charges to Title I and Title II program for administrative programs are allocable</li> <li>● Federal Programs and TCSD School Administrators continues to ensure that the 1% Title I Parent Fund allocation information and the Parent's "Right to Know" is distributed at parent meetings to provide parents with the opportunity to participate in how parent funds was be spent</li> <li>● Federal Programs Director revised the Parents Right to Know information in accordance with the Parental Involvement Plan for the current school year on 06/03/15</li> <li>● Federal Programs Director revised the Paraprofessional Qualification documentation indicating highly-qualified status on 06/03/15</li> <li>● Federal Programs Director provided evidence of highly-qualified status of paraprofessionals on 06/03/15</li> <li>● Technology Director posted Tunica County School District Parental Involvement Plan to the district website on 06/06/15</li> <li>● Federal Programs Director submitted evidence that the MPES form 1 Master documentation for each school principal has been sent to MDE on 06/03/15</li> <li>● Parent Liaison continued to administer and operate in a manner consistent with board approved job descriptions in all Title 1 school particularly the high school that was a priority school whose priority plan was funded 100% out of Title I Budget</li> <li>● Parent Liaison continued to visit schools to implement school parental involvement plan and policy (LA) by calling parents regarding student progress by providing other reasonable supports for parents through telephone contacts on 06/02/15</li> <li>● DLT expended the unencumbered federal budget in alignment with the CFPA on 06/05/15</li> <li>● Federal Programs Coordinator continues to administer and operate in a manner consistent with their job descriptions in all Title I schools district wide particularly at the high school that was a priority school whose priority plan was funded 100% out of Title I</li> <li>● Federal Programs Director and Parent Liaison offices continues to be mobile within the district to better administer the expenditures outlined in the CFPA and other required federally funded plans (priority school plan)</li> <li>● MDE's requested corrective action was made erroneously and did not take into account policy LA or the RFHS Parental Involvement Plan</li> <li>● Federal Programs Director developed a time and effort document that differentiates between Title 1 and District duties for the Federal Programs Director and Parent Liaison using OMB Federal circular on 06/10/15</li> <li>● Federal Program Director submitted evidence of compliance for all district schools classified as "Approaching Target" (Section B, Title 1, Part A) by 06/03/15</li> </ul>	
<p>17.8 Gifted Education (MS Code 37-23-171 through 181) (SB Policy 3700) (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards.)</p>	<ul style="list-style-type: none"> <li>● Tunica Middle School Principal reassigned Gifted Education class to room 618 on 06/08/15</li> <li>● Tunica Middle School Custodial Staff ensured that room 618 did not have any inundated non-instructional materials causing barriers to adequate space for instruction on 05/22/15</li> <li>● Maintenance Director ensured compliance of the appropriate space and instructional materials (white board, cleared wall space, and desks) on 06/08/15</li> </ul>	<p>June 2015</p>
<p>18 Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. (MS Code 37-17-6(3)(a-e))</p>	<ul style="list-style-type: none"> <li>● Librarian/Media Specialists revised schedule to reflect the half-time status for Dundee Elementary School and Tunica Elementary School on 05/26/15</li> <li>● Librarians/Media Specialists updated inventory using Atrium system to maintain an organized collection of materials on 05/27/15</li> </ul>	<p>June 2015</p>

<p>18.1 Each school district has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.</p> <p>18.2 The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.</p>	<ul style="list-style-type: none"> <li>● Librarians/Media Specialists entered all instructional technology and equipment on 06/10/15</li> <li>● Librarians/Media Specialists sent notification (email/letter) to staff of all equipment and collection of materials on 05/27/2015</li> <li>● Librarians/Media Specialists created a resource list on 06/10/15</li> <li>● Librarians/Media Specialists updated collection in Atrium on 06/10/15</li> <li>● Librarians/Media Specialists organized Media Center on 06/10/15</li> <li>● Librarians/Media Specialists registered for LAMP professional development for librarians on 06/10/15</li> <li>● Librarians/Media Specialists printed policy and procedures for the Library Media Center in a binder on 05/27/15</li> <li>● Librarians/Media Specialists posted long and short-term goals for the library on 06/10/15</li> <li>● Librarians/Media Specialists submitted of school advocacy committees for the library programs for the 2015-2016 school term to the technology coordinator by 06/08/15</li> <li>● Technology Coordinator posted each school's library advocacy committee to the school's website on 06/08/15</li> </ul>	
<p>19 The school district is in compliance with state law and State Board of Education policies for state adopted textbooks. (MS Code 37-43-1, 37-43-24, 37-43-31(2), 37-43-51, 37-9-14(2)(b), and 37-7-301(ff)) (SB Policies 7701 and 7702) (Refer to the current edition of the Textbook Administration Handbook Rules and Regulations.)</p> <p>19.1 Each school district provides students in each school with access to current or otherwise appropriate textbooks that are in good condition. (See glossary for definition of textbook.) (MS Code 37-43-1, 37-9-14(2)(b), and 37-7-301(ff))</p> <p>19.2 Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System. (MS Code 37-43-51) (Refer to the current edition of the Textbook Administration Handbook Rules and Regulations.)</p>	<ul style="list-style-type: none"> <li>● District Textbook Coordinator submitted summer textbook report to TIMS by 6/10/15</li> <li>● Teachers conducted active textbook inventory check for all textbooks by 06/05/15</li> <li>● School textbook managers posted book room inventories outside and inside of storage on 06/10/15</li> <li>● District Textbook Coordinator submitted Social Studies textbook purchase order requisition on 06/08/15</li> <li>● School textbook managers verified and submitted to principals that textbook inventory is completed and posted for all classrooms on 06/10/15</li> </ul>	June 2015
<p>20 The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.) (MS Code 37-3-49(2)(a-c) and 37-3-49(5)) (SB Policy 4300)</p>	<ul style="list-style-type: none"> <li>● Curriculum Coordinator developed an Instructional Management Plan to include the following: District Strategic Plan, Teacher Schedule (SAM Spectra), MDE Curriculum Frameworks, Workstation Planning Template, School and District Impact Data, District Testing Calendar as evidenced by being posted at <a href="http://www.tunicak12.org">www.tunicak12.org</a> and outside every classroom on 05/16/15</li> <li>● School board approved the Instructional Management Plan on 05/28/15</li> <li>● Curriculum Coordinator ensured that board-approved Instructional Management Plan is accessible and available to all teachers in each school and posted it to the TCSD website and curriculum webpage on 06/08/15</li> <li>● Curriculum Coordinator ensured that board-approved Instructional Management Plan is posted outside of every classroom in the district as evidenced by walk-through inspections recorded by each school Principal on 06/09/15</li> </ul>	June 2015
<p>21 The district follows an established board policy that defines criteria for the academic promotion/progression/retention of students. Such criteria prohibit the retention of students for extracurricular purposes.</p> <p>21.1 The school district implements a uniform grading policy. (SB Policy 403) (MS Code 37-11-64 and 37-11-66)</p> <p>21.2 A student who is enrolled in any grade higher than Grade 6 in a school district must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale in accordance with the Mississippi High School Activities Association (MHSAA). This portion of the standard was be jointly monitored and enforced by the State Board of Education and the MHSAA. (MS Code 37-11-65)</p>	<ul style="list-style-type: none"> <li>● Tunica Middle School Principal and MSIS/SAM Manager ensured that grades posted for first nine weeks in accordance with board policies (IHA) Grading System and (IHE) Promotion and Retention as evidenced by monthly MSIS report that was uploaded on June 6, 2015</li> </ul>	June 2015
<p>22 The school district provides access to an alternative education program that meets the program guidelines outlined in MS Code 37-</p>	<ul style="list-style-type: none"> <li>● Curriculum Coordinator continued to submit policy revisions for the Alternative Education Program policy (JCD) to include the MS Code Section 37-13-92(a) for board approval on 06/10/15</li> </ul>	June 2015



<p>13-92 and guidelines established by the State Board of Education. (SB Policy 902) (See guidelines for Alternative/GED School Programs.)</p>	<ul style="list-style-type: none"> <li>Curriculum Coordinator updated the cumulative folder checklist to include the following, if applicable (TABE test results, I-CAP, Alternative School Packet, IIP) on 06/08/15</li> <li>Alternative School Director ensured that TCSD is in compliance with the MS Code 37-13-92 A, which addresses students suspended for 10 or more days or expelled for non-felonious conduct or the possession of a weapon</li> <li>Alternative School Administrator continues to ensure that there is an updated individual instruction plan for all students placed in the alternative school setting</li> </ul>	
<p>23 The school district, in its discretion, may provide access to a GED Option program that meets the program guidelines outlined in MS Code 37-13-92(4) and the guidelines established by the State Board of Education. (SB Policy 902) (See guidelines for Alternative/GED Programs.)</p>	<ul style="list-style-type: none"> <li>Personnel Director revised the Alternative School Policy to remove GED Option Program on 06/08/15</li> <li>School board approved the revised Alternative School Policy on 06/10/15</li> <li>Tunica Middle School and Rosa Fort High School Counselors added student Behavioral Modification Plans in cumulative folders on 05/28/15</li> <li>Alternative School Director/Administrator received written approval signed by Superintendent for students enrolled in Alternative School and were available for insertion in cumulative folders on 06/10/15</li> <li>Technology Coordinator and Curriculum Coordinator posted program guidelines from American Council on Education on district website and curriculum webpage on 05/28/15</li> </ul>	<p>June 2015</p>
<p>26 The curriculum of each high school at a minimum consists of required and approved courses that generate at least 32 1/2 Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review and action. (See Appendices B and C) {MS Code 37-1-3(2)} (SB Policies 2902 and 2903)</p>	<ul style="list-style-type: none"> <li>Curriculum Coordinator and MSIS/SAM Manager updated MSIS report to reflect approved courses in the sum of 32 1/2 Carnegie units on 06/10/15</li> <li>RFHS Interim Principal updated Master Matrix to reflect at minimum of 32 1/2 Carnegie Units including AP Course Offerings on 06/10/15</li> <li>Curriculum Coordinator and Rosa Fort High School Interim Principal created and posted Course Offering Matrix to include required courses as outlined on Appendix B on the Process Standards on 06/10/15</li> <li>Technology Coordinator posted course offering matrix on district website on 06/10/15</li> <li>Curriculum Coordinator submitted additional 4 course offerings (AP History, AP English, AP Science, AP Math) as mandated by MDE for board approval on 06/05/15</li> <li>Curriculum Coordinator and RFHS Principal received teacher registration information for AP training to receive AP certification on 06/05/15</li> </ul>	<p>June 2015</p>
<p>27 The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher. {MS Code 37-1-3(2) and 37-13-134}</p> <p>27.1 In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.</p> <p>27.2 Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.</p> <p>27.3 A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.</p>	<ul style="list-style-type: none"> <li>Curriculum Coordinator required each school to include at minimum reading/language arts, mathematics, science, social studies, the arts, health education, physical education as evidenced by SAM Spectra Master Matrix Schedule on 06/10/15</li> <li>Technology Coordinator posted school board approved Instructional Management Plan on the Curriculum's website on 05/28/15</li> <li>Elementary Principals and Assistant Principals developed and ensured that all schools implemented and verified the Master Matrix Schedule which includes 150 minutes of activity-based instruction per week, and 45 minutes of instruction in health education per week on 06/10/15</li> <li>Principals and assistant principals continues to ensure lesson plans are developed and are based on current standards</li> <li>Principals and assistant principals submitted the current master schedule matrix for review that includes clarifying documents, such as bell schedules on 06/10/15.</li> </ul>	<p>June 2015</p> <p>May 2015</p>
<p>29 The school district complies with the applicable policies of the State Board of Education and state and federal laws in the operation of its transportation program. The school district implements Nathan's Law as a priority for promoting school bus safety. {MS Codes 37-41-53, 63-3-615, 63-1-73, 97-3-7, and 63-1-33} (SB Policies 7903, 7904, 7906, 7907, and 7909)</p> <p>29.1 All buses are inspected on a quarterly basis and are well-maintained and clean. (SB Policy 7909)</p>	<ul style="list-style-type: none"> <li>Transportation Director continues to require bus drivers to complete a pre-trip and post-trip inspection daily.</li> <li>Bus drivers continue to submit work orders daily in accordance with the pre-trip and post trip inspection log.</li> <li>Mechanics continue to inspect all buses using a Quarterly Inspection Report.</li> <li>Transportation Director submitted work order reports to reflect the corrected deficiencies on 05/28/15.</li> <li>Transportation Director contacted Program Directors for Pupil Transportation, Leonard Swasey (<a href="mailto:lswasey@mde.k12.ms.us">lswasey@mde.k12.ms.us</a>) and Jerry Sistrunk (<a href="mailto:jsistrunk@mde.k12.ms.us">jsistrunk@mde.k12.ms.us</a>), via email (copied to <a href="mailto:elt@tunicak12.org">elt@tunicak12.org</a>) to request a follow-up visit for clearance on bus citations on 06/09/15.</li> <li>Transportation Director submitted completed work orders by bus number to correct the deficiencies noted in the enclosed report from the Division of Pupil Transportation on 06/10/15.</li> <li>Transportation Director created and implemented the use of a daily maintenance and inspection checklist for each</li> </ul>	<p>June 2015</p>

<p>29.2 Each driver has a valid bus driver certificate and a commercial driver's license and operates the bus according to all specified safety procedures. The school district has on file a yearly motor vehicle report on each driver and evidence that each driver has received two (2) hours of in-service training per semester. {MS Code 63-3-615} (SB Policies 7903 and 7906)</p> <p>29.3 Bus schedules ensure arrival of all buses at their designated school sites prior to the start of the instructional day.</p> <p>29.4 Emergency bus evacuation drills are conducted at least two (2) times each year. (SB Policy 7904)</p>	<p>bus driver on 06/15</p> <ul style="list-style-type: none"> <li>• Transportation Director conducted 4 random bus inspections per school in a week to ensure the proper maintenance and compliance of the school buses within the district. (Ongoing)</li> <li>• Transportation Director developed and implemented a quarterly calendar to ensure maintenance of all buses in the TCSD on 06/10/15.</li> </ul>	
<p>30 The school district provides clean/sanitary facilities in a safe and secure environment. All classrooms in each school was be air conditioned. {MS Code 37-7-301(c)(d)(j); 37-11-5, 49; and 45-11-101}</p>	<ul style="list-style-type: none"> <li>• Maintenance Director posted asbestos management plans in the main offices of all school buildings on 05/20/15</li> <li>• Maintenance Director provided require each principal to sign an acknowledgement receipt of Asbestos Management Plan on 05/27/15</li> <li>• Technology Coordinator posted Asbestos Inspection Reports by school on each school's and district's website under the District Forms TAB on 5/21/15</li> <li>• Maintenance Director was submit work order report to reflect corrected deficiencies listed in the report for Standard #30 on 05/22/15</li> <li>• Maintenance Director labeled all rooms with room numbers on 05/22/15</li> <li>• Maintenance Director posted all evacuation maps inside on 05/19/15</li> <li>• Teachers posted evacuation maps outside the rooms on 05/21/15</li> <li>• Maintenance Director ordered MSDS binder and stand for Science Labs on 05/21/15</li> <li>• Maintenance Director emailed principals a Material Safety Data Sheet list on 05/22/15</li> <li>• Rosa Fort High School Interim Principal was email a Material Safety Data Sheet list to Maintenance Director for E117 on 5/26/15</li> <li>• Maintenance Director provided Material Safety Data Sheets for chemicals on 05/21/15</li> <li>• Maintenance Director posted the seat capacity in all gymnasiums on 05/21/15</li> <li>• Principals completed online maintenance requests for each finding noted in the Office of Safe and Orderly School Facility Assessment on 05/16/15</li> <li>• Maintenance Director revised and submitted the Student Safety Policy to include a Comprehensive Safety Survey to be completed of each school building and ground on 05/21/15</li> <li>• School Board approved the Tunica County School District Student/School Safety Policy (EBBA) on 05/28/15</li> <li>• Maintenance Director secured lockers at Tunica Elementary on 06/10/15</li> <li>• Principals ensured that all clutter is removed from storage areas on 06/10/15</li> <li>• Principals ensured that seating capacity signs are placed in each gymnasium, auditorium, and cafeteria in each school on 06/10/15</li> <li>• Principals was ensure that all classrooms are free from excessive paper on walls, windows, and doors on 06/05/15</li> <li>• Maintenance Director conducted walk through to make sure all schools are safe and in compliance with safety guidelines beginning on 05/30/15</li> <li>• Principal and Maintenance Director ensured that fire alarms are inspected and cleared of all trouble codes on 06/08/15</li> <li>• Maintenance Director ensured that exit doors in all gymnasiums are unobstructed and unlocked during school hours on 06/08/15</li> <li>• Maintenance Director ensured that all electrical outlets and electrical panels were covered on 06/06/15</li> <li>• Maintenance Director ensured that there was no exposed metal in electrical outlets at Tunica Elementary School on 06/10/15</li> </ul>	<p>May 2015</p>
<p>31 The school district complies with State Board Policies and State and Federal laws to provide Safe Schools. Each school has a comprehensive School Safety Plan on file that has been approved annually by the local school board. {MS Codes 37-3-81; 37-3-83(2); 37-11-67; and 37-11-69} (See the templates for MDE's School</p>	<ul style="list-style-type: none"> <li>• Principals provided Technology Coordinator with a revised copy of the Crisis Management Plan for each school on 06/06/15</li> <li>• Technology Coordinator posted revised school crisis response plans on district website on 06/06/15</li> <li>• DLT created the TCSD Crisis Management Plan in accordance with MS Accreditation Standard 31 resulting in a district plan that has alternate evacuation areas, family reunification areas, and emergency drills on 05/27/15</li> <li>• Curriculum Coordinator submitted district Crisis Management Plan to school board on 05/27/15</li> <li>• School board approved district Crisis Response Plan (EBB) on 5/28/15</li> </ul>	<p>June 2015</p>

Safety Manual  
http://www.tnms.com/12.ms.us/safe-and-orderly-schools/school-safety.)

ie School Occupational Safety and Crisis Response

- Principals was sub. cy drills schedule/calendar to Technology Coordinator
- Technology Coordinator posted emergency drill (announced and unannounced) schedule on school and district websites on 06/10/15
- Principals renamed the calendar within the crisis management plan the drill file and include the dates of all drills that occurred during the 2014-2015 school year on 06/10/15
- Principals submitted copies of drill reports to Federal Programs Director on 06/06/15
- Staff Development developed a daily schedule that allots time for 30% security, 30% character education, and 30% mentoring at risk students on 06/08/15

**WE ARE REFUTING THE FOLLOWING FINDINGS ON THE BASIS THAT THEY ARE NOT PROCESS STANDARD VIOLATIONS, AND THEREFORE DO NOT BELONG ON THE AUDIT REPORT AS FINDINGS TO SUBSTANTIATE A PROCESS STANDARD VIOLATION.**

- We are refuting the audit finding for Accreditation Policy 2.1, on the basis that incentive pay awarded at the beginning of the 2014-2015 academic term was awarded to five teachers (one from each school) on board-approved criteria substantiating his/her stellar performance as evidenced by student assessment data growth and proficiency. During the 2013-2014 scholastic year, the individual in question was employed with Tunica County School District as a teacher; therefore, she was eligible for board-approved incentive pay. The findings recorded the audit report are illegitimate and come as a result of auditors not making a diligent effort to obtain all pertinent information which has negatively impacted our students, schools, and community and should be retracted.
- We are refuting Process Standard 18.1, as evidenced by the fact the library/media centers have continuous internet connectivity and computer labs in each media center. Students have access to resources on district website that support the curriculum (i.e. MAGNOLIA, MS CPAS2, Khan Academy, Study Island, and Adapted Mind).
- We are refuting the finding that addressed enforcing compulsory attendance for GED student due to this student being over the required age and is protected under this law. Tunica County School District was in compliance with MS Code 37-13-92, and State Board Policy 902. The Tunica County School District respectfully requests that Mississippi Department of Education enforces truancy in the district in regards to the GED Option Program.
- We are refuting Process Standard 22, on the basis that Tunica County School District Board of Education approved Alternative School Program on 02/13/13 and revised on 04/08/15. This is not a process standard violation.
- We are refuting Process Standard 17.6 (Citation 4), on the basis that the Federal Programs Director and Parent Liaison were relocated to the district's Priority School (receiving 20% of allocated funds), Rosa Fort High School, to monitor the expenditures of the Federal Programs (and Priority) Plan.
- We are refuting Process Standard 3, on the basis that the district does encourage community involvement using the following strategies: TCSD Question of the Week (currently on question 141), STAR Night, PTO Meetings, participation in Federal Program Advisory Committees, district newsletters highlighting district events, community participation opportunities, and student achievement. Community partnerships include: Hour of Code resulting in a \$10,000 district grant, Center for Excellence in Literacy CELI resulting in an "A" rating at Dundee Elementary and a letter grade increase in school accreditation at Tunica Elementary, University of Mississippi, Gold Strike Casino, Boys and Girls Club, Tunica County Sheriff Department, Region I, and Adolescent Offender Program (AOP)
- We are refuting the citation for Process Standard 31, on the basis that the audit report cited, "observed opened and unlocked classrooms throughout district"; however, there is no district, state, or federal policy or law mandating that classroom doors remain locked during instructional time with the exception of an emergency or crisis as outlined in district and school crisis plans.
- We are refuting the citation for Process Standard 17.6 (Indicator A64- Highly -Qualified Paraprofessionals, specifically on behalf of L. Davis and D. Harris), due to the aforementioned staff members having the scored Work Keys assessment.
- We are refuting the citation for Process Standard 1 on the basis that the board retreat is a lawful expenditure, and was board approved as evidenced on board minutes available on the district website.
- We are refuting the citation for Process Standard 1.2 on the basis that the school board has the right to issue a one-time blanket approval for travel for board members and for some student organizations (i.e. for those out of state or overnight).
- We are refuting the citation for Process Standard 17.1 and 17.2, that the district did not purchase instructional supplies and materials for Pre-K and K. We have provided documentation (i.e. purchase orders for Pre-K and K materials).
- We are refuting the citation that the district has several teacher vacancies, on the basis that teacher vacancies is not a process standard violation.
- We are refuting the finding of interventions not being available at the schools due to Intervention documentation being housed with intervention specialist responsible for conducting interventions for each student.
- We are refuting the findings of interventions not being found in SPED folders for students who upon enrollment in the district already had special education rulings.
- We are refuting the findings that relate to the termination and non-renewal of staff considering it is not a process standard violation and evidence of compliance of EEPL is mentioned in auditor's citing of having EEPL hearings at board meetings, which is also not a process standard violation.



## **Office of Accreditation**

### ***Accreditation Audit Procedures***

**October 2014**

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**ATTACHMENT D**

THE INTENT OF THE MISSISSIPPI DEPARTMENT OF EDUCATION (MDE), AS WELL AS, THE OFFICE OF ACCREDITATION AND ACCOUNTABILITY (OAA) IS TO SUPPORT SCHOOL DISTRICTS IN THEIR EFFORTS TO RESOLVE ACCREDITATION DEFICIENCIES TO AVOID MOVING FORWARD WITH RECOMMENDATIONS TO THE COMMISSION ON SCHOOL ACCREDITATION (CSA) FOR ACTION SUCH AS DOWNGRADING THE DISTRICT'S ACCREDITATION STATUS, WITHDRAWING THE DISTRICT'S ACCREDITATION, OR DECLARING A STATE OF EMERGENCY. DURING THIS PROCESS, THE MDE SHALL REMAIN STEADFAST IN ITS COMMITMENT TO PROTECT THE WELFARE OF STUDENTS IN THE EVENT THAT A DETERMINATION MUST BE MADE THAT AN EXTREME EMERGENCY IS FOUND TO EXIST, OR THAT A DISTRICT'S ACCREDITATION STATUS IS DOWNGRADED OR WITHDRAWN.

## *Accreditation Audit Procedures*

Guidance to accreditation audits is provided in accordance with Accreditation Policy 5.0. The on-site audit is conducted by an audit team of Mississippi Department of Education (MDE) personnel and/or MDE-trained auditors under contract with the Office of Accreditation. Under the direction of an accreditation auditor, this team uses the site visit guidelines, along with checklists, to collect data for each standard set forth in the current edition of the Mississippi Public Schools Accountability Standards. The audit team uses four methods of data collection: **interviews, document analysis, surveys, and observation**. All district superintendents have been provided notebooks that contain the monitoring forms used by every MDE program office. These forms are also accessible on SharePoint at <https://districtaccess.mde.k12.ms.us/Accreditation/Documents/Forms/AllItems.aspx>.

### **How Districts and Schools Are Selected for On-Site Audits**

The State Board of Education (SBE), the State Superintendent of Education, or the Commission on School Accreditation (CSA) has the authority to call for an on-site audit or investigation of a school district at any time in accordance with Accreditation Policy 5.0.

An on-site-audit may also be conducted in a public school district in response to a formal complaint(s). Policy 5.2 of the current edition of the **Mississippi Public School Accountability Standards** states that all formal complaints made against school districts must be submitted in writing and bear the signature of the person or persons filing the complaint. The written complaint should contain specific details concerning alleged violations of accreditation standards. When the complaint(s) is received, it is determined if an on-site investigation is needed. Final decisions are made after conferring with upper level management in MDE.

Procedures for conducting audits are as follows:

1. The team of auditors arrives in the district with or without prior notification. The number of auditors assigned to the team will depend on the nature and seriousness of the allegations.
2. The lead auditor meets with the local district superintendent and informs him or her of the purpose of the audit and the procedures to be followed.
3. The auditors proceed to collect the information needed through examinations/reviews of official records, interviews with school district personnel, and documentation of any observations made.
4. Upon completion of the investigation, the lead auditor compiles a written report that is sent to the local district superintendent, the chair of the local school board, and other MDE officials who request a copy of the report. If serious violations of accreditation standards are found in the district, a copy of the report is also sent to the Commission on School Accreditation.

# Summary of On-Site Audit Procedures

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## Initial Notification of On-Site Audit

At the beginning of the audit, the selected team leader provides the superintendent with a letter of notice from the State Superintendent of Education. The notice includes a request for a space for the auditors to work and a list of documents that will be needed for review. The lead auditor assigned to supervise the audit team also discusses with the superintendent the audit procedures.

## Length of On-Site Audit

Based on the number of schools within the district and the number of auditors assigned to the team, the length of the on-site audit will vary.

- a. *Full investigative audits* which may be unannounced, are comprehensive audits of all program areas and are conducted by MDE staff. Typically, a window of approximately 15 working days is allowed to complete the audit.
- b. *Unannounced audits* are conducted primarily by MDE-trained Accreditation Auditors under contract with the Department of Education, who work in the district approximately 3 to 5 days per audit. A limited number of accreditation standards are audited, and depending on the size of the district, this audit may include only a sampling review of schools.
- c. *Special Test Audits* may be unannounced visits that are conducted prior to, during, and following each test administration and also shall include investigations of alleged violations of test security procedures and any other evidence of testing violations.

## Audit Team

- a. *Full investigative unannounced audit teams* consist of MDE staff from all MDE program areas and program offices as well as Office of Accreditation auditors. The team will be chaired by the Bureau Manager or Bureau Director from the Office of Accreditation.
- b. *Unannounced audit teams* will consist primarily of MDE-trained Accreditation Auditors under contract with the Department of Education, with possible assistance from MDE staff. The team will be chaired by a MDE contract auditor.
- c. *Special Test Audits* are conducted by MDE staff from program offices within the Department of Education and may also include contractors as agents of MDE.

## Procedures for Conducting Interviews

MDE staff may interview any district staff member without authorization from the superintendent or school board. Board members, superintendents, principals and selected district and school personnel will be interviewed. Teachers may be interviewed during their planning periods or whenever available, and will also be given the opportunity to respond through online surveys. While auditors are open to interviews with parents, representatives of businesses, and the community, these interviews are not an established component of the audit procedure.

## On-Site Audit Activities

The lead auditor will report to the superintendent's office according to schedule to conduct the initial conference with the superintendent and to provide a list of documents to be reviewed. The team of accreditation auditors will report to the assigned school according to schedule to begin the school level audit.

During the initial conference with the superintendent, the lead auditor will identify all auditors by name and their respective assignments and explain all audit procedures both at the district and school levels.

## List of Suggested Documents to Review

In order for the audit to be completed in an efficient manner, the school district is to provide auditors access to all school and district official records. A list of documents such as board policies, board minutes, student handbooks, calendars and school schedules are examples of items included but not limited to those that will be requested at both the district level and the school level.

# **Reporting and Interpreting On-Site Audit Findings**

## **Exit Conference**

Near the completion of the on-site audit, the lead auditor will schedule a time to meet with the superintendent, school board chair, and any other district staff, including principals, to review preliminary audit findings. If the district appears to be noncompliant with one or more standards, reference will be made to the Mississippi Public Schools Accountability Standards to review the standards in question. A list of standards in question will be provided to the superintendent and the board chair. The auditor will explain the basis for citing noncompliance. It will also be explained to the superintendent that the list is a preliminary finding and may be amended as the audit is finalized.

## **Compiling Final Report**

Procedures followed when reporting, interpreting, and responding to on-site audit findings are outlined below.

1. Upon completion of the audit, the lead auditor will review all responses and notes taken during the on-site audit. This review enables the lead auditor to determine what documentation is needed in order to correct any cited deficiency, as well as to identify violations of accreditation standards and facilitate improvement.
2. A report of the on-site audit findings including suggestions for corrective action, is compiled within 30 calendar days from the close of the audit. The report, along with a cover letter stating the number of standards that did not meet compliance will be mailed, emailed, or hand-delivered to the district. If the report is hand-delivered, it will be provided to both the superintendent and the school board chair. It will be mailed to all board members on the day it is hand-delivered.
3. The superintendent is given 30 school days (from the day of receipt of the report) to respond in writing to any deficiency cited. The date the district's response is due in the Office of Accreditation is indicated in the report cover letter.
4. During the 30-day period, school district officials are encouraged to schedule a conference with the lead auditor to review the preliminary report. During the conference, district officials are informed of the explanation provided for any standard not met; officials are also given recommendations concerning the appropriate evidence for correcting deficiencies.
5. The district must refute any findings with which it disagrees during the 30-day period. If the district has not challenged the findings in the audit report by the end of the 30-day timeline, the report becomes final and all deficiencies become a part of the district's official Accreditation Record Summary. The district is expected to respond in writing to the findings and corrective actions.
6. The district must clear all deficiencies before district accreditation statuses are assigned in the fall or the district accreditation status will be adversely affected.
7. Depending on the severity and extent of deficiencies, one of the following will take place:
  - No action is taken and the district responds to the Site Visit Findings;
  - A recommendation is made to the Commission to downgrade the district's Accreditation Status to Probation;
  - A recommendation is made to the Commission to withdraw the district's Accreditation; or
  - A recommendation is made to the Commission to determine that an extreme emergency exists in the district.

## **Recommendation to Downgrade District Accreditation Status to Probation**

In accordance with Accreditation Policy 2.5.1, districts in violation of any of the following standards will be presented to the Commission on School Accreditation for action. That action may include downgrading the district's accreditation status to Probation.

- Accreditation Policy 2.1, reporting false information,
- Standard 1.1, failure to implement appropriate standards of governance,
- Standard 1.2, failure to comply with school board policies that meet state and federal statutes, rules, and regulations,
- Standards 4 and 5, failure to comply with financial accountability requirements,
- Standard 14, failure to comply with graduation requirements,
- Standard 16, failure to comply with test security procedures of the Mississippi Statewide Assessment System,

- Standards 17.1-17.8, failure to comply with state/federal regulations, or
- Standards 29, 30, and 31, failure to comply with standards that sustain a safe school climate.

## **Recommendation to Withdraw District's Accreditation**

In accordance with Accreditation Policy 2.5.2, districts in violation of any of the following standards will be presented to the Commission on School Accreditation for action. That action may include withdrawal of the district's accreditation.

- Standard 1.1, failure to implement appropriate standards of governance,
- Standard 1.2, failure to comply with school board policies that meet state and federal statutes, rules, and regulations,
- Standards 4 and 5, failure to comply with financial accountability requirements of a serious nature,
- Standard 14, failure to comply with graduation requirements specified in Standards 14.1, 14.2, and 14.5,
- Standard 16, failure to comply with test security procedures required by the Mississippi Statewide Assessment System in Appendix F, numbers 8 and 9,
- Standards 17.4-17.6, federal programs whose regulations call for strong sanctions for continued patterns of noncompliance, or
- Standards 29, 30, and 31, failure to comply with standards that pose life-threatening conditions for students and staff.

## **Recommendation to Declare a State of Emergency**

In accordance with MS Code 37-17-6(12)(a), after consideration of the results of the hearing to allow the district to present evidence why its accreditation should not be withdrawn, the Commission on School Accreditation shall be authorized, with the approval of the State Board of Education, to withdraw the accreditation of a public school district, and issue a request to the Governor that a state of emergency be declared if:

- Recommendations for corrective action are not taken by the local school district or if the deficiencies are not removed by the end of the probationary period; or
- The school district violates accreditation standards that have been determined by the policies and procedures of the SBE to be a basis for withdrawal of school district's accreditation without a probationary period.

### **Process of Review**

- The Office of Accreditation, with assistance from the MDE legal team, will evaluate the results of the on-site audit and district report to determine if an extreme emergency exists under MS Code 37-17-6(12)(b).
- A full legal review of the finalized report will be conducted by MDE legal team.
- The report and supporting documentation will be presented to MDE's Executive Leadership Team for review and analysis of supporting data.

### **Extreme Emergency Situation**

If the audit team and MDE staff determine that the findings are of such a serious nature that the situation warrants the conditions addressed in MS Code 37-17-6(12)(b), MDE shall make a recommendation to declare a state of emergency to the Commission on School Accreditation.

Based on MS Code 37-17-6(12)(b), the Commission may determine that an extreme emergency exists if any one (1) of the following three (3) conditions are found in a district:

- The safety, security, or educational interests of the children enrolled in that district are jeopardized,
- A school district meets the State Board of Education's definition of a failing school district for two (2) consecutive full school years, or
- If more than 50% of the schools within the district are designated as Schools at Risk in any one year. School at Risk is defined in the Mississippi Public School Accountability Standards as a failing school in any one year.



## **Commission on School Accreditation Meets to Hear Presentation that Extreme Emergency Exists**

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Pursuant to Section 37-17-6 (12)(b) of the Mississippi Code of 1972, as amended, the Commission on School Accreditation meets to determine whether there is sufficient cause to consider that an extreme emergency exists in the School District which jeopardizes the safety, security, and educational interests of the children enrolled in the district, or when a school district's impairments include serious failure to meet minimum academic standards, as evidenced by a continued pattern of poor student performance.

The Office of Accreditation, will present evidence to the Commission to support the existence of an extreme emergency in the school district that jeopardizes the safety, security, and educational interests of the children and the belief that the emergency situation is related to a serious violation or violations of accreditation standards or state or federal law or failure to meet academic standards as evidenced by a continued pattern of poor student performance. This presentation shall not exceed 40 minutes.

Following the Office of Accreditation's presentation, District Representative(s) which shall include, but are not limited to, the superintendent and school board chair, will be allowed to address the Commission. While the district may be represented by counsel, only district employees and/or school board members may address the Commission during the 40 minutes total allowed for the district to present evidence pertinent to this matter. This time may not be delegated to anyone else. Following the presentations from the Office of Accreditation and the district, the attorney for the MDE and the attorney for the district (if applicable) will be allowed 10 minutes each to provide closing statements. Following all presentations, the CSA will be allowed to address MDE staff and local district representatives to ask any clarifying questions.

## **Completion of Process**

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Based on the evidence presented, the Commission acts on one of the following:

- Accepts the recommendation of MDE and determines that an extreme emergency exists. The Commission submits the resolution to the State Superintendent and the State Board of Education;
- Rejects the recommendation of MDE; or
- Issues an Order to the district and/or MDE.

If the Commission accepts the recommendation of MDE, the State Board of Education (SBE) meets to determine one of the following:

- Accepts the Commission's recommendation and requests the Governor to declare a state of emergency;
- Rejects the Commission's recommendation; or
- Remands the recommendation back to the Commission for further consideration.

If the State Board of Education and the Commission on School Accreditation determine that an extreme emergency situation exists in a school district that jeopardizes the safety, security or educational interests of the children enrolled in the schools in that district and that emergency situation is believed to be related to a serious violation or violations of accreditation standards or state or federal law, the State Board of Education may request the Governor to declare a state of emergency in that school district.

If the Governor declares a state of emergency in a school district, the State Board of Education may:

- Assign an interim conservator, or in its discretion, contract with a private entity with experience in the academic, finance and other operational functions of schools and school districts, or
- Abolish the school district and assume control and administration of the schools formerly constituting the district, and appoint a conservator to carry out this purpose under the direction of the State Board of Education.

**OFFICE OF ELEMENTARY EDUCATION  
AND READING**

**Standards 2.3, 17.1, 17.2, 17.8, 18, 19, 20, and 27**

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>School has a licensed librarian or media specialist</li> <li>Librarian's schedule does not allow time during the workday for library/media administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li><del>The librarian's schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</del></li> <li>Provide professional development for librarian regarding library/media administrative activities. Reference the Mississippi School Library Media Guide for details.</li> </ul>	<ul style="list-style-type: none"> <li>September 2015</li> </ul>	

**NOTE:** School has addressed 1 of 2 required actions for this standard. This standard will be monitored for compliance as outlined above.

<b>Dundee Elementary</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.		
	2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li><del>Librarian is half time at each of two schools, but also serves as test coordinator at Dundee Elementary.</del></li> </ul>	<ul style="list-style-type: none"> <li><del>Ensure staff member is able to serve half-time as the librarian at each of the schools.</del></li> </ul>	<ul style="list-style-type: none"> <li>September 2015</li> </ul>	

**NOTE:** School has cleared this standard.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>School has a licensed librarian or media specialist</li> <li>Librarian’s schedule does not allow time during the workday for library/media administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li><del>The librarian’s schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</del></li> <li>Provide professional development for librarian in regards to library/media administrative activities</li> </ul>	<ul style="list-style-type: none"> <li>September 2015</li> </ul>	

**NOTE:** School has addressed 1 of 2 required actions for this standard. This standard will be monitored for compliance as outlined above.

<b>Robinsonville Elementary</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.		
	2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>Librarian is full-time.</li> </ul>	<ul style="list-style-type: none"> <li><del>Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</del></li> </ul>		

**NOTE:** School has cleared this standard.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• School has a licensed librarian or media specialist</li> <li>• Librarian's schedule does not allow time during the workday for library/media administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <del>The librarian's schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</del></li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**NOTE:** School has cleared this standard.

<b>Tunica Elementary</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.		
	2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Librarian is half-time at each of two schools, but also serves as test coordinator at Dundee Elementary.</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Ensure staff member is able to serve half-time as the librarian at each of the schools.</del></li> <li>• Provide professional development for librarian regarding library/media administrative activities. Reference the Mississippi School Library Media Guide for details.</li> </ul>	<ul style="list-style-type: none"> <li>• September 2015</li> </ul>	

**NOTE:** School has addressed 1 of 2 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• School has a licensed librarian or media specialist</li> <li>• Librarian's schedule does not allow time during the workday for library/media administrative activities.</li> </ul>		<ul style="list-style-type: none"> <li>• The librarian's schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</li> </ul>		<ul style="list-style-type: none"> <li>• August 2015</li> </ul>

**NOTE:** School has cleared this standard.

<b>Tunica Middle</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.			
	2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The district RTI contact has recently been assigned as the Librarian. (NOTE: This individual is licensed as a library media specialist.)</li> </ul>		<ul style="list-style-type: none"> <li>• A full-time licensed librarian or media specialist is required and should not have other responsibilities.</li> <li>• Provide professional development for librarian regarding library/media administrative activities. Reference the Mississippi School Library Media Guide for details.</li> </ul>		<ul style="list-style-type: none"> <li>• September 2015</li> </ul>

**NOTE:** School has addressed 1 of 2 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Rosa Fort High</b>	2.3 – The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (¼) of the workday to library/media administrative activities.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>School has a licensed librarian or media specialist</li> <li>Librarian’s schedule does not allow time during the workday for library/media administrative activities.</li> </ul>	<ul style="list-style-type: none"> <li><del>The librarian’s schedule does not allow for library/media administrative activities such as managing the financial, staff, and physical resources for the school library.</del></li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	

**NOTE:** School has cleared this standard.

<b>Rosa Fort High</b>	2.3.1 – If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.		
	2.3.2 – If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>Librarian is full-time, but also serves as test coordinator</li> </ul>	<ul style="list-style-type: none"> <li><del>Ensure staff member is able to serve full-time as the librarian.</del></li> <li>Provide professional development for librarian regarding library/media administrative activities. Reference the Mississippi School Library Media Guide for details.</li> </ul>	<ul style="list-style-type: none"> <li>September 2015</li> </ul>	

**NOTE:** School has addressed 1 of 2 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	Standard 17.1 – The school district is in compliance with state and/or federal requirements for the following programs: Early Childhood Programs (kindergarten and teacher assistant) (Refer to <i>Mississippi Kindergarten Guidelines</i> ).		
<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Kindergarten lesson plans did not include thematic connections or individual instructional activities. Standards listed in lesson plan summary did not match standards in plans or were not referenced in plans. Not all teachers had a current copy of the kindergarten standards.</li> <li>• <del>While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</del></li> <li>• Budget report did not reflect any materials purchases for kindergarten program.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the kindergarten guidelines and standards, with notations of specific objectives.</li> <li>• <del>Develop a separate parent handbook or include relevant parent information in the district student handbook.</del></li> <li>• Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>

**NOTE:** School has addressed 1 of 3 required actions for this standard. This standard will be monitored for compliance as outlined above.



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	17.2 – The school district is in compliance with state and/or federal requirements for the following programs: Pre-Kindergarten (Refer to <i>Mississippi Early Learning Guidelines</i> ).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Standards listed in lesson plan summary did not match standards in plans or were not referenced in plans.</li> <li>• The school did not present documentation of 15 contact hours of professional development for early childhood staff during the current school year, specifically in the area of early childhood.</li> <li>• While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</li> <li>• Budget report did not reflect any materials purchases for pre-k program.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson plans should be aligned and consistent with the pre-k guidelines and standards, with notations of specific objectives.</li> <li>• Design a professional development plan for pre-k staff in the areas of early childhood education and reading instruction. Maintain documentation of training for both teachers and administrators.</li> <li>• Develop a separate parent handbook or include relevant parent information (including program philosophy, goals, and policies) in the district student handbook.</li> <li>• Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**NOTE:** School has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	17.8 – The school district is in compliance with state and/or federal requirements for the following programs: Gifted Education (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards).		
<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>		<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>

**NOTE:** School has cleared this standard.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	Standard 17.1 – The school district is in compliance with state and/or federal requirements for the following programs: Early Childhood Programs (kindergarten and teacher assistant) (Refer to Mississippi Kindergarten Guidelines).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Kindergarten lesson plans did not include individual instructional activities. Standards listed in lesson plan summary did not match standards in plans. Not all teachers had a current copy of the kindergarten standards.</li> <li>• The school did not present an agenda of a current school year professional development related to K-3 best practices.</li> <li>• <del>While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</del></li> <li>• Budget report did not reflect any materials purchases for kindergarten program.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the kindergarten guidelines and standards, with notations of specific objectives.</li> <li>• Design a professional development plan for kindergarten staff in the areas of early childhood education and reading instruction. Maintain documentation of training for both teachers and administrators.</li> <li>• <del>Develop a separate parent handbook or include relevant parent information in the district student handbook.</del></li> <li>• Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**NOTE:** School has addressed 1 of 4 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	17.2 – The school district is in compliance with state and/or federal requirements for the following programs: Pre-Kindergarten (Refer to <i>Mississippi Early Learning Guidelines</i> ).		
Findings	Required Actions	Timeline	
<ul style="list-style-type: none"> <li>• Pre-k lesson plans did not include individual instructional activities. Standards listed in lesson plan summary did not match standards in plans.</li> <li>• The school did not present documentation of 15 contact hours of professional development for early childhood staff during the current school year, specifically in the area of early childhood.</li> <li>• While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</li> <li>• <del>Budget report did not reflect any materials purchases for pre-k program.</del></li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the pre-k guidelines and standards, with notations of specific objectives.</li> <li>• Design a professional development plan for pre-k staff in the areas of early childhood education and reading instruction. Maintain documentation of training for both teachers and administrators.</li> <li>• Develop a separate parent handbook or include relevant parent information (including program philosophy, goals, and policies) in the district student handbook.</li> <li>• <del>Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</del></li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**NOTE:** School has addressed 1 of 4 required actions for this standard. This standard will be monitored for compliance as outlined above.

Mississippi Department of Education

Summary of District Audit  
Tunica County School District (7200)

Attachment 1 – Findings of Noncompliance

<b>Robinsonville Elementary</b>	17.8 – The school district is in compliance with state and/or federal requirements for the following programs: Gifted Education (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"><li>N/A – in compliance</li></ul>	<ul style="list-style-type: none"><li>N/A – in compliance</li></ul>	<ul style="list-style-type: none"><li>N/A – in compliance</li></ul>	

**NOTE:** School has cleared this standard.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	Standard 17.1 – The school district is in compliance with state and/or federal requirements for the following programs: Early Childhood Programs (kindergarten and teacher assistant) (Refer to Mississippi Kindergarten Guidelines).		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Kindergarten lesson plans did not include thematic connections or individual instructional activities. Standards were not referenced in lesson plans. Not all teachers had a current copy of the kindergarten standards.</li> <li>• <del>While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</del></li> <li>• <del>Budget report did not reflect any materials purchases for kindergarten program.</del></li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the kindergarten guidelines and standards, with notations of specific objectives.</li> <li>• <del>Develop a separate parent handbook or include relevant parent information in the district student handbook.</del></li> <li>• <del>Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</del></li> </ul>		<ul style="list-style-type: none"> <li>• August 2015</li> </ul>

**NOTE:** School has addressed 2 of 3 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	17.2 – The school district is in compliance with state and/or federal requirements for the following programs: Pre-Kindergarten (Refer to <i>Mississippi Early Learning Guidelines</i> ).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• Pre-k lesson plans did not include individual instructional activities. Standards listed in lesson plan summary did not match standards in plans.</li> <li>• The school did not present documentation of 15 contact hours of professional development for early childhood staff during the current school year, specifically in the area of early childhood.</li> <li>• While a student handbook was available, it did not address parental involvement, parent conferences, or other parent activities.</li> <li>• <del>Budget report did not reflect any materials purchases for pre-k program.</del></li> </ul>	<ul style="list-style-type: none"> <li>• Develop daily lesson plans in a unit/thematic format to guide instruction. Include large and small group activities, learning center activities, individual instructional activities, and skill assessments. The lesson plans should be aligned and consistent with the pre-k guidelines and standards, with notations of specific objectives.</li> <li>• Design a professional development plan for pre-k staff in the areas of early childhood education and reading instruction. Maintain documentation of training for both teachers and administrators.</li> <li>• Develop a separate parent handbook or include relevant parent information (including program philosophy, goals, and policies) in the district student handbook.</li> <li>• <del>Ensure consumable materials are replaced regularly or otherwise coded correctly in budget software.</del></li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**NOTE:** School has addressed 1 of 4 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	17.8 – The school district is in compliance with state and/or federal requirements for the following programs: Gifted Education (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>• N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>• N/A – in compliance</li> </ul>	

**NOTE:** School has cleared this standard.



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	17.8 – The school district is in compliance with state and/or federal requirements for the following programs: Gifted Education (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards).		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• <del>Gifted class is meeting in a storage room in the media center, without space for a whiteboard, bulletin board, supply storage, or display of student work.</del></li> </ul>	<ul style="list-style-type: none"> <li>• <del>Relocate this class to an appropriate space that includes adequate space for instruction, storage of materials, and display of student work.</del></li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**NOTE:** School has cleared this standard.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	18 – Each school has a library media center.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	

**NOTE:** School has cleared this standard.

<b>Dundee Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school’s instructional program and is not in good condition.</li> <li>The reference collection contains out-of-date materials that are in poor condition.</li> <li><del>Library does not offer access to Internet / electronic resources and websites that support the curriculum.</del></li> <li>The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> <li>The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> </ul>	<ul style="list-style-type: none"> <li><del>Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</del></li> <li>Develop a proposed budget addressing the needs of the library media center.</li> <li>Update collection and weed materials as needed.</li> <li><del>Provide access to Internet / electronic resources.</del></li> </ul>	<ul style="list-style-type: none"> <li>December 2015 (ongoing)</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.               <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>• No proposed budget or evidence of recent orders was observed.</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>

**NOTE:** School has addressed 2 of 4 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <del>Maintain circulation records through an updated automated system.</del></li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Provide professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• <del>Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</del></li> </ul>		<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• <del>The number of resources was below standard.</del> (NOTE: Finding and required action remain in 18.1 and must be addressed there.)</li> <li>• Library media center was not organized for optimal use (storage, broken equipment).</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	

**NOTE:** School has addressed 2 of 6 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	18 – Each school has a library media center.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>		<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>

**NOTE:** School has cleared this standard.

<b>Robinsonville Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school’s instructional program and is not in good condition.</li> <li>The reference collection contains out-of-date materials that are in poor condition.</li> <li><del>Library does not offer access to Internet / electronic resources and websites that support the curriculum.</del></li> <li>The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> <li>The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> </ul>	<ul style="list-style-type: none"> <li><del>Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</del></li> <li>Develop a proposed budget addressing the needs of the library media center.</li> <li>Update collection and weed materials as needed.</li> <li><del>Provide access to Internet / electronic resources.</del></li> </ul>		<ul style="list-style-type: none"> <li>December 2015 (ongoing)</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.             <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>• No proposed budget or evidence of recent orders was observed.</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>

**NOTE:** School has addressed 2 of 4 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain circulation records through an updated automated system.</li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Allow for professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• <del>Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</del></li> </ul>	<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.		
<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• <del>The number of resources was below standard.</del> (NOTE: Finding and required action remain in 18.1 and must be addressed there.)</li> <li>• Library media center was not organized for optimal use (storage, broken equipment).</li> </ul>		<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>

**NOTE:** School has addressed 1 of 6 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	18 – Each school has a library media center.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance		• N/A – in compliance		• N/A – in compliance

**NOTE:** School has cleared this standard.

<b>Tunica Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The library was not organized.</li> <li>• The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school’s instructional program and is not in good condition.</li> <li>• The reference collection contains out-of-date materials that are in poor condition.</li> <li>• <del>Library does not offer access to Internet / electronic resources and websites that support the curriculum.</del></li> <li>• The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> </ul>		<ul style="list-style-type: none"> <li>• <del>Reference the <i>Mississippi School Library Media Guide</i> to help with policies and procedures to better serve students and staff.</del></li> <li>• Organize the library to better serve staff and students.</li> <li>• Develop a proposed budget addressing the needs of the library media center.</li> <li>• Update collection and weed materials as needed.</li> <li>• <del>Provide access to Internet / electronic resources.</del></li> </ul>		<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> <li>• School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.             <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>• No proposed budget or evidence of recent orders was observed.</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>

**NOTE:** School has addressed 2 of 5 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain circulation records through an updated automated system.</li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Allow for professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• <del>Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</del></li> </ul>	<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> <li>● <del>The number of resources was below standard.</del> (NOTE: Finding and required action remain in 18.1 and must be addressed there.)</li> <li>● Library media center was not organized for optimal use (storage, broken equipment).</li> </ul>	<ul style="list-style-type: none"> <li>● See previous page</li> </ul>	<ul style="list-style-type: none"> <li>● See previous page</li> </ul>

**NOTE:** School has addressed 1 of 6 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	18 – Each school has a library media center.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance		• N/A – in compliance		• N/A – in compliance

**NOTE:** School has cleared this standard.

<b>Tunica Middle</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school's instructional program and is not in good condition.</li> <li>• The reference collection contains out-of-date materials that are in poor condition.</li> <li>• <del>Library does not offer access to Internet / electronic resources and websites that support the curriculum.</del></li> <li>• The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> <li>• The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> </ul>		<ul style="list-style-type: none"> <li>• <del>Reference the <i>Mississippi School Library Media Guide</i> to help with policies and procedures to better serve students and staff.</del></li> <li>• Develop a proposed budget addressing the needs of the library media center.</li> <li>• Update collection and weed materials as needed.</li> <li>• <del>Provide access to Internet / electronic resources.</del></li> </ul>		<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.               <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>• No proposed budget or evidence of recent orders was observed.</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>

**NOTE:** School has addressed 2 of 4 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain circulation records through an updated automated system.</li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Allow for professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• <del>Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</del></li> </ul>	<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• <del>The number of resources was below standard.</del> (NOTE: Finding and required action remain in 18.1 and must be addressed there.)</li> <li>• Library media center was not organized for optimal use (storage, broken equipment).</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>

**NOTE:** School has addressed 1 of 6 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Rosa Fort High</b>	18 – Each school has a library media center.		
Findings		Required Actions	Timeline
<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>		<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>	<ul style="list-style-type: none"> <li>N/A – in compliance</li> </ul>

**NOTE:** School has cleared this standard.

<b>Rosa Fort High</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
Findings		Required Actions	Timeline
<ul style="list-style-type: none"> <li>The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment. The collection does not meet minimum of 10 books per student needed to support the school's instructional program and is not in good condition.</li> <li>The reference collection contains out-of-date materials that are in poor condition.</li> <li><del>Library does not offer access to Internet / electronic resources and websites that support the curriculum.</del></li> <li>The library media center is lacking resources in the areas of collection, technology, and equipment. The library media center is not providing with information in various formats.</li> <li>The professional collection does not meet the minimum requirement. The library contains out-of-date materials that are in poor condition.</li> </ul>		<ul style="list-style-type: none"> <li><del>Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</del></li> <li>Develop a proposed budget addressing the needs of the library media center.</li> <li>Update collection and weed materials as needed.</li> <li><del>Provide access to Internet / electronic resources.</del></li> </ul>	<ul style="list-style-type: none"> <li>December 2015 (ongoing)</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Rosa Fort High</b>	18.1 – Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• School district does not provide sufficient funding for purchase and maintenance of current resources for the school library.                             <ul style="list-style-type: none"> <li>○ The library media specialists did not provide a proposed budget reporting the needs of the library media center with input from teachers and administrators.</li> <li>○ Funds collected for overdue fines, lost books, and book fairs are not being used to support each media center.</li> </ul> </li> <li>• No proposed budget or evidence of recent orders was observed.</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>	

**NOTE:** School has addressed 2 of 4 required actions for this standard. This standard will be monitored for compliance as outlined above.

<b>Rosa Fort High</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>• The outdated Automated Management System is not working properly due to software not being updated. The collection is not completely automated. Accurate circulation records and statistics on the use of the collection were not provided due to lost records and library media specialist not knowing how to use the system.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain circulation records through an updated automated system.</li> <li>• Build communication with staff and administration around budgeting, media services, and information technology.</li> </ul>	<ul style="list-style-type: none"> <li>• December 2015 (ongoing)</li> </ul>	

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Rosa Fort High</b>	18.2 – The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• Policies and procedures for the library media center were not provided.</li> <li>• The school library program does not participate in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.</li> <li>• The school library program does not have an established advocacy committee for the school library program within the school and beyond.</li> <li>• The school library is arranged to:             <ul style="list-style-type: none"> <li>○ Accommodate flexible access by classes and individual students.</li> <li>○ Perform basic functions of a curriculum integrated school library program.</li> <li>○ Provide a climate conducive to learning and student achievement.</li> <li>○ Provide equitable access to information and resources within the school, community, and global networks.</li> </ul> </li> <li>• <del>The number of resources was below standard.</del> (NOTE: Finding and required action remain in 18.1 and must be addressed there.)</li> <li>• Library media center was not organized for optimal use (storage, broken equipment).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• Allow for professional development of library media specialist and teachers related to library media services and resource availability.</li> <li>• Improve access to resources by disposing of broken equipment and providing for storage of working equipment.</li> <li>• <del>Reference the Mississippi School Library Media Guide to help with policies and procedures to better serve students and staff.</del></li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>

**NOTE:** School has addressed 1 of 6 required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica County School District</b>	19 - The school district is in compliance with state law and State Board of Education policies for state adopted textbooks.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>The district is not in compliance with this standard.</li> </ul>		<ul style="list-style-type: none"> <li>See required actions below for Standards 19.1 and 19.2).</li> </ul>		<ul style="list-style-type: none"> <li>See timelines below for Standards 19.1 and 19.2).</li> </ul>

**NOTE:** District has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

<b>Tunica County School District</b>	19.1 – Each school district provides students in each school with access to current or otherwise appropriate textbooks that are in good condition.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>At Robinsonville Elementary, 3<sup>rd</sup> grade social studies books are over 12 years old.</li> <li>At Tunica Elementary, 3<sup>rd</sup> grade social studies books are over 12 years old.</li> </ul>		<ul style="list-style-type: none"> <li>Purchase current textbooks as needed for each content area.</li> <li>Dispose of textbooks that are not current, in accordance with the MDE <i>Textbook Administration Handbook</i>.</li> </ul>		<ul style="list-style-type: none"> <li>August 2015</li> </ul>

**NOTE:** District has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

<b>Tunica County School District</b>	19.2 – Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System.			
<b>Findings</b>		<b>Required Actions</b>		<b>Timeline</b>
<ul style="list-style-type: none"> <li>A current textbook inventory is not available.</li> </ul>		<ul style="list-style-type: none"> <li>Complete an inventory for the entire district, and report in the Textbook Inventory Management System.</li> </ul>		<ul style="list-style-type: none"> <li>June 15, 2015</li> </ul>

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica County School District</b>	19.2 – Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
	<ul style="list-style-type: none"> <li>• Dispose of textbooks that are not current, in accordance with the MDE <i>Textbook Administration Handbook</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• See previous page</li> </ul>

**NOTE:** District has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<p><b>Tunica County School District</b></p>	<p>20 – The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school.</p>		
<p align="center"><b>Findings</b></p>	<p align="center"><b>Required Actions</b></p>	<p align="center"><b>Timeline</b></p>	
<ul style="list-style-type: none"> <li>• At the district office, only a board policy regarding the instructional management system was available. No evidence of a board-adopted instructional management system was observed. Competencies and objectives were only present for some grades and content areas.</li> <li>• At Dundee Elementary, Robinsonville Elementary, and Tunica Elementary, many teachers did not have current approved curriculum frameworks for all content areas. Teachers were using old frameworks, along with a combination of district pacing guide documents and vendor-developed documents as guidance.</li> <li>• At Tunica Middle School, many teachers did not have current approved curriculum frameworks for all content areas. Teachers were using documents such as textbook standards national standards documents as guidance.</li> <li>• At Rosa Fort High School, many teachers did not have current approved curriculum frameworks for all content areas. The 2007 Mathematics Framework was being used for courses that are no longer available.</li> </ul>	<ul style="list-style-type: none"> <li>• Update all needed frameworks within the district and ensure that teachers are using the most current curriculum framework for planning and instruction.</li> <li>• Build a system of accountability whereby administrators ensure teachers utilize current frameworks in all content areas and courses.</li> <li>• Ensure continuous updates to curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2015</li> </ul>	

**NOTE:** School has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	27 – The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>Standard could not be verified, as master schedule was not provided.</li> </ul>	<ul style="list-style-type: none"> <li>Submit current master schedule matrix for review. Include clarifying documents, such as a bell schedule, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	

**NOTE:** School has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

<b>Dundee Elementary</b>	27.1 – In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>Standard could not be verified, as master schedule was not provided.</li> </ul>	<ul style="list-style-type: none"> <li>Submit current master schedule matrix for review. Include clarifying documents, such as a bell schedule, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	

**NOTE:** School has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

<b>Dundee Elementary</b>	27.2 – Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
<ul style="list-style-type: none"> <li>Lesson plans, where present, were inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure lesson plans are developed and are based on current standards.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	

**NOTE:** School has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.



**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Dundee Elementary</b>	27.3 – A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.		
<b>Findings</b>		<b>Required Actions</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>Standard could not be verified, as master schedule was not provided.</li> </ul>	<ul style="list-style-type: none"> <li>Submit current master schedule matrix for review. Include clarifying documents, such as a bell schedule, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	

**NOTE:** School has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Robinsonville Elementary</b>	27 – The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance		• N/A – in compliance

**NOTE:** School has cleared this standard.

<b>Robinsonville Elementary</b>	27.1 – In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance		• N/A – in compliance

**NOTE:** School has cleared this standard.

<b>Robinsonville Elementary</b>	27.2 – Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• Lesson plans, where present, were inconsistent.	• Ensure lesson plans are developed and are based on current standards.		• August 2015

**NOTE:** School has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

Mississippi Department of Education

Summary of District Audit  
Tunica County School District (7200)

Attachment 1 – Findings of Noncompliance

<b>Robinsonville Elementary</b>	27.3 – A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance		• N/A – in compliance

**NOTE:** School has cleared this standard.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Elementary</b>	27 – The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance	• N/A – in compliance

**NOTE:** School has cleared this standard.

<b>Tunica Elementary</b>	27.1 – In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance	• N/A – in compliance

**NOTE:** School has cleared this standard.

<b>Tunica Elementary</b>	27.2 – Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
• Lesson plans, where present, were inconsistent.	• Ensure lesson plans are developed and are based on current standards.	• August 2015

**NOTE:** School has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

Mississippi Department of Education

Summary of District Audit  
Tunica County School District (7200)

Attachment 1 – Findings of Noncompliance

<b>Tunica Elementary</b>	27.3 – A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.	
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance	• N/A – in compliance

**NOTE:** School has cleared this standard.

**Mississippi Department of Education**

**Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica Middle</b>	27 – The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
• N/A – in compliance	• N/A – in compliance	• N/A – in compliance	

**NOTE:** School has cleared this standard.

<b>Tunica Middle</b>	27.1 – In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
• N/A – in compliance	• N/A – in compliance	• N/A – in compliance	

**NOTE:** School has cleared this standard.

<b>Tunica Middle</b>	27.2 – Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.		
<b>Findings</b>	<b>Required Actions</b>	<b>Timeline</b>	
• Lesson plans, where present, were inconsistent.	• Ensure lesson plans are developed and are based on current standards.	• August 2015	

**NOTE:** School has not addressed any of the required actions for this standard. This standard will be monitored for compliance as outlined above.

Mississippi Department of Education

Summary of District Audit  
Tunica County School District (7200)

Attachment 1 – Findings of Noncompliance

<b>Tunica Middle</b>	27.3 – A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.		
<b>Findings</b>	<b>Required Actions</b>		<b>Timeline</b>
• N/A – in compliance	• N/A – in compliance	• N/A – in compliance	• N/A – in compliance

**NOTE:** School has cleared this standard.

**OFFICE OF COMPULSORY SCHOOL  
ATTENDANCE AND ENFORCEMENT**

**Standards 10, 11, 22, and 23**



**Mississippi Department of Education  
Summary of District Audit  
Tunica County School District**

**Attachment 1 – Findings of Noncompliance**

<b>Tunica County School District</b>		<b>Standard 10-The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law {Mississippi Code of 1972 Annotated Section 37-13-91} (Mississippi State Board of Education Policies 3101 and 3102</b>	
Findings	Required Actions	Timeline	Follow-Up
<p>The district has a board approved attendance policy. The district has a uniformed method for reporting attendance based on the Compulsory School Attendance Enforcement Law. Although, the district consistently reports attendance correctly the information reported is incorrect.</p> <ul style="list-style-type: none"> <li>• In school suspension must not be listed as an unexcused absence. Based on Mississippi Code of 1972 Section 37-13-91, out of school suspensions are classified as unexcused.</li> <li>• Incorrect contact information on the referral (i.e. phone number and/or address). However, the information “check out card” updated and transcribed correctly.</li> </ul>	<p>The Tunica County School District needs to ensure compliance with the Compulsory School Attendance Law. The district needs to ensure that the correct contact information is provided to the Office of Compulsory School Attendance Enforcement (School Attendance Officer).</p>	<p>Immediately and no later than the end of second semester of the 2014-15 school year.</p>	<p>Based on the information submitted, by the Tunica County School District, Standard 10 cannot be cleared at this time. The Office of Compulsory School Attendance Enforcement would need to evaluate current attendance and suspension data to clear the standard. Therefore, an on-site follow up is required following the beginning of the 2015-16 school year.</p>

References: Mississippi Code of 1972, Section 37-13-91  
Mississippi State Board Policies 3101 and 3102  
Mississippi Accreditation Standards

**Mississippi Department of Education  
Summary of District Audit  
Tunica County School District**

**Attachment 2– Findings of Noncompliance**

<b>Tunica County School District</b>	<b>Standard 11- The school district develops a dropout prevention plan and implements programs designed to keep students in school and to lower student dropout rates in accordance with MS Code. {MS Code 37-13-80} (SB Policy 3105)</b>		
Findings	Required Actions	Timeline	Follow-up
<p>The district provided the auditor with several documents that address academic achievement. However, during the time of the audit, there was not a comprehensive dropout prevention plan nor did the information provided address high school restructuring. All high schools with a graduation rate below 80% must have a restructuring plan for the specific high school.</p>	<p>The district needs to ensure compliance with Mississippi Code of 1972 Section 37-13-80. The district needs to ensure that a board approved dropout prevention plan is developed and implemented by district personnel.</p>	<p>Immediately</p>	<p>Based on the documentation submitted, by the Tunica County School District, Standard 11 cannot be cleared. A comprehensive dropout prevention plan with the required components must be reviewed by MDE to clear Standard 11.</p>

References: Mississippi Code of 1972, Section 37-13-80  
Mississippi State Board Policy 3105  
Mississippi Accreditation Standards

**Mississippi Department of Education  
Summary of District Audit  
Tunica County School District**

**Attachment 2– Findings of Noncompliance**

<b>Tunica County School District</b>		<b>Standard 22- The school district provides access to an alternative education program that meets the program guidelines outlined in MS Code 37-13-92 and the guidelines established by the State Board of Education. (SB Policy 901)</b>	
Findings	Required Actions	Timeline	Follow-Up
<p>During the period of the audit, the Tunica County School District did not have a board approved alternative program. The alternative school program must be defined through written board-approved policies and procedures that describe and provide appropriate educational opportunities for the categories of students to be served, including those found with drugs and weapons. The Mississippi Code Section 37-13-92 (a) states that alternative education shall be provided for “any compulsory-school-age child who has been suspended for more than ten (10) days or expelled from school, except for any student expelled for possession of a weapon or other felonious conduct”. Based on the Tunica County School District’s disciplinary documentation, the Tunica County School District had students that were suspended for more than ten (10) days during the time of the audit.</p>	<p>The district needs to ensure compliance with Mississippi Code Section 37-13-92 and State Board Policy 901.</p>	<p>Immediately</p>	<p>Based on the initial audit, the Tunica County School District did not operate an Alternative Education Program which was a violation of Mississippi Code of 1972 Annotated Section 37-13-92 (1), Accreditation Standard 22 and the Mississippi Board of Education’s policy 901. Therefore, an audit of the established alternative education program must be performed after the beginning of the 2015-16 school year.</p>

References: Mississippi Code of 1972, Section 37-13-92  
Mississippi State Board Policy 902  
Mississippi Accreditation Standards

**Mississippi Department of Education  
Summary of District Audit  
Tunica County School District**

**Attachment 2– Findings of Noncompliance**

Tunica County School District	<b>Standard 23-The school district, in its discretion, may provide access to a GED Option program that meets the program guidelines outlined in MS Code 37-13-92(4) and the guidelines established by the State Board of Education. (SB Policy 902) (See guidelines for Alternative/GED Programs.)</b>		
Findings	Required Actions	Timeline	Follow Up
The Tunica County School District's GED Option Program Application was approved by the Mississippi Department of Education (MDE). However, the district had one (1) student, based on the district's documentation, enrolled in the GED Option Program. The student, based on the district's documentation, was not attending school and there was a teacher for the program.	The district needs to ensure compliance with Mississippi Code Section 37-13-92 and State Board Policy 902.	Immediately	An audit of the established GED Option® program must be performed after the beginning of the 2015-16 school year.

References: Mississippi Code of 1972, Section 37-13-92  
Mississippi State Board Policy 902  
Mississippi Accreditation Standards  
American Council on Education (ACE)

**OFFICE OF SECONDARY EDUCATION  
DIVISION OF CAREER  
TECHNICAL EDUCATION**

**Standard 17.3**

**Mississippi Department of Education  
Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance, Standard 17.3 Career-Technical Education (MS Code 37-31-1, et seq.) (SB Policies 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, and Federal Code)**

Findings	Required Actions	Timeline	Response to District Corrective Action
<ul style="list-style-type: none"> <li><b>Finding #1:</b> Negative responses were found on the program evaluations for Automotive Mechanics Technology and Machine Shop Technology.</li> </ul>	<ul style="list-style-type: none"> <li>The CTE Director should systematically observe and evaluate program areas to improve the academic and technical skills of career and technical education students. CTE Director should immediately begin observing, evaluating, and documenting corrective actions completed on all CTE programs with findings identified in this report.</li> </ul>	<ul style="list-style-type: none"> <li>October 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding not cleared</li> </ul> <p><u>Comment: Corrective action will be monitored for compliance after the start of the school year.</u></p>
<ul style="list-style-type: none"> <li><b>Finding #2:</b> The CTE Director has not pursued any additional grants outside of CTE for the career and technical center.</li> </ul>	<ul style="list-style-type: none"> <li><del>The CTE Director should research websites or contact other directors about grants that are available to help enhance the career and technical center.</del></li> </ul>	<ul style="list-style-type: none"> <li>December 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding cleared</li> </ul>
<ul style="list-style-type: none"> <li><b>Finding #3:</b> The CTE Director does not monitor the career and technical education instructors' performance at the off-site campuses.</li> </ul>	<ul style="list-style-type: none"> <li><del>The CTE Director needs to develop a working relationship with the principals of all the career and technical education instructors/staff persons to observe and conduct an informal evaluation of their performance and programs. The CTE Director should be notified immediately if a CTE instructor/staff person has resigned, been terminated or if the instructor's schedule has changed. Documentation should be kept and filed.</del></li> </ul>	<ul style="list-style-type: none"> <li>December 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding cleared</li> </ul>

**Mississippi Department of Education  
Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance, Standard 17.3 Career-Technical Education (MS Code 37-31-1, et seq.) (SB Policies 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, and Federal Code)**

Findings	Required Actions	Timeline	Response to District Corrective Action
<ul style="list-style-type: none"> <li><b>Finding #4:</b> The non-discriminatory statement was not printed in the students' handbook or on letters sent to parents or brochures. The non-discriminatory statement should be consistent throughout the district wherever posted or printed.</li> </ul>	<ul style="list-style-type: none"> <li>Add the non-discrimination statement to all documentation distributed to parents, community, and other entities regarding recruitment into career and technical programs offered at the David Williams, Jr. Career and Technical Center and Tunica County School District as a safeguard to prevent discrimination against special populations groups and all students. <del>Also, add visible posters outlining the non-discrimination statement, especially in areas where parents and the community will visit (all schools and central office).</del></li> </ul>	<ul style="list-style-type: none"> <li>October 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding not cleared</li> </ul> <p><u>Comment: Corrective action will be monitored for compliance after the start of the school year.</u></p>
<ul style="list-style-type: none"> <li><b>Finding #5:</b> There are teachers listed on the Teacher Budget Report with salaries that do not match their Contract for Employment. Kabreca Henderson, contract amount \$43,278 and teacher budget amount \$41,141.00. Shondra Jackson-King, contract amount \$40,095 and teacher budget amount \$39,650.00 and Robert Monroe, contract amount \$37,421.00 and teacher budget amount \$33,515.00.</li> </ul>	<ul style="list-style-type: none"> <li><del>The CTE Director should immediately correct the Teacher Budget Report so that the Teacher Budget Report matches the Contract for Employment amount. The CTE Director should be immediately notified if there are any changes to a teacher's schedule as well as salary so that adjustments to the Teacher Budget Report can be made. The CTE Director should follow up with business manager to verify salaries of all CTE employees.</del></li> </ul>	<ul style="list-style-type: none"> <li>Immediately</li> </ul>	<ul style="list-style-type: none"> <li>Finding cleared</li> </ul>

**Mississippi Department of Education  
Summary of District Audit  
Tunica County School District (7200)**

**Attachment 1 – Findings of Noncompliance, Standard 17.3 Career-Technical Education (MS Code 37-31-1, et seq.) (SB Policies 8100, 8200, 8300, 8400, 8500, 8600, 8700, 8800, 8900, 9000, 9100, 9200, 9300, 9400, and Federal Code)**

Findings	Required Actions	Timeline	Response to District Corrective Action
<ul style="list-style-type: none"> <li><b>Finding #6:</b> There were seven (7) pieces of equipment items missing during the 100% Inventory Audit; however, only one police report was filed.</li> </ul>	<ul style="list-style-type: none"> <li><del>There should be an investigation of all missing equipment items and a copy of the police report maintained and filed. A copy of the report should be kept in the CTE Director's office. The district may locate the items and return them to their proper location, replace the missing items with another item of equal quality and value, or reimburse MDE/OCTE for the original value of the items. The CTE inventory numbers of the missing items are listed below:</del></li> <li><del>TU604, TU461, TU610, TU613, TU585, TU589, and TU608</del></li> </ul>	<ul style="list-style-type: none"> <li>July 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding cleared</li> </ul>
<ul style="list-style-type: none"> <li><b>Finding #7:</b> Documentation of graduation, completion or credentials was not recorded and readily available.</li> </ul>	<ul style="list-style-type: none"> <li><del>CTE Director should keep a record and have it readily available of all career and technical education students who complete, graduate and receive credentials in a career and technical education program.</del></li> </ul>	<ul style="list-style-type: none"> <li>May 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding cleared</li> </ul>



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Findings	Required Actions	Timeline	Response to District Corrective Action
<ul style="list-style-type: none"> <li><b>Finding #8:</b> There were some instructors that did not have documentation indicating that students were presented the opportunity to join a student organization.</li> </ul>	<ul style="list-style-type: none"> <li>Every student should be presented the opportunity to participate in a student organization and documentation should be kept on file. Contact the CTE/Office of Student Organizations regarding information associated with the career and technical education programs offered.</li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding not cleared</li> </ul> <p><u>Comment: Corrective action will be monitored for compliance after the start of the school year.</u></p>
<ul style="list-style-type: none"> <li><b>Finding #9:</b> Lighting for shop is not sufficient.</li> </ul>	<ul style="list-style-type: none"> <li><del>More lighting should be added in the shop.</del></li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding cleared</li> </ul>

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 Tunica County School District (7200)**

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Findings	Required Actions	Timeline	Response to District Corrective Action
<ul style="list-style-type: none"> <li><b>Finding #10:</b> Color-coding scheme is not sufficient. (Automotive Mechanics)</li> </ul>	<ul style="list-style-type: none"> <li><del>Shop floor color-coding scheme should be repainted.</del></li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding cleared</li> </ul>
<ul style="list-style-type: none"> <li><b>Finding #11:</b> Color-coding scheme is not sufficient. (Machine Shop)</li> </ul>	<ul style="list-style-type: none"> <li><del>Shop floor color-coding scheme should be repainted.</del></li> </ul>	<ul style="list-style-type: none"> <li>August 2015</li> </ul>	<ul style="list-style-type: none"> <li>Finding cleared</li> </ul>

**OFFICE OF SPECIAL EDUCATION**

**Standards 14.3, 14.4, and 17.4**