2026-2027
STUDENT HANDBOOK AND CODE OF CONDUCT

District Office
Physical Address: 301 Mamie Street, Hattiesburg, MS 39401
Mailing Address: P. O. Box 1569, Hattiesburg, MS 39403-1569
Phone: (601) 582-5078 **Fax:** (601) 582-6666
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Follow us: www.facebook.com/HattiesburgPSD
https://twitter.com/hpsd

BOARD OF TRUSTEES
Dr. Delores McNair, President
Yolanda Morris, Secretary
G. Neil Rogers
Eric Steele
Dr. Eddie Holloway
Percy W. Watson, School Board Attorney

Vision

To create a model teaching and learning community that graduates every student prepared for success in life, college, and the workforce.

Mission

To educate and equip all students to become productive citizens of a dynamic, global community

Beliefs

As a District Built for Greatness, we believe in …

- ***competing with purpose.*** Every student and adult should give their best effort and strive for greatness in all that they do, regardless of the challenge.
- ***leading by example.*** We believe greatness is doing what is right and modeling it for others.
- ***winning through persistence and resilience.*** We believe greatness comes from pushing through challenges and learning from setbacks.

Strategic Goals

Goal 1: Academic Success: EVERY student is proficient or showing growth in all assessed areas.

Goal 2: Future Readiness: EVERY student is equipped with the knowledge, skills, and experiences necessary for success after graduation.

Goal 3: Effective and Committed Staff: EVERY classroom and department is led by caring, supportive, and effective staff.

Goal 4: Positive School Climate: ALL schools are safe, supportive, and welcoming.

Goal 5: Family and Community Engagement: ALL families and the community are informed, connected, and contribute to the success of our students and schools.

Goal 6: Fiscal Responsibility and Sustainable Resources: ALL District resources support the full implementation of the strategic plan.

DISTRICT OVERVIEW

ABOUT OUR DISTRICT

Founded in 1885, Hattiesburg Public Schools serves over 3,900 students in grades PreK-12th grade. The District consists of nine (9) schools.

PREK-5TH GRADE
Grace Christian
Hawkins
Rowan
Thames
Woodley

6TH GRADE
Hattiesburg STEAM Academy

7TH-8TH GRADE
N. R. Burger Middle School

9TH-12TH GRADE
Hattiesburg High School

ALTERNATIVE SCHOOL
Lillie Burney Learning Center

TIGER ATHLETIC SPORTS

19

*As of 2024-2025 School Year

LEARNING BEYOND THE CLASSROOM

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

PEARL RIVER COMMUNITY COLLEGE

A partnership with PRCC, which allows students the opportunity to complete high school and graduate with a diploma and an associate's degree. A partnership with USM affords students the opportunity to take college classes while in high school.

THE ARTS

Art | Band | Chorus | Forensics | Strings | Dance

HATTIESBURG EARLY LEARNING COLLABORATIVE

Provides a community-wide effort to make Pre-K available for everyone.

300 Students

18 Classrooms

HATTIESBURG PUBLIC SCHOOLS 1885

CAREER AND TECHNICAL EDUCATION

CTE IS EMBEDDED ACROSS THE DISTRICT BEGINNING IN 6TH GRADE AND CULMINATING AT THE HIGH SCHOOL LEVEL OFFERING 15 COURSES.

*National certifications and dual credit opportunities

INSIDE THE CLASSROOM

STUDENT | TEACHER RATIO

13:1

26
NATIONAL BOARD
for Professional Teaching Standards®

551 District Employees

376 District Teachers

*As of 2024-2025 School Year

DISTRICT GRADUATION RATE

94.4%

CHAMPIONS SQUARE

BOYS BASKETBALL
1972, 1974 & 2023
GIRLS BASKETBALL
2018
BOYS TRACK AND FIELD
1984, 1989, 1990, 2018, 2019, 2021, 2024, 2026
GIRLS TRACK AND FIELD
2021, 2024, 2025 & 2026

COMMUNITY PARTNERSHIPS

Community partnerships play a large role in the success of our District. HPS' community partners are connected directly to HPS academic student learning/achievement.

FOR MORE INFORMATION

For more information, please contact us at 601-582-5078. Also, visit our website at www.hattiesburgpsd.com

2026-2027

Hattiesburg Public Schools (Board Approved 2/10/26)

Academic Calendar

July 2026

Su	M	Tu	W	Th	F	Sa		
			1	2	3	4	Student Days - 1	Teacher Days - 5
5	6	7	8	9	10	11	Jul 6	District Holiday-Offices Closed
12	13	14	15	16	17	18		
19	20	21	22	23	24	25	Jul 27-30	Professional Development
26	27	28	29	30	31		Jul 31	First Day for Students

August 2026

Su	M	Tu	W	Th	F	Sa		
						1	Student Days - 21	Teacher Days - 21
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30	31							

September 2026

Su	M	Tu	W	Th	F	Sa		
		1	2	3	4	5	Student Days - 21	Teacher Days - 21
6	7	8	9	10	11	12	Sep 7	Staff and Student Holiday
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30					

October 2026

Su	M	Tu	W	Th	F	Sa		
				1	2	3	Student Days - 17	Teacher Days - 17
4	5	6	7	8	9	10	Oct 2	1st Term Ends
11	12	13	14	15	16	17	Oct 5-9	#Fall Break
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		

November 2026

Su	M	Tu	W	Th	F	Sa		
1	2	3	4	5	6	7	Student Days - 16	Teacher Days - 16
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28	Nov 23-27	Thanksgiving Break
29	30							

December 2026

Su	M	Tu	W	Th	F	Sa		
		1	2	3	4	5	Student Days - 14	Teacher Days - 14
6	7	8	9	10	11	12		
13	14	15	16	17	18	19	Dec 18	2nd Term Ends
20	21	22	23	24	25	26	Dec 18	60% Day For Students/2nd Term Ends
27	28	29	30	31			Dec 21- Jan 4	Christmas Break

January 2027

Su	M	Tu	W	Th	F	Sa		
					1	2	Student Days - 18	Teacher Days - 19
3	4	5	6	7	8	9	Jan 4	Professional Development
10	11	12	13	14	15	16	Jan 5	Students Return
17	18	19	20	21	22	23	Jan 18	MLK Holiday
24	25	26	27	28	29	30	#January 4th Weather Make Up Day	
31								

February 2027

Su	M	Tu	W	Th	F	Sa		
	1	2	3	4	5	6	Student Days - 19	Teacher Days - 20
7	8	9	10	11	12	13		
14	15	16	17	18	19	20	Feb 15	Professional Development/Student Holiday
21	22	23	24	25	26	27		
28							#February 15th Weather Make Up Day	

March 2027

Su	M	Tu	W	Th	F	Sa		
	1	2	3	4	5	6	Student Days - 17	Teacher Days - 17
7	8	9	10	11	12	13	Mar 11	3rd Term Ends
14	15	16	17	18	19	20	Mar 15-19	Spring Break
21	22	23	24	25	26	27	Mar 26	Good Friday Holiday
28	29	30	31					

April 2027

Su	M	Tu	W	Th	F	Sa		
				1	2	3	Student Days - 22	Teacher Days - 22
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30			

May 2027

Su	M	Tu	W	Th	F	Sa		
						1	Student Days - 14	Teacher Days - 15
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22	May 20	60% Day/4th Term Ends
23	24	25	26	27	28	29	May 21	Professional Development
30	31						May 31	District Holiday-Offices Closed

June 2027

Su	M	Tu	W	Th	F	Sa		
		1	2	3	4	5		
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30				**Total Student Days**	**180**
							Total Teacher Days	**187**

Term	Ending	Progress Reports	Report Cards	Student Days
1st Term	October 2	September 1	October 20	45 Days
2nd Term	December 18	November 17	January 12	45 Days
3rd Term	March 11	February 2	March 23	45 Days
4th Term	May 20	April 20	TBD	45 Days

#Weather Make-Up Days: JAN 4th and FEB 15th

Student and Staff Holidays

End of Nine Week Term

Professional Development

Summer Programs (tentative)

Progress/Report Cards

60% Days

Additional make-up days due to unscheduled closure of the schools shall be set at the discretion of the Hattiesburg Public Schools Board of Trustees to meet state requirements.

REQUIRED READING

This student handbook has been prepared for the faculty, students, parents/guardians, and other Hattiesburg Public Schools community members. This handbook sets forth the procedures, policies, services, and practices governing the operation of the district and each school within the District. The Handbook is subject to change as Hattiesburg Public Schools policy changes.

The policies and procedures in this handbook apply to any student on school property, on the school bus, or at a school-sponsored activity or event. In addition, it applies to conduct off campus that may disrupt learning.

All parents and students enrolled in our schools will be provided with an online copy of the handbook for future reference. In addition, all parents and students are required to read the handbook to be aware of all school policies and become more informed partners in our educational process. Each school site may publish site-specific handbooks.

Not every situation which could arise during a school year can be anticipated. Thus, there may be times when this handbook will not provide specific guidance. In those cases, building principals are empowered to make decisions consistent with fairness to students and parents and to address discipline, order, and a positive learning environment.

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SCHOOL DIRECTORY			
SCHOOL	**ADDRESS**	**PHONE**	**FAX**
Hattiesburg High (9-12)	301 N. Hutchinson Avenue Hattiesburg, MS 39401	601-544-0811	601-582-2524
N. R. Burger Middle (7-8)	174 W. S. F. Tatum Blvd Hattiesburg, MS 39401	601-582-0536	601-582-0572
STEAM Academy (6th)	176 W. S. F. Tatum Blvd Hattiesburg, MS 39401	601-582-5291	601-544-4366
Lillie Burney Learning Center	901 Ida Avenue Hattiesburg, MS 39401	601-584-6311	601-583-7322
Grace Christian Elementary (PK-5)	2207 W. 7th Street Hattiesburg, MS 39401	601-583-0662	601-582-6083
Hawkins Elementary (PK-5)	526 Forrest Avenue Hattiesburg, MS 39401	601-583-4311	601-583-8840
Rowan Elementary (PK-5)	500 Martin Luther King Avenue Hattiesburg, MS 39401	601-583-0960	601-582-0227
Thames Elementary (PK-5)	2900 Jamestown Road Hattiesburg, MS 39402	601-582-6655	601-582-6084
Woodley Elementary (PK-5)	2006 O'Ferrall Street Hattiesburg, MS 39401	601-583-8112	601-582-6081
Transportation Department	707 Hutchinson Avenue Hattiesburg, MS 39401	601-583-2857	601-583-4619

SECTION I. ACADEMIC POLICIES

The district offers a comprehensive program that meets both state and college preparatory requirements.

Students in Hattiesburg Public Schools shall graduate from this district utilizing one of the Mississippi Department of Education (MDE) graduation options and by meeting all other requirements as defined by the Mississippi Department of Education and Hattiesburg Public Schools. **For complete graduation diploma options, please refer to Appendix A5-A11 located at the back of the student handbook.**

Hattiesburg Public Schools recognizes that some students may be academically ready and personally motivated to graduate from high school earlier than the traditional timeline. Students wishing to graduate early must see their school counselor for those requirements. Early graduates are not eligible for class honors but may be allowed to participate in the graduation ceremony.

Certificate of Completion

This option shall be offered by districts for incoming freshmen beginning in school year 2018-2019 and thereafter. A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgment of the student's participation in and completion of his/her Individualized Education Program (IEP). **For complete Certificate of Completion requirements, please refer to Appendix A-11 of the student handbook.**

It is ultimately the responsibility and decision of the IEP Committee to determine the appropriate exit option for a student.

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

The Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement on the Mississippi College-and Career-Readiness Standards (MCCRS) for English Language Arts and Mathematics and to provide valid and reliable results to guide instruction through data-driven instruction. The MAAP will assess students in grades 3-8 in English Language Arts and Mathematics, 5th- and 8th-grade Science, Algebra I, Biology I, and English II.

Beginning with the 2014-2015 school year, students shall not be required to pass any end-of-course MAAP (Algebra I, Biology I, and English II) in a course in which the student earns or receives credit in a Mississippi public school as a requirement for graduation. Student performance at the end-of-course MAAP shall be considered along with the overall course grade based on the state-approved Concordance Table. (See counselor for Concordance Table).

All students enrolled in one (1) of the four (4) end-of-course subject courses must participate in the applicable End of Course Subject Area Test to earn the Carnegie Unit.

At the discretion of the Mississippi Department of Education, students enrolling from out-of-state and students enrolling from an accredited private high school (accredited regionally or by the State of Mississippi) who transfer credits for these courses may be eligible for a waiver for the MAAP requirement. Students enrolling from a non-accredited private or public high school or home-schooling will be required to pass the end-of-course Subject Area Test for these courses before earning a high school diploma.

The Kindergarten Readiness Assessment provides parents, teachers, and early childhood providers with a common understanding of what children know and can do upon entering school. The Kindergarten Readiness Assessment is also used to measure how well Pre-K programs prepare four-year-old children to be ready for kindergarten based upon the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children. The primary purpose of the Kindergarten Readiness Assessment is to improve the quality of classroom instruction and other services provided to students from birth to 3rd grade.

Passed during the 2013 legislative session, the Literacy-Based Promotion Act (LBPA) emphasizes grade-level reading skills, particularly as a student progresses through grades K-3. Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade unless the student qualifies for a good cause exemption.

The Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement on the Mississippi College- and Career-Readiness Standards (MCCRS) for English Language Arts and Mathematics and to provide valid and reliable results to guide instruction through data-driven instruction. The MAAP will assess students in grades 3-8 in English Language Arts and Mathematics. Students enrolled in 3rd grade will be assessed in reading. Students who do not meet the passing score will not be promoted to the 4th grade. (Mississippi Literacy-Based Promotion Act)

Graduation Options
Mississippi Admin. Code 7-3: 36.5, State Board Policy Chapter 36, Rule 36.5 provides approved options for students to meet high school end-of-course (EOC) assessment requirements for graduation through approved alternate measures. Mississippi Admin. Code 7-3: 36.5, State Board Policy Chapter 36, Rule 36.5, applies to past, current, and future graduates and allows a student to meet the graduation requirements once he or she has failed to pass any required end-of-course (EOC) assessment one (1) time.

For a complete list of the additional options in lieu of passing the end-of-course (EOC) please refer to **Appendix A5-A11.**

PSAT
The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that provides firsthand practice for the SAT. It gives students a chance to enter the National Merit Scholarship Corporation scholarship programs and access college and career planning tools. Students are offered the opportunity to take the PSAT in October of their sophomore year to gain experience taking the test. It is offered to all juniors for National Merit Scholarship opportunities. Additional information about the PSAT/NMSQT may be found at http://www.collegeboard.com/student/testing/psat/about.html.

ACT
The American College Test (ACT) assesses high school student's general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science (optional). The Writing test (optional) measures skill in planning and writing a short essay. Fee waivers are available to students eligible for free or reduced lunch. Students can receive TWO waivers beginning in the fall of their junior year. The school code for Hattiesburg High School is 251175. ACT information may be found at http://www.act.org.

The ACT, scheduled for the spring of each school year, will be administered to students currently enrolled in the 11th grade. There will be no fees assessed to students for this examination.

ACT WorkKeys
ACT® WorkKeys® is a system of assessments, curriculum and skills profiling that determine, build, and measure essential workplace skills that can affect your job performance and increase opportunities for career changes and advancement. Developed with the same knowledge and research expertise responsible for the ACT® test, WorkKeys assessments and training help lead individuals and businesses to success.

National Career Readiness Certificate (NCRC)
The WorkKeys NCRC® measures and certifies the essential work skills needed for success in jobs across industries and occupations. With the WorkKeys NCRC, individuals can:

- Build confidence that their skills meet the needs of employers
- Show prospective employers concrete proof of their skills
- Apply real-world use to coursework from the classroom
- Determine skill improvement and training needs
- Improve the opportunities for career changes and advancement
- Earn college credit at many institutions and reach academic goals more quickly

ASVAB
The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic, and occupational success in the military. It is administered annually to military applicants, high school, and post-secondary students.

DUAL ENROLLMENT OPTIONS

A) Dual Enrollment: Juniors and Seniors will have the opportunity to enroll in approved dual credit courses. Students can receive a Carnegie Unit and 3 hours of college credit for the course(s) passed. Students must meet all requirements for dual enrollment for the institution in which they are enrolling and Hattiesburg Public School District. The grade earned in the dual enrollment class will become part of the student's high school transcript; will be calculated into the student's GPA and will affect class ranking. See your counselor for complete information. **All fees related to registration, tuition, or textbooks will be the student and parent's responsibility.**

B) Middle College Program
Hattiesburg Public Schools is proud to offer qualifying Hattiesburg High School students the opportunity to apply for Hattiesburg High School's Middle College Program (HHSMC). The program is a dual credit/dual enrollment program in which Hattiesburg High School juniors and seniors split their school day taking courses at Hattiesburg High School and the Pearl River Community College Hattiesburg campus. The goal of HHSMC is for students to earn a high school diploma and an associate's degree simultaneously.

During their 10th-grade year, interested students must take the ACT and meet dual enrollment guidelines to become eligible for HHSMC. Applications will be due no later than April 1st (subject to change) of the student's 10th-grade year. Applicants are subject to an interview also as part of the process.

The district will fully fund the *Dual Enrollment Courses and Middle College Programs* as long as funding is available. If funding is limited and/or not available, parents will be expected to bear some of the cost, if not all of the cost for their child to be in the program.

While enrolled in *Dual Enrollment Courses and Middle College Programs*, if a student's cumulative GPA drops below 2.5 on a 4.0 scale, then the district may no longer pay that student's tuition.

Note: Students who drop a district-funded course will be required to reimburse the district for the full cost of the course.

PROMOTION REQUIREMENTS (POLICY IHE)

(Grades PK-5 *Grace Christian, Hawkins, Rowan, Thames, and Woodley*)
All 3rd-grade students must meet the requirements of the Literacy-Based Promotion Act (LBPA); students who do not meet LBPA requirements will not be promoted to 4th grade unless the student meets the good-cause exemptions for promotion. Students are required to master concepts and minimal skills at each grade level. Students who fail math, reading, or language arts will be retained. **The retained student must attend and successfully complete extended-year summer school to be promoted.**

Any decision on promotion or retention will be based on a comprehensive review of each child's specific performance, mastery of required curricular material, and other pertinent factors. Parent consultation is appropriate and encouraged, but final decisions on promotion or retention are vested in the school and district personnel.

(Grade 6 *Hattiesburg STEAM Academy*)
Students will be promoted from one grade level or classification based on the following: Promotion in this grade is based upon the student passing the required major math and English Language Arts subjects. If a student fails math, English Language Arts, or fails two or more courses, he/she will be retained. **The retained student must attend and successfully complete extended-year summer school to be promoted.**

(Grades 7-8 *N.R. Burger Middle School*)
Students will be promoted from one grade level or classification based on the following: Promotion in these grades is based upon the student passing the required major subjects of math and English Language Arts. Additionally, any student failing two or more courses will be retained. A student must earn a total of 6 credits/units to be promoted. Each subject passed will earn a student one credit**. If a student fails English, reading, or mathematics, he or she shall be retained. The retained student must attend and successfully complete extended-year summer school to be promoted.**

Grade Classification (7-12)
The number of units or credits required for classification in the following grades will be adjusted each year to reflect increases in units required for graduation. Grade classification is as follows:

To be classified in this grade, the student must have accumulated these units/credits.

7th Grade	0 Credits
8th Grade	6 Credits
9th-grade	0 Carnegie Units
10th-grade	6 Carnegie Units
11th-grade	13 Carnegie Units
12th-grade	20 Carnegie Units

Course Options
A student in grades 9-12 has options of taking correspondence courses or multiple online courses approved by the Mississippi Department of Education that can be counted toward the required Carnegie credits for graduation. These options are fee-based and require the signatures of the counselor and principal.

CREDIT RECOVERY

Credit Recovery allows a student to earn credit for a course that was previously failed. In a credit recovery program, an assessment is made of the student's strengths and weaknesses in regard to the course content. Based on this assessment, the student completes instruction only in the course objectives that have not been mastered. The credit recovery program is tailored to the individual needs of each student. Credit recovery allows students to earn credit for a course in a few weeks or months rather than repeating the entire course. A maximum grade of 70% may be earned for any credit recovery course.

Summer School/Extended Year/Credit Recovery (Fees may be assessed.)
The school district may limit participation in summer programs to students enrolled in Hattiesburg Public Schools. Students may not attend summer school in other districts without the written permission of the principal. In addition, students who graduate in the summer following their senior year will not be ranked in their class. Students who participate and successfully complete may be promoted to the next grade or receive course credit.

Private Teachers
Parents may choose to employ private teachers to tutor a child; however, no credit can be given for private tutorial work or private lessons in place of work completed during the official school year or summer school. In addition, special examinations are not given to assess credit for private tutoring.

MISSISSIPPI SCHOLARS AND MISSISSIPPI TECH MASTERS

The Mississippi Scholars and Tech Masters Programs encourage students to take more challenging courses in high school, which better prepares them for college and/or the world of work. Students who complete the Mississippi Scholars and/or Tech Masters Programs will be recognized at Graduation and awarded a medallion at the Academic Awards Program. These students will also receive a Mississippi Scholars seal on the transcript and diploma. Requirements for becoming a Mississippi Scholar or Tech Master are subject to change; please see your grade-level guidance counselor for more information.

Mississippi Scholars Curriculum Criteria

ENGLISH LANGUAGE ARTS

4 credits must consist of:

- English I (1)
- English II (1)
- Two additional English credits above English II and approved for admission to IHL

MATHEMATICS

4 credits must consist of:

- Algebra I (1)
- Geometry (1)
- Algebra II (1)
- And one Carnegie Unit of comparable rigor and content may come from Mathematics courses approved for Mississippi Scholars Credit

SCIENCE

4 credits must consist of:

- Biology I (1)
- Chemistry (1)
- Any 2 Carnegie Units of comparable rigor and content above Biology I and Chemistry (Physics [1] preferred). Additionally, 1 Carnegie unit may come from a Career Technical Education course.

SOCIAL STUDIES

4 credits must consist of:

- World Geography (1/2)
- Mississippi Studies (1/2)
- World History Studies (1)
- U.S. History (1)
- U.S. Government (1/2)
- Economics (1/2)

ARTS

1 credit of:

- One Carnegie Unit of visual and performing arts meeting the requirements for high school graduation or
- Two units for completion of the 2-course sequence Computer Graphics Technology I & II

ADVANCED ELECTIVES

2 credits must consist of:

- Two Foreign Languages or a 5th Math or 5th Science of higher rigor
- Any 2 dual credit courses

ADDITIONAL REQUIREMENTS

- **40 hours of community or volunteer service during high school for seniors graduating in 2018-2021 (80 hours for seniors graduating in 2022 and later)**
- **Minimum of 19 ACT Composite Score (Overall Score) for seniors graduating in 2022 and later**
- 2.5 cumulative high school GPA on a 4.0 scale
- Three letters of recommendation (one from each of the following — principal, guidance counselor and business/community leader for students with more than 4 in-school suspensions)
- 95% school attendance during 4 years of high school
- No out-of-school suspension

Mississippi Scholars Tech Master Curriculum Criteria

***Flexibility to tailor courses to area of interest.**

ENGLISH LANGUAGE ARTS

(4 Credits) English

MATHEMATICS

*(3 Credits) Math

- Algebra I
- Math above Algebra I (Course has to be related to program of study)

****Geometry Mandatory**

SCIENCE

(3 Credits) Science

- Biology I
- 2 courses above Biology I

SOCIAL STUDIES

(3 Credits) Social Studies

- American History
- Government
-
- MS Studies

OTHER COURSES

(1 Credit) Computer

(½ Credit) Health or PE

ELECTIVES

(2.5) Electives of your program of study

- 4 CTE Credits in the same area of study
- Must have 21 minimum credits - students can go the 21 or 24 credit route allowing time for internship
- Non-negotiable

Additional Requirements for Recognition of Mississippi Scholars Tech Master Listed Below:

- **40 hours of community or volunteer service during high school for seniors graduating in 2018-2021 (80 hours for seniors graduating in 2022 and later)**
- **Minimum of 18 ACT composite score (overall score) for seniors graduating in 2018-2021 (19 for seniors graduating in 2022 or later)** or Minimum 36 ASVAB (Armed Services Vocational Aptitude Battery Test) or Silver Level WorkKeys
- 2.5 high school GPA
- 95% school attendance during high school years
- No out-of school suspension
- Must attain a passing score, as established by the Mississippi Department of Education (MDE), on the Mississippi Career Planning and Assessment System (CPAS2) or a passing score on an MDE approved industry certification assessment.

Mississippi Scholars Tech Master must complete any remaining State-Mandated high school graduation requirements. Dual credit courses are acceptable.

Mississippi Seal of Biliteracy

The purpose of the Mississippi Seal of Biliteracy policy is to establish minimum criteria for Local Education Agencies (LEAs) in awarding Seals of Biliteracy. The Seal of Biliteracy recognizes and awards students who have attained proficiency in one or more world languages and English by high school graduation. The Seal of Biliteracy demonstrates attainment of biliteracy for students, employers, and postsecondary institutions; and it signals a student's readiness for college and career and for engagement as a global citizen.



Silver Mississippi Seal of Biliteracy - which demonstrates a functional fluency level at the intermediate-mid range. (See the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy)



Gold Mississippi Seal of Biliteracy - which demonstrates a working fluency at the advanced-low range. (See the Mississippi Seal of Biliteracy website www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy)

FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS (COLLEGE PREPARATORY CURRICULUM)

The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.

	The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:
English: 4 Carnegie units ● All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.	**English: 4 Carnegie units** ● All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
Mathematics: 3 Carnegie units ● Algebra I or its equivalent ● Math higher than Algebra I (2 units)	**Mathematics: 4 Carnegie units** ● Algebra I or its equivalent ● Math higher than Algebra I (3 units)
Science: 3 Carnegie units ● Biology I or its equivalent ● Science higher than Biology I (2 units)	**Science: 4 Carnegie units** ● Biology I or its equivalent ● Science higher than Biology I (3 units)
Social Studies: 3 Carnegie units ● U.S. History ● World History ● U.S. Government (½ unit) ● Economics (½ unit) or Introduction to World Geography (½ unit)	**Social Studies: 4 Carnegie units** ● U.S. History ● World History ● U.S. Government (½ unit) ● Economics (½ unit) ● Introduction to World Geography (½ unit) ● Mississippi Studies *(or state/local government course in any other state)*
Arts: 1 Carnegie unit ● Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.	**Arts: 1 Carnegie unit** ● Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives: 2 Carnegie units ● Option 1: Foreign Language I and Foreign Language II ● Option 2: Foreign Language I and Advanced World Geography ● Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course	**Advanced Electives: 2 Carnegie units** ● Option 1: Foreign Language I and Foreign Language II ● Option 2: Foreign Language I and Advanced World Geography ● Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course

Technology: ½ Carnegie unit ● A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.	**Technology: ½ Carnegie unit** ● A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.
Total Carnegie units: 16½	**Total Carnegie units:** 19½
Notes: ● **Pre-High School units:** Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course. ● **Substitutions:** Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum. ● **Course Acceptance:** A course may not be used to satisfy more than one requirement. ● The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees, and the IHL Office of Academic and Student Affairs maintains a complete list of courses that can be used to satisfy the CPC requirements. See www.mississippi.edu/admissions/. The Mississippi Department of Education also maintains an online course catalog with CPC classifications for each course - http://www.rcu.msstate.edu/Curriculum/MDECourseCode.aspx.aspx	

As of January 2023, standardized test scores are not required for all student-athletes who initially enroll full-time on or after August 1, 2023. During the 2023 NCAA Convention, Divisions I and II adopted legislation to remove standardized test scores for these students. The vote was based on the recommendation from the Standardized Test Score Task Force, a specialized group charged with reviewing initial-eligibility requirements as part of the NCAA's eight-point plan to advance racial equality. Among other requirements, college-bound student-athletes planning to compete at an NCAA Division I or II school are still required to have a 2.3 (DI)/2.2 (DII) grade point average in 16 NCAA-approved core-course units and provide proof of high school graduation. Division-specific information (Division I, II, or III) on initial-eligibility requirements is available on the NCAA Eligibility Center website.

FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS COLLEGE PREPARATORY CURRICULUM

Begins with the incoming freshmen class of 2025

The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.

The minimum REQUIRED[1] CPC for full admission into a Mississippi public university is as follows:	**The minimum RECOMMENDED[2] CPC for full admission into a Mississippi public university is as follows:**
English: 4 Carnegie units • Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.	**English: 4 Carnegie units** • Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
Mathematics: 4 Carnegie Units • Algebra I or its equivalent • Math higher than Algebra I (2 units) • Additional math higher or lower than Algebra I (1 unit)	**Mathematics: 4 Carnegie units** • Algebra I or its equivalent • Math higher than Algebra I (3 units)
Science: 3 Carnegie units • Biology I or its equivalent • Science higher than Biology I (2 units)	**Science: 4 Carnegie units** • Biology I or its equivalent • Science higher than Biology I (3 units)
Social Studies: 3 Carnegie Units • Units must include integrated courses of social sciences and humanities promoting civic competence.	**Social Studies: 4 Carnegie units** • Units must include integrated courses of social sciences and humanities promoting civic competence.
Arts: 1 Carnegie unit • Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.	**Arts: 1 Carnegie unit** • Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives: 2 Carnegie units • Option 1: Foreign Language I and Foreign Language II • Option 2: Foreign Language I and one unit from Option 3 • Option 3: (1) Any combination of an advanced level course above the required Carnegie units as noted in the (a) Office of Academic and Student Affairs CPC Manual and/or) any (b) Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. *Example: completion of both Health Sciences I & II will count as an advanced elective.*	**Advanced Electives: 2 Carnegie units** • Option 1: Foreign Language I and Foreign Language II • Option 2: Foreign Language I and one unit from Option 3 • Option 3: (1) Any combination of an advanced level course above the required Carnegie units as noted in the (a) Office of Academic and Student Affairs CPC Manual and/or any (b) Advanced Placement (AP), Academic or Career and Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE) course. (2) Completion of any two-year Career and Technical course may count as one unit. *Example: completion of both Health Sciences I & II will count as an advanced elective.*

Technology or Computer Science Course: 1 Carnegie Unit • A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.	**Technology or Computer Science Course: 1 Carnegie Unit** • A technology course is defined as one that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.

Total Carnegie units: 18 Carnegie Units	**Total Carnegie units:** 20 Carnegie Units

[1]High school Carnegie units **required for regular admission** to an IHL institution
[2]Recommended high school Carnegie units to enhance preparedness for college-level work

Notes:

- **Pre-High School units:** Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course.
- **Substitutions:** Advanced Placement (AP), International Baccalaureate (IB, Academic or Career and Technical Dual Credit (DC) and Advanced International Certificate of Education (AICE) courses may be substituted for each requirement in the College Preparatory Curriculum
- **Course Acceptance:** A course may not be used to satisfy more than one requirement.
- The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees and maintained by the IHL Office of Academic and Student Affairs.

IHL Board Policy §602.B. FULL ADMISSION

Full admission to any of the eight public universities will be granted to the following:

1. Have completed high school graduation requirements and the College Preparatory Curriculum (CPC) or have completed equivalent requirements as determined by admitting IHL institution; have a minimum cumulative GPA of 3.20 on a 4.0 grading scale as reported by the high school or as calculated by the admitting institution using an IHL-approved unweighted cumulative GPA calculator; and no ACT or SAT score is required; or

2. Have completed high school graduation requirements and the College Preparatory Curriculum (CPC) or have completed equivalent requirements as determined by admitting IHL institution; have a minimum cumulative GPA of 2.50 as reported by the high school or as calculated by the admitting institution using an IHL-approved unweighted cumulative GPA calculator or a class rank in the top 50%; and have an ACT composite score of 16 or higher; or

3. Have completed high school graduation requirements and the College Preparatory Curriculum (CPC) or have completed equivalent requirements as determined by admitting IHL institution; have a minimum cumulative GPA of 2.00 as reported by the high school or as calculated by the admitting institution using

an IHL-approved unweighted cumulative GPA calculator; and have an ACT Composite score of 18 or higher.

4. Any student who does not meet the above requirements may be granted full admission by satisfying the NCAA Division I standards for student athletes who are "full qualifiers" or "academic redshirts".

    - In lieu of ACT scores, students may submit equivalent SAT scores.
    - Beginning fall 2021, institutions will use the highest ACT or SAT subject test scores from the same test type when scores from more than one test date are submitted. This process is known as superscoring. A combination of ACT and SAT subtest scores cannot be combined to calculate a superscore.
    - In addition to their use for admissions, institutions may require ACT/SAT scores, ACCUPLACER, or other assessments for placement purposes prior to registration.
    - Students must submit a final, official transcript with a graduation date prior to the second term of enrollment.
    - Admitting institutions may establish additional admission requirements.

IHL Board Policy §608. INTERMEDIATE COURSES

A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18 or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of "80" or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.

B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18 or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.

C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18 or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate Reading.

D. Students taking two or more intermediate courses must enroll in the year- long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 semester hours.

E. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.

F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic

experiences must be approved by the institution's Chief Academic Officer or designee. (BT Minutes, 2/2000; 2/2005; 2/2009; 3/2010; 1/2016; 2/2018)

IHL Board Policy §608 establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

University	College-level English	College-level Mathematics	College-level Reading
Alcorn State University	17	17	17
Delta State University	17	20	17
Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	17	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

GRADING

The school district provides its students with a comprehensive curriculum composed of academic, vocational, and activity courses. Such a curriculum requires that teachers as professionals have sufficient latitude in grading students to arrive at realistic, appropriate grades. Teachers and principals are to be guided by the following in determining grades:

1. A student's course grade is intended to reflect mastery of the subject as determined by assessments that include tests, classroom contributions, class/homework assignments, projects, etc.

2. At the beginning of each semester, each teacher/department will have a written plan of grading on file with the principal. This plan shall be explained to the students, and a copy will be sent home to parents.

Grading Scale

K through 5th	Grades 6-12
A = 90-100	A = 90-100
B = 80-89	B = 80-89
C = 70-79	C = 70-79
D = 65-69	D = 60-69
F = Below 65	F = Below 60
I = Incomplete	I = Incomplete

Note: A maximum grade of 100 will be recorded on all student report cards. While students may sometimes earn scores above 100 on individual assignments or assessments, these will be factored into an overall grade that will not exceed 100 for the purposes of Grade Point Averages. See Class Honors section on page.

REPORTING

Progress Reports
Mid-term reports will be sent to parents each term. Please refer to the Academic Calendar for exact dates. Parents are urged to follow up by contacting the student's counselor or the teacher. Teachers may send reports other than the regular intervals by telephone, through the mail, or at the conference.

Report Cards
Reports of student academic progress will be sent home to parents four times during a school year at nine-week intervals. These reports do not specify the credit for a particular term, but they indicate the student's final accomplishment is likely to be at the end of the school year. The following grading formula will be used to calculate grades:

50%: Daily Work/Quiz + 50%: Test/Projects/Performance = 100% overall grade

Cheating
Students are expected to do their own work. The unauthorized giving or receiving of (including electronic means) help in any area of schoolwork is a violation of the Student Code of Conduct. Students who cheat may receive a zero for the work assigned. In addition, the student may face disciplinary consequences.

GRADE POINT AVERAGE

A formal Grade Point Average (GPA) will **not** be calculated for elementary students. For students in grades PK-8, grade point average (or average) will be calculated by directly averaging all final numerical grades earned in their classes, giving equal weight to each course. To calculate this average, you simply add up all the numerical grades from every class taken and then divide that sum by the total number of classes.

For students in grades 9-12, A student's final unweighted Grade Point Average is determined by calculating all Carnegie unit courses for the high school years (including Carnegie units earned in the 7th or 8th grade) plus all four nine-week grades in the senior year. The final overall unweighted GPA is reflected on the transcript to include work up to the last day of school.

Grade Transfer
Grades received on transfer from other schools will be interpreted according to the following conversion chart unless the transferring school provides the actual number grade:

GRADES 6-12			
Letter Grade	**Numerical Equivalent**	**Letter Grade**	**Numerical Equivalent**
A+	100	C+	79
A	95	C	75
A-	90	C-	70
B+	89	D+	69
B	85	D	65
B-	80	D-	60
		F	59

GRADES K-5			
Letter Grade	**Numerical Equivalent**	**Letter Grade**	**Numerical Equivalent**
A+	100	C+	79
A	95	C	75
A-	90	C-	70
B+	89	D+	69
B	85	D	67
B-	80	D-	65
		F	64

Transfer grades that exceed 100 will be recorded as 100. Advanced Placement, Honors, Dual Enrollment, and Accelerated courses will be weighted according to district policy.

Grade Appeals

Within thirty (30) days upon the issuing of a report card from a term, semester, or final grade, a parent/guardian may appeal the current grade in writing. The steps of the appeal process are as follows:

1) Any change of grades, other than a final grade, shall be addressed with the teacher who issued the grade and the building-level administrator. The parent/guardian will confer with the teacher and provide the reason(s) for appealing the grade. If the parent/guardian is dissatisfied with the resolution, they may appeal the teacher's decision to the principal or designee.
2) The principal or designee will confer with the parent/guardian and teacher, make a decision and provide a written response. If the issue cannot be resolved, the parent may appeal to the Superintendent who will assign a review panel consisting of, at a minimum, the teacher issuing the grade, the building-level administrator, and a central office administrator.
   a) Any change of a final grade as recorded on a cumulative folder or permanent record shall be presented and approved by the panel by a majority vote or consensus.

   b) If it is determined that a grade change should be appropriate, the decision and associated evidence will be included in the cumulative folder and the grade change will be placed on the permanent record.

After thirty (30) days upon issuing of a report card from a term, semester, or final grade, the grade will be permanent and may not change.

ACADEMIC HONORS

Graduation with honors, high honors, and special honors is determined by calculating the averages of the

recommended college preparatory curriculum (found on page 34), including weighted grades for Advanced Honors, Accelerated, dual enrollment, and AP classes. Senior class honors will be computed at the end of the third nine weeks. Students whose GPA is 95 and above will wear the cord for special honors and will receive plaques. Students whose GPA falls between 93 and 94.99 wear the cord for high honors. Students whose GPA is 90-92.99 wear the cord for honors. The Honor GPA is not rounded. Additional cords may be worn representing academic excellence and achievement with the approval of the building principal.

Honor Roll
Honor Roll is determined by the end-of-term grades that a student has earned.

- Superintendent's Honor Roll (A- Honor roll) is awarded to students earning A's for the final average of the term in each subject.
- The Principal's Honor Roll (A/B- Honor Roll) is awarded to students earning A's and B's for the final average of the term in each subject.

Class Honors (Hattiesburg High School)
Students are ranked based on their final, overall weighted GPA. Students who graduate in the summer following their senior year will not be ranked.

1) The GPA for class honors will be calculated using final class averages (rankings) from college preparatory curriculum courses.
2) Course averages will be calculated on a 100-point scale and a weighted numerical scale based on the following point system:

Letter/number For all courses		**Weighted numerical average (for Honors GPA only)**
A	**90-100**	**AP and Dual Enrollment Course** numerical grades are multiplied by a factor of 1.10 and may exceed 100. **Accelerated Course, Honors and 2nd year CTE** course grades are multiplied by a factor of 1.05 and may exceed 100.
B	**80-89**	
C	**70-79**	
D	**60-69**	
F	**Below 60**	

Quality Point Average
1. Quality Point Average (QPA) is determined by converting Final Averages from a 100-pt. scale to a 4.0 scale using the system below. No scale other than a 4.0 scale will be used. QPA is not weighted. Quality Points are added, and the sum is divided by the number of credits attempted.
2. Half unit courses receive one-half the designated quality points based on the course level. Quality points for half-unit courses will be computed on a semester basis.

A = 4 points **B** = 3 points **C** = 2 points **D** = 1 point **F** = 0 points

Selection of Valedictorian and Salutatorian
Each year, a senior class member shall be determined to be valedictorian and salutatorian of that senior class. For any student to be eligible, the student must be enrolled at Hattiesburg High School for at least FOUR consecutive semesters, excluding summer school, immediately preceding the determination of the class valedictorian and salutatorian. In addition, the student must also graduate with his or her graduating class. The student's graduation class is established by a student's ninth-grade entry date.

Senior class honors will be calculated at the end of the third nine weeks. Based on numerical calculations of core classes (college preparatory curriculum), the student with the highest-honors Grade Point Average (GPA) will be named valedictorian. The student with the second-highest GPA will be named salutatorian. If a tie occurs, co-valedictorians and co-salutatorians will be named. The GPA shall be determined by grades received in all college preparatory classes, including dual enrollment and Mississippi Virtual School and Carnegie units earned in middle school by the student. Carnegie units must have been earned from an accredited school recognized by the Mississippi Department of Education.

Beginning with the 2025-2026 entering 9th grade class and thereafter, to qualify for Valedictorian or Salutatorian, students must first meet the criteria for the Distinguished Academic Endorsement. However, if no student achieves this endorsement, the titles will be awarded to the students with the highest overall numerical grade point average (including weighted grades) among those who earn either an academic or career technical diploma endorsement, with the highest average earning Valedictorian and the second highest earning Salutatorian. Furthermore, to be considered for either honor, a student must have been in full-year attendance at the high school from which they plan to graduate during both their 11th and 12th grades.

AWARDS CEREMONIES

. The categories of honor to be recognized are academic achievement, subject areas, citizenship, attendance, and extracurricular activities.

SCHOLARSHIPS

Many colleges offer scholarships to eligible students. Students must maintain high academic standing to qualify. Scholarships are awarded for proficiency in areas such as journalism, science, music, languages, athletics, and service. Students are encouraged to become actively involved in school life and community service to increase their eligibility. Students and parents should contact guidance counselors for information regarding scholarships.

ADVANCED PLACEMENT

All fees must be paid before the **last** day of the 3rd nine-week grading period in order for the AP weighted GPA to be calculated for honor graduation consideration. All fees associated with the examination will be the responsibility of the student and parent/guardian. Any student eligible for a fee reduction will need to complete all requirements to receive the reduced fee.

The College Board's Advanced Placement Program (AP) has partnered with colleges, universities, and high schools to provide students with the opportunity to take college-level coursework and exams while in high school. Advanced Placement provides motivated and academically prepared students with the opportunity

to earn college credit or placement and helps them stand out in the college admissions process. AP is accepted by more than 3,600 colleges and universities worldwide for college credit. Individual institutions set their policies for awarding credit and/or placement.

Students at Hattiesburg High School may take AP courses at the school site or via the Mississippi Department of Education in a recognized virtual school program. Each AP course has a corresponding examination that is administered in the spring of each school year. Each AP exam contains a free-response section (essays, problem-solving, oral responses, etc.) and multiple-choice questions. Exams are scored by college professors and experienced AP teachers using scoring standards developed by the committee.

Advanced Placement courses are offered at Hattiesburg High School to all students who have met the prerequisites. AP course grades will be weighted by 5%. All students in AP courses **must** take the AP National Exam that corresponds with the course to receive the credit on the weighted scale. If the student does not take the examination, the student's grade will be calculated using the 4-point scale.

ABSTINENCE-ONLY SEX EDUCATION

The Hattiesburg Public School Board believes that every student has the right to accurate information concerning the prevention of pregnancy and sexually transmitted infections. The Hattiesburg Public Board is committed to fostering community partnerships that educate both students and parents about this important topic. This School District seeks to affirm its commitment to creating healthy and responsible teens in this School District by fully complying with the Mississippi Code of 1972, Annotated, Section 37-13-171, and by:

- Adopting educational programs designed to help students and parents take action to reduce rates of teen birth and sexually transmitted infections and integrating such programs into already established classes, and
- Establishing principles, guidelines, and strategies for implementing effective sex education programs, referred to in state law as "Abstinence-Only" education programs.

The district shall utilize an age-appropriate, evidence-based, medically accurate, Abstinence-Only curriculum from the list of curricula approved and recommended by the Mississippi Department of Education (MDE), including as one choice the curricula of Abstinence-Only developed by the Mississippi Department of Human Services and the Mississippi Department of Health, if such curricula are on the MDE's approved curriculum list. (POLICY REF: ICG)

SECTION II. ADMISSION/WITHDRAWAL

Parent, Legal Guardian, or Custodian must enroll students in school.

Whenever any minor child seeks or applies to enroll or gain entrance to any public school in this state, and the child is not accompanied by an adult or is accompanied by an adult who is not the child's parent/guardian, if a legal guardian has been appointed for the child, or legal custodian, the school official or officials or teacher to whom the child applies or reports for enrollment or admission may delay consideration of the enrollment or enlistment of the minor child and require the child's parent, legal guardian or legal custodian to accompany the child and apply for enrollment and admission into the school for and on behalf of the minor child. -- **MS Code 37-15-11**

If a student should attempt to enroll without a parent, guardian, or legal custodian, please refer the student and/or accompanying adult to the office to the Director of Federal Programs. A determination will be made and furnished to the school about whether the student may enroll.

TRANSFER FROM ANOTHER DISTRICT

Students who request a transfer from other school districts will be accepted only if the student and parent or guardian have physically moved into the Hattiesburg Public Schools District and have changed their residency, or if a transfer has been requested and approved according to procedures established by HPS.

- Students who request transfer because of pending, threatened, or actual expulsion or disciplinary issues will be accepted in accordance with the previous district's disciplinary action.
- Students must be eligible to re-enroll in the previous district in order to be accepted by this district (subject to residency requirements).
- Students in an Alternative Center placement in their previous district will be placed in this district's Alternative Center.
- Students from other school districts will not be accepted if they have been sent to live with relatives or temporary guardians for the sole purpose of attending the Hattiesburg Public Schools.
- Students who transfer into or return to this district from incarceration or other forms of judicial custody may be placed temporarily at the Alternative Center until the scheduling of a due process hearing to determine appropriate placement.
- Students who transfer into this school district will matriculate through school and graduate following the policies of the Hattiesburg Public Schools.

HOME SCHOOLING OR TRANSFER STUDENT ASSIGNMENT/CLASSIFICATION

All students seeking to transfer from any school, public, private, or homeschool within or outside of the boundaries of the State of Mississippi, to a public school within the state may be required to take a test to determine the grade and class to which the pupil shall be assigned at the time of pupil transfer. (Policy REF: JBC)

The administrative head (or designee) of each public school shall administer the test or tests to such pupil or pupils as shall apply for transfer to such public school. Such test or tests shall be administered within thirty days after the filing of each such application for transfer. Notice of the giving of such test shall be given to

the applicant not less than five days prior to the date of administration of such test. No transfer of a pupil shall be affected until the test has been given and the pupil is assigned according to the grade and class for which the test shows he is best suited.

No pupil shall be assigned to a grade and class more than three (3) grades above or below the grade or class that the pupil would have been assigned to had the pupil remained in the school from which the transfer is being made. Pending the administration of the test herein provided for and its grading and an assignment based thereon, the superintendent of the school district or the attendance center principal to which the pupil seeks admission may assign the pupil temporarily to a grade and class comparable to that in which the pupil would have been had the pupil continued in the school from which the transfer was being made. '37-15-33. (POLICY REF: JBAB)

AGE REQUIREMENTS FOR PRE-K THROUGH 1ST GRADE

Students entering the preschool program for the developmentally delayed must reach the age of three on **or before September 1** of the current school year. Students entering Pre-K must reach the age of four on or before September 1 of the current school year.

To enter the preschool program for the developmentally delayed, the student must reach the age of	3	On or before September 1 of the current school Year.
To enter Pre-K, the student must reach the age of	4	On or before September 1 of the current school year.
To enter K, the student must reach the age of	5	On or before September 1 of the current school year.
To enter grade 1, the student must reach the age of	6	On or before September 1 of the current school year.

VERIFICATION OF STUDENT RESIDENCY

The Mississippi State Board of Education requires that all school districts verify a student's residence to determine whether the student may legally attend a school in the district. The definition of student residence for school attendance purposes is that the student physically resides full time, weekdays/nights and weekends, at a place of abode located within the limits of the school district. The Hattiesburg Public Schools must verify the residence of each student to be enrolled. Post office box numbers are not acceptable for verification purposes. A street address/name must be provided.

Any student whose residence is not cleared through the district using the proper procedure as adopted by the state board will be denied enrollment. When questions arise regarding a student's legal residence, the school may request additional confirmation of the information to meet the requirements of state law.

Residency Verification Procedure
Except for those students who have been legally transferred, each student must establish his/her residency in the following manner:

A. Students Living with Parent(s) or Guardian(s)

STUDENTS LIVING WITH PARENT(S) OR GUARDIAN(S) The parent(s) or legal guardian(s) of a student seeking to enroll must provide this school district with at least two of the items numbered 1 through 10 below as verification of their address, except that a document with a post office box as an address will not be accepted.

1. Filed Homestead Exemption Application form
2. Mortgage documents or property deed
3. Apartment or home lease
4. Utility bills
5. Driver's license
6. Voter precinct identification
7. Automobile registration
8. Affidavit and/or personal visit by a designated school district official
9. Any other documentation that will objectively and unequivocally establish that the parent or guardian resides within the school district
10. Certified copy of filed petition for guardianship if pending and final decree when granted

Guardianship

a. Student is living with a legal guardian and a certified copy of the Court Decree (or petition) if pending, was received declaring the district resident to be the legal guardian of the student and further declaring that the guardianship was formed for a purpose other than establishing residency for school district attendance purposes.

Affidavits

a. Custodial parent(s) residing with an adult in a home not owned or rented by the custodial parent(s) will present documents to show legal custody. The non-custodial adult in the home must prove residency proof and provide a signed, notarized affidavit.
b. No affidavits accepted for Pre-K programs.

If a student lives in the district in the household of someone other than parent or guardian [either with or without the student's parent or guardian], then an affidavit of residency must be completed at each school site. Each request for an affidavit will be examined carefully and must be based on a documented emergency. The affidavit must be signed by the homeowner/leaseholder AND by the parent or guardian in the presence of designated school district personnel. The homeowner/leaseholder must provide two proofs of residency, and both the parent/guardian and the homeowner/ leaseholder must provide positive picture identification.

***The penalty for false swearing of an affidavit is a fine of up to $1000 and imprisonment for up to five years.*

***Affidavits of Residency are considered to be temporary—those who enroll with affidavits should expect to procure evidence of residency in their name within a reasonable amount of time.*

Although every attempt will be made to verify residence using state and local board policy standards, certain situations arise when dealing with university students, military personnel, and/or transient families in general in which residence verification may not be possible according to published standards. If residency cannot be adequately verified at the school, parents/guardians should be directed to the Office of the Superintendent, where a determination will be made and furnished to the school.

STUDENT ADMISSION

All students to be admitted or readmitted must provide the school with the following information:

1. **Immunization Records** - All students in Grades PK-12 must acquire from their doctor or the Forrest County Health Department a special immunization certificate known as the Certificate of Compliance

   Valid certificates include:
   1. Form 121 -- Certificate of Compliance
   2. Form 121-A -- Medical Exemption Certificate
   3. Form 121-T -- Temporary Compliance Certificate

2. The Temporary Compliance Certificate, Form 121-T, is not valid after the date shown. After that date, the principal shall deny school attendance by such child unless or until the principal is furnished another Temporary Compliance Certificate, Form 121-T, or a Certificate of Compliance, Form 121, or a Medical Exemption Certificate, Form 121-A.
3. Certified Birth Certificate (new students to the system) - Students may present a certificate within 30 days of enrollment.
4. Report Card or high school transcript
5. Social Security Number
6. Name and address of former school attended
7. Legal home address of parent or guardian and verification of address (See Residency).
8. Withdrawal form signed by the previous school district official

Hattiesburg Public Schools strives to register all eligible students when they apply for enrollment; therefore, it is very important that parents or guardians obtain all documents required by law prior to registration. In cases where students do not have a specific document, principals or their representative should provide information about how to obtain the missing document and allow a reasonable time for the parent/guardian to secure documentation (up to 30 days, for example, for a certified birth certificate), along with written notification to the parent as to the time allocated. If at the end of the period, where parent/guardian has been provided sufficient information and notification, and the document is still not presented to the school, the parent will be referred to the Superintendent for a determination of possible disenrollment proceedings.

Cumulative Record Request
As outlined in Section 99.31 of the Buckley Amendment, written consent of the parent is not necessary for the transfer of records between schools. The counseling office will automatically send for student records. (See Withdrawal Procedure and Student Records).

WITHDRAWAL PROCEDURE

Students who wish to withdraw from school for any reason are to:

1. Notify the counselor's office of the need to withdraw from school and secure appropriate forms (at least one day in advance before withdrawing student(s).
2. Secure parental/guardian approval on appropriate forms.
3. Complete withdrawal forms with clearances from classes, library, textbooks, and counselor's office.
4. Submit completed forms to the attendance clerk for final clearance.
5. Forward withdrawal forms to the principal for signature. *No student will be considered officially withdrawn unless the release is signed by the principal.*

Parents who wish to withdraw a student under the state compulsory education law (generally, those under the age of 17) to attend a GED program must seek permission from the Superintendent of Schools or his/her designee. If permission is granted, the parent must register with the youth court. Parents who wish to withdraw a compulsory school-aged student from the district for purposes of homeschooling must obtain permission from the local State Attendance Officer.

Felicia Watts – 601-583-0960 ext. 5546

When a student transfers from this school system to another, the student's records will be forwarded to the receiving school upon request. Hattiesburg Public Schools is required to verify the actual residence of any student requesting the transfer of records from the district. The district will use objective and reliable methods to verify student addresses for all transfers during the registration and at random times throughout the year. (See Student Records).

SECTION III. ATTENDANCE POLICIES

Students are expected to attend school whenever school is in session. Attendance is the shared responsibility of students and their families. Students should remain out of school only when absolutely necessary. *A parent or legal guardian must contact the school before 9:00 a.m. on the first day of an absence*. Skipping class is considered truancy and will be recorded as an unexcused absence.

To be counted present for a full school day, a student must attend at least 66% of the student's school day.

Truancy
Students are considered truant when absent without the knowledge or consent of parents and school officials. A student guilty of truancy will be reported to the school attendance officer, and appropriate discipline will be considered. A parent or guardian should accompany the student to the principal's office to be readmitted to school. A second offense may result in a three-day suspension. All instances of truancy will result in the unexcused absence(s).

CHRONIC ABSENTEEISM
A compulsory-school-age child shall be considered chronically absent if the child is absent from school for ten percent (10%) or more of the student's school days in a school year, regardless of whether such absences are excused or unexcused.

UNLAWFUL ABSENCES/VALID EXCUSES
An "unlawful absence" is an absence during a school day by a compulsory-school-age child, which absence is not due to a valid excuse for temporary nonattendance. Days missed from school due to disciplinary suspension shall not be considered an "excused" absence under this section. Each of the following shall constitute a valid excuse for temporary nonattendance, provided satisfactory evidence of the excuse is provided to the school within three days:

1. Attendance at an authorized school activity with the prior approval of the superintendent of the school district or his designee. (These activities may include field trips, athletic contests, student conventions, musical festivals, and any similar activity.~~.~~
2. Illness or injury which prevents the student from being physically able to attend school, and any absence after the third absence must be documented by a written excuse by a medical provider.~~.~~
3. When isolation is ordered by the county health officer, by the State Board of Health or by an appropriate school official.
4. Death or serious illness of a member of the immediate family, which includes children, spouse, grandparents, parents, brothers, sisters, stepbrothers and stepsisters.
5. A medical or dental appointment with a documented excuse from the medical provider.
6. Attendance at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.
7. Observance of a religious event, with the prior approval of the principal. (Approval should not be withheld unless, in the professional judgment of the principal, the extent of the absence would adversely affect the student's education.)
8. Participation in a valid educational opportunity, such as travel, including vacations or other family travel, with the prior approval of the principal. (Approval shall be based on the professional judgment of the principal, subject to the review by the superintendent or his designee.

9. Other conditions sufficient to warrant nonattendance, with prior approval of the superintendent or his designee. However, no absences shall be excused when any student suspensions or expulsions circumvent the intent and spirit of the compulsory attendance law. 37-13-91 (4)
10. An absence is excused when it results from the attendance of a compulsory-school-age child participating in official organized events sponsored by the 4-H or Future Farmers of America (FFA). The excuse for the 4-H or FFA event must be provided in writing to the appropriate school superintendent by the Extension Agent or High School Agricultural Instructor/FFA Advisor.
11. An absence is excused when it results from the compulsory-school-age child officially being employed to serve as a page at the State Capitol for the Mississippi House of Representatives or Senate.
12. 12th-grade students may have two excused days per year to visit college campuses. Students must provide written proof of their visit. College visit days may be granted to 11th-grade students upon the approval of the principal or his designee.
13. Principals may require additional formal documentation if absences become excessive.

LIMITATION ON EXCUSED ABSENCES

Unless an exception applies, no student shall be granted more than five (5) excused absences per semester. Any additional excused absences beyond this limit must be specifically approved by the superintendent, or his or her designee, upon a showing of extenuating circumstances. Extenuating circumstances may include, but are not limited to:

1. Prolonged illness or injury supported by medical documentation,
2. Extended religious observance,
3. Participation in education opportunities of substantial merit, including out-of-state educational travel.

Any absence in excess of this limit, and not approved by the superintendent, shall be considered **UNLAWFUL**.

School-sanctioned events, such as athletics, band, choir, or other events sponsored by the Mississippi High School Activities Association, shall not be counted as absences. School-sanctioned academic or club events shall not be counted as absences.

SCHOOL ATTENDANCE OFFICER

The superintendent and principals shall cooperate with the school attendance officer employed by the State Department of Education, pursuant to 37-13-85.

Student Attendance Review Board (SARB)

After a student has accumulated 5 unlawful absences, the student and parent must meet with the Student Attendance Review Board (SARB). SARB is a district intervention process designed to develop and coordinate school, community, and home efforts to deal with attendance issues. Serious attendance issues will be referred to the juvenile court system. Members of the SARB team include the following: counselors, interventionists, parent liaisons, and other appropriate/designated personnel. The board provides suggestions and referrals for the family; however, the goal is to improve student attendance in school by enforcing the Mississippi Compulsory Education Laws.

Student Referral Process

FLOW CHART

Compulsory School Attendance Referral Flow Process

37-13-91

Mississippi law requires all children between the ages of six (6) and seventeen (17) to enroll in and attend school. This law also applies to five-year-old students enrolled in a full-time public Kindergarten program.

Non-Enrollment

All compulsory school-age students that are not enrolled within 15 days after the beginning of the school year.

Report to the MDE, Office of Compulsory School Attendance Enforcement (School Attendance Officer)

School Attendance Officer will attempt to secure enrollment (i.e., letter, home visit or phone call)

Excused & Unexcused Days

03 Student misses three (3) cumulative absences

Actions

- School contacts parent/guardian
- Document Communication

Unlawful Unexcused Days

Attendance Referral

05 Student misses five (05) cumulative unexcused days

Actions

- Submit Referral to SAO
- Implement school-based interventions
- Document all contact & interventions

08 Student misses eight (08) cumulative unexcused days

Actions

- Submit Referral to SAO
- Continue & strengthen interventions
- Share intervention documentation with the SAO

12 Student misses twelve (12) cumulative unexcused days

Actions

- Submit Referral to SAO
- Review effectiveness of Intervention
- Continue family engagement & supports

15 Student misses fifteen (15) cumulative unexcused days

Actions

- Submit Referral to SAO
- Provide complete intervention documentation

Required Demographics for Reporting Unexcused Absences at 5, 8, 12, 15 & every 5 days there after:

- Student's Name, Date of Birth, MSIS, Grade, Gender
- Parent/Guardian Name, Contact Information (phone number and home address)
- Unexcused Absences excluding all OSS, ISS, and excused absences
- Out-of-school suspension days must be uploaded to MDE SAO Referral portal as they occur & should not be included in the attendance referrals

School Attendance Officers will request an updated attendance report in preparation of court.

Suspensions are **unexcused absences** and **must** be reported as they occur.

Students placed in **in-school suspensions must not be counted absent.**

MISSISSIPPI DEPARTMENT OF EDUCATION

Office of Compulsory School Attendance | July 2026

MAKE-UP ASSIGNMENTS

It is the student's responsibility to make up work due to absences. If a student is absent two or more consecutive days, assignments should be requested by the parent/guardian or the student by contacting the school. *For each day missed, the student will have a day to complete the work*. The principal may use discretion in cases of lengthy medical absences or other extenuating circumstances.

DISMISSAL/CHECKING OUT FROM SCHOOL (MUST SIGN OUT IN THE OFFICE)

Only the parent, legal guardian, or other persons previously designated by the parent or legal guardian may check a student out of school. All parties must comply with the school's policies and practices for preventing the unauthorized removal of students from school. The student's safety may well depend upon a strict observance of these policies. **School personnel may require identification, including a government-issued picture ID for student checkout or pickup.**

When a student becomes ill or an emergency arises during the regular school day which may warrant early dismissal, the student must report to the principal's office. Before the student may be released from school, a parent, legal guardian, or person authorized by a parent must come to the school office and sign the student out. At the principal's discretion, other means of parent communication with the school may be used to secure the student's release. Proper picture identification may be required by school personnel. The School Principal or designee may determine and verify appropriate parental consent for checkout. All requests for early dismissal should be made in writing with valid contact names and numbers from the parent and turned in to the school office before first period.

All requests for early dismissal should be in the school office before first period, except for dismissals due to unforeseen emergencies. Any written request for dismissal must contain the date, reason, and parent or guardian's signature. Early dismissal will count against perfect attendance awards.

Any change in routine dismissal procedures will be honored only if written permission is provided by the parent or guardian. In the event of an emergency, the principal will take appropriate action to ensure the well-being and safety of the child and fellow students.

TARDINESS TO SCHOOL (Pre-K-12) ALL SCHOOLS

For students eligible to ride a bus, "car trouble" will not normally be accepted for approval of tardiness. Oversleeping, clock failure, missed rides, etc., will not be accepted for approval of tardiness. Tardiness that falls in the excusable category will be excused if the parent or guardian sends a written notice to the student or calls the office before the student arrives. Notes must state the date, reason for tardiness, and signature of parent or guardian. Time lost due to unapproved tardiness to school may be made up before or after regular hours. Note: At the principal's discretion, no more than three (3) parent notes will be accepted per nine-week term.

Tardiness to School (Grades 6-12) STEAM Academy, N.R. Burger, and Hattiesburg High School
Students who arrive at school after the tardy bell for first period are considered late. After the third

unexcused tardy, students are subject to disciplinary action, which may include in- or out-of-school suspension. Continued tardiness may be viewed as a repeated violation of school rules or defiance.

Tardiness to Class

Students are allowed adequate time to pass from one class to the next and should not be tardy except in emergency cases. If an emergency should arise, the student should get an admittance form from the teacher who knows about the emergency. In the event the student needs more than the regular class change time, they should report to their class first and obtain permission from the teacher. After 3 unapproved tardiness per term, the teacher will write a referral.

Late Entrance

A student residing in the Hattiesburg Public School District at the beginning of the school year who is not attending another school and who enrolls after the first day of the school year in the Hattiesburg Public Schools must make up all work missed because of late enrollment. If a student resides in the Hattiesburg Public Schools District and enrolls after the beginning date of the school year, days missed because of late enrollment may be counted as absences.

PERFECT ATTENDANCE

Perfect attendance shall be defined and observed by all schools as no absences, no tardiness, and no dismissals from school. Exceptions shall be late school bus arrival or school-sponsored field trips. Students with perfect attendance will be recognized at the end of the school year in each school. Additional attendance incentives may be used, provided the incentives are approved by the school administration.

SECTION IV. SCHOOL SAFETY

CELLULAR PHONES OR OTHER ELECTRONIC DEVICES

Students ARE NOT permitted to use cell phones and other electronic devices at school. If a student chooses to bring a cell phone/electronic device, he/she does so at their own risk. The District will not be responsible for any lost, stolen, or broken cellphone/electronic device. The phone/device must remain on silent or vibrate at all times to not distract from instructional time during the school day.

If school personnel is made aware by sight or sound that a cellphone/electronic device (to include unauthorized use of headphones, tablets, etc.) is being used (verbally or through texting) or other such electronic devices are in a student's possession, the student will immediately surrender the device to the teacher or administrator on demand. Students who refuse to surrender an electronic device on demand will be considered to have committed a separate disciplinary infraction (open defiance of school personnel/failure to comply with directives) and may be disciplined separately from the original offense.

- 1st offense - such item(s) confiscated; turned in to administrator; the phone may be returned to the student by the end of the school day. The referral will be entered as an official warning. *(Note: It is the student's responsibility to retrieve the phone.)*
- 2nd offense and all following offenses- such item(s) confiscated; must be retrieved by parent or guardian at the end of the school day; the student may face disciplinary actions, up to and including suspension.

Parents, if you have an emergency and need to contact your child, please call the office, and we will contact your son/daughter. Please do not try to contact them by cell phone. Hattiesburg Public Schools, its faculty and staff are NOT responsible for any damaged, missing, or stolen cell phones. If a student has a cell phone and it is damaged or stolen, schools WILL NOT utilize administrative time to investigate the incident, nor will the district or schools take any financial responsibility for the cell phone or cell phone charges.

General Recording Policy:
Students are prohibited from using cell phones or any other device to make audio or video recordings at school to cheat or plagiarize, to bully, haze or harass others, to disrupt the learning environment, to view pornographic, vulgar, or inappropriate content, to post derogatory content on social media sites, or take unsolicited or unwelcome photographs, videos, and/or recordings of students, staff or facilities. Failure to adhere to this policy will result in disciplinary actions.

Fighting - Recording a Fight:
The act of recording/videoing a fight between other students is not permitted. However, if a student records a fight, then the following disciplinary procedures will be adhered to:

The phone will be confiscated and returned to the student's parents upon their request. The video will be deleted from the cell phone. The person responsible for recording or sharing the video or photograph will be subject to out-of-school suspension.

Any student who records a person or event in such a manner that the recording or sharing thereof violates individual privacy, leads to bullying, or disrupts the learning environment, is subject to legal or disciplinary action as appropriate.

Photographing or Recording a Person in a Restroom or Other Place with Expectation of Privacy: Mississippi State laws provide for severe criminal penalties for anyone who photographs or video records another person in a state of undress or a place with an expectation of privacy, including restrooms, locker rooms, etc. This school district prohibits any such activity and will enforce all laws of this type, as well as administering district disciplinary action.

Testing Security: To maintain test security, cell phones and other electronic device (to include unauthorized use of headphones, tablets, **smartwatches**, smart glasses, etc.) are not allowed in the testing room during standardized testing. If an electronic device is found, the student's test will be invalidated, and further disciplinary action may be taken in accordance with school policy.

SEXUAL HARASSMENT

Hattiesburg Public Schools recognizes reports of sexual harassment as being extremely serious. Any reports of sexual harassment will be investigated fully, and appropriate disciplinary action, as well as notification of law enforcement, may result from such reports. Sexual harassment of employees and students will not be tolerated. Sexual harassment shall include but not be limited to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct which interferes with a person's school/work performance or creates an intimidating, hostile, or offensive environment. Other types of sexual harassment may include jokes, stories, pictures, or offensive objects, intended to alarm, annoy, abuse, or demean. Claims of sexual harassment should be reported to the immediate supervisor (for employees) and the principal's office (for students).

DISCRIMINATION/COMPLIANCE

Hattiesburg Public Schools does not discriminate based on sex, race, color, religion, national origin, or disability and complies with Title IX of The Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The district meets all federal and state policies and procedures regarding the provision of appropriate education and related services for students with disabilities.

Grievance Procedures

Any student or employee of this district who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any education program or activity based on sex, race, color, religion, national origin, or disability may file a written complaint with the office of the Superintendent, Attn: Michael Battle Compliance Administrator. The compliance administrator shall review the cause(s) of the written complaint and provide a written response that will be mailed to the complainant within 10 working days after receipt of the written complaint. A copy of the written complaint and the compliance administrator's response shall be provided to the Board of Education indicating with particularity the nature of disagreement with the response and his or her reasons underlying such disagreement. The Board of Education shall consider the appeal at its next regularly scheduled board meeting following receipt of the response. The Board of Education shall permit the complainant to address the board in public or closed session, as appropriate and lawful, concerning his or her complaint and shall provide the complainant with

its written decision in the matter as expeditiously as possible following completion of the hearing.

INTERVIEWS AND SEARCHES

Safety is of paramount importance in Hattiesburg Public Schools. The school district will conduct random searches and checks, including locker searches with the Canine Drug Unit and metal detector checks.

Searches
Searches of students on school property are governed by HPS Board Policy JCDA, which is available in the Principal's Office. Students in the district have the right to privacy and security against an arbitrary invasion of their personal property by school officials. However, the Board must maintain an atmosphere conducive to the pursuit of its educational goals, including a limited right to search students' personal belongings when it is in the best interest of the overall welfare of other students or is necessary to preserve the good order and discipline of the school.

Lockers may be opened and searched at any time by school officials. Other searches may be conducted with reasonable suspicion by not less than two members of the professional staff. Any vehicle on any campus will be subject to search with reasonable suspicion. Parents/Guardians will be notified following any student search. Any student who commits an unlawful act on school grounds, at a school-sponsored activity, or a school-related activity, is subject to having charges filed against him/her by the school district with the proper law enforcement officials.

Canine Search Policy
Unannounced and periodic searches will be conducted in schools by certified and properly trained canine drug unit personnel according to the following district regulations:

- Students or adults may not be searched (sniffed) by the dog under any circumstances.
- Lockers and dressing rooms may be searched; however, students must not be present in the area to be searched. Lockers are to be searched while students are in class.
- Automobiles parked on or in reasonable proximity to the school may be searched.
- Students or adults who are found in possession of a controlled substance are subject to school and legal penalties.
- The dog is to be accompanied by the handler and principal or principal designee at all times.

DRUG-FREE SCHOOLS POLICY

Hattiesburg Public Schools prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on school campuses or as part of any of its activities. The district strives to be drug-free because drug use/abuse limits academic performance, hinders maturity, and affects social and emotional development. The district does not tolerate the use or possession of alcoholic beverages, prescription drugs used improperly, marijuana, or other controlled substances. The district encourages the age-appropriate education of all students in the prevention of drug use, the development of community resources in providing drug-free activities, the enforcement of all laws against drug use and possession, and the referral to treatment when necessary. Hattiesburg Public Schools will impose disciplinary sanctions on students and employees consistent with local, state, and federal laws.

GUN-FREE SCHOOLS

The Hattiesburg Public Schools operates in compliance with the Gun-Free Schools Act, Title VIII of the Elementary and Secondary Education Act of 1965. Therefore, all policies and procedures adopted by the board which affects the conduct and/or discipline of students are supplemented by the requirement of this act. The act prohibits any student from bringing a firearm on school property. The penalty for violating this law is expulsion from the school program and all of its activities for the minimum period of one calendar year, subject to the due process required by law and district policy. For further information on the Gun-Free Schools Act, contact the District Due Process Coordinator at 601-582-5078.

Reporting Guns/Weapons
The school district shall enforce all requirements of the Prevention of School Violence Act, SB 3349. Anyone who knows of or suspects that a gun or dangerous weapon has been brought on campus should report it immediately to the principal or another school official. Sources of these reports will be kept confidential.

Anyone who wishes to make a report about a gun or dangerous weapon to a school official may call the toll-free SAFE hotline operated by Safety in Firearms Education, 1-800-467-7719. You do not have to give your name. Reports may also be made anonymously to the local Crime Stoppers number, 601-544-5927. This information will be relayed to the appropriate authorities.

TOBACCO-FREE SCHOOLS

Smoking and other uses of tobacco by district employees and visitors in school buildings, on school grounds and property, and on or in district vehicles, including school buses, is prohibited. Employees assigned the responsibility for supervising students at school or school-sponsored activities, regardless of where the activities are conducted, shall not use tobacco in any form while in attendance or on duty. Any employee found to be in violation of the policy on smoking and other uses of tobacco shall be subject to disciplinary action ranging up to dismissal. (POLICY REF: EBAB, JCDAC)

DRUG AND ALCOHOL POLICY

Suspicion-Based Testing
The District may require any student to submit to a drug and/or alcohol test at the expense of the student's parent/guardian if there is reasonable suspicion that the student has or is using prohibited drugs and/or alcohol. Reasonable suspicion must be based on specific, contemporaneous physical, behavioral, or performance indicators of probable drug and/or alcohol use. The requirement of a drug and/or alcohol test is within the District's discretion and is not a prerequisite to administering punishment under this policy. Refusal to submit to the test will be considered a positive test, and disciplinary action will be taken accordingly. For additional details, see Board Policy JBCJD: Suspicion-Based Testing.

DRUG SCREENING POLICY—EXTRACURRICULAR ACTIVITIES

All students in grades 7-12 participating in extracurricular activities will be subject to **random** screening for illegal drug use. Extracurricular activities include all athletics, cheerleaders, band (all areas), chorus, show

choir, forensics (all areas), drama, and any program or group representing students involved in competition and/or after-school-related activities. Students involved in extracurricular activities and parent(s)/legal guardian(s) will be made aware of the drug testing process and the steps/consequences if a student tests positive. Every precaution will be taken to assure and maintain the accuracy and confidentiality of the test results, including the maintenance of a documented chain of specimen custody to ensure the identity and integrity of the sample throughout the collection and testing process.

EMERGENCY PROCEDURES

Crisis Management Plan for Schools:
Hattiesburg Public Schools has a Crisis Management Plan and procedures to safely manage a variety of emergency situations, from student accidents to inclement weather to nationwide emergency situations. Each situation will be handled in accordance with a specific template, with directions for teachers, principals, and other school personnel. The Crisis Management Plan is located at each principal's office.

Extreme Weather
In the event of a severe weather alert, such as a tornado warning, issued by the U.S. Weather Bureau and local Civil Defense official, students will be detained under standard emergency procedures until it is safe to dismiss them unless they are picked up by their parents. Students will not be allowed to use the telephone during severe weather alerts, except in case of emergency. Parents and children should have prior agreements concerning transportation during extreme weather conditions. Official notice of emergency school cancellations will be aired over local television stations. These announcements will be released as soon as decisions can be made and may come as late as 6:30 a.m. If no announcement is broadcast, it may be assumed that the school is open.

Fire
In case of fire or fire drills, students are to leave the building quickly and orderly and report to a designated place outside. Students are to remain in a class group until the all-clear signal is sounded. The signal for fire or fire drill is repeated three short rings of the bell or as specified and demonstrated at each school.

First Aid and Medication
The District provides health care services for students, parents, staff, and the local community through a partnership with Southeast Mississippi Rural Health Initiative (SEMRHI).

Healthcare services are available by primary-care medical clinics located on the campus of Lillie Burney Learning Center, Burger Middle School, and Hattiesburg High School. The Clinics have exam rooms, a waiting room, and private counseling areas. A full-time nurse practitioner is on-site, and the support staff consists of a receptionist and a nurse. The clinic hours of operation are M-F, 7:30 a.m. to 4:30 pm.

The Clinic is open to students, staff, and the general public. Students of HPSD will be treated regardless of their ability to pay. SEMRHI will bill MEDICAID or private insurers but will not bill individual students. There will be a Sliding Fee scale for HPSD staff and community members.

Each student in the district must provide a properly filled out Parental Consent Form and a Student Health History in order to receive treatment at the Clinic. These forms will be available at registration, along with brochures about the Clinic and Southeast Mississippi Rural Health Initiative. For additional information

about the Clinic, please find the 'Clinic' link on the District website or go to www.semrhi.com.

STUDENT MEDICAL CARE

School district employees shall not render medical care to students except for first aid. Parents/guardians shall be notified immediately by authorities should a student become ill or injured at school or school-sponsored activity so the parent/guardian may reassume control over the student. In the event of serious illness or injury and the parent/guardian cannot be contacted, school authorities shall seek professional medical care as determined appropriate to each situation. Such care shall be at the expense of the parent/guardian.

STUDENT MEDICATION

Over-the-counter medication will not be provided by school personnel. If required by a student during the school day, the student or parent will provide prescription medication to school personnel along with the school district form, which describes proper dispensing procedures. Prescription medication shall be provided or administered to a student by school personnel ONLY with the written request and consent of the student's parent/custodian/legal guardian, and in accordance with written directives signed by an authorized healthcare provider, in the original prescription container. The container should only contain the dosage prescribed for that day. Students will not possess or administer their medications at school, either prescription or over the counter, except for properly prescribed asthma inhalers or other devices authorized by state law or policy and have been coordinated with the school principal.

Exclusion from School
Section 41-79-21 of the MS Code requires that the principal or administrator notify the county health department after the third incident of head lice during a school year for a student and that the student obtain proof of treatment from the county health department to return to school.

A student who has an infectious or contagious disease known to be spread through casual contact shall be excluded from school until the danger of transmitting the infection or disease to other students has passed. The requirement for readmission will be a certificate from the Forrest County Health Department or the child's physician. Below is a list of diseases or conditions for which a child should not attend school until the danger of communicability has passed.

Illness	Return to School
Chicken Pox	7 days after eruption appears
German Measles	4 days after onset of rash
Red Measles	7 days after onset of rash
Mumps	9 days after glands swell
Hepatitis	Clearance by physician
Mononucleosis	Clearance by physician
Conjunctivitis (Pink Eye)	Proper treatment
Impetigo	Proper treatment
Pediculosis (lice)	Proper treatment
Ringworm	Proper treatment

Student Accident Insurance

Even though the district makes every effort to provide a safe and accident-free environment, students may have accidents that can lead to expensive medical care. To assist parents with this eventuality, the school system offers and encourages the purchase of special student accident insurance offered on an optional basis. This insurance assists parents with medical-related expenses should an accident occur at school. Information explaining coverage will be sent home during the first month of school.

SECTION V. EXTRACURRICULAR ACTIVITIES

Organized activities which comprise a portion of the general education program of the school for which no credit toward graduation is assigned are referred to as extracurricular. In most instances, these activities are directed under the guidance of teachers. Some of these activities do not require any funds for their operation. Others do require funds in varying amounts. These funds are derived from the sale of tickets, subscriptions, advertising, etc. Where funds are involved, a full system of accounting is employed.

Under this system, the advisor of each organization deposits all funds collected with the principal, who then issues a receipt to the advisor. The Hattiesburg Public School Business Office then issues checks upon receipt of requisitions signed by the treasurer and approved by the faculty advisor, Director of Student Activity, and principal. A separate account for each organization is maintained by the business office and audited annually.

CLUBS

Student organizations shall be encouraged when they meet the simple criteria of contributing to learning rather than detracting from it. Such organizations will operate within the framework of the law, board policy, administrative regulations, and the parameters of the learning program. The building principal will develop general guidelines for student organizations, which shall include, but not be limited to, the following:

1. All clubs must have the approval of the principal.
2. All school clubs must have at least one member of the faculty as a sponsor/adviser.
3. Membership in subject area clubs shall be restricted to students enrolled in those subject areas.
4. A student may not hold membership in more than three clubs. A student may, however, hold office as a member of the student council or be a class officer in addition to having membership in three clubs.
5. Officers of any club must maintain at least a "C" average.
6. Club meetings and activities should be scheduled so as not to interfere with the school's instructional program.
7. Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, handicap, religion or marital status.
8. No student shall be excluded on such basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extra-curricular activities.

Please reference Policy DK: Student Activities Fund Management for guidance pertaining to student activity funds.

National Honor Society
Hattiesburg Chapter of the National Honor Society selection procedure follows the National Honor Society guidelines as outlined in the NHS Website (http://www.nhs.us/s_nhs/). Students will be selected on the basis of their scholarship, service, leadership, and character. Students in Grades 7-12 with a grade point average of 93 at the end of the current semester meet the scholarship criterion and will be considered for membership. These students will receive applications. To receive membership, each candidate must attend an induction ceremony.
National Beta Club

Membership in the National Beta Club is granted to students by the club. Students will be selected on the basis of scholarship, leadership, service, and character. Students with a grade point average of 90 at the end of the previous year or last semester will be eligible for membership.

General Clubs
Club membership offers the students the opportunity to pursue their interests and talents, develop good character traits and personality, and stimulate growth through association with the group. See the grade-level counselor for a roster of available clubs.

Eligibility of Officers
See individual club rules and guidelines

Secret Societies, Fraternities, and Sororities (To Include "Street Gangs")
Any organization which is not approved by the school administration, and which meets the definition of Mississippi Law relating to secret organizations or gangs is strictly prohibited in all forms. Violators are subject to suspension and/or expulsion from school, and other penalties prescribed by law.

ATHLETIC EVENTS

In order for the Hattiesburg Public Schools to abide by the rules and regulations as set forth by the Mississippi High School Activities Association, high standards of conduct must be maintained at all sporting events. Interscholastic athletics allows for the opportunity to engage in friendly competition with member schools. Sportsmanlike conduct must be displayed by all spectators. Therefore, spectators must refrain from the following:

1. Standing on the court or field; spectators will please remain in the stands.
2. Running or playing in or around concession/restroom areas
3. Possessing alcoholic beverages or controlled substances
4. Possessing bottles, cans, or glass containers
5. Using profane, vulgar, or obscene language
6. Throwing objects or using artificial noisemakers indoors
7. Students in grades PK-8 must be accompanied and supervised by a parent/guardian at all times.

Also, remember:
1. If you leave a game, you must pay to return.
2. All school rules and regulations apply during athletic events.
3. Violations may result in suspension from school and/or arrest.

When a student is assigned to the Alternative Center, he/she MAY NOT participate or attend any extracurricular activities within the school district, or trespass on any school property without proper authorization. Violators will be charged with trespassing, and no refunds will be paid.

ATHLETIC ELIGIBILITY

To be eligible for senior high athletics (Grades 7-12), student-athletes must meet all requirements of the Mississippi High School Activities Association, including the following:

A. A student must maintain a grade point average of at least a 2.0 or "C" average in order to participate in interscholastic sports/activities.
    a. Grade point averages will be calculated at the conclusion of the first semester using the semester averages of all courses the student is taking. Students who do not have a 2.0 or "C" average for the first semester will be ineligible for the second semester.
    b. At the end of the school year, each student's grade point average for the year will be assessed. This assessment will reflect the average for the entire year using the final grades for each course.
B. A student who does not have a grade point average of at least a 2.0 or "C" average, will be ineligible for fall semester.
C. Earning a minimum of 5 units toward graduation each year
D. Participating as a ninth grader for only one year
E. Passing all enrolled classes as a senior if taking less than five for graduation

Credit from an accredited summer school can be considered in determining the athletic eligibility of students. Accredited correspondence courses may be accepted for establishing athletic eligibility, provided the course has been completed and recorded by the opening of school. A student who is not eligible at the beginning of the school year may become eligible in the second semester by passing five credits toward graduation the first semester with a 70 in each core subject.

CHEERLEADERS

Students in Grades 7-12 interested in cheerleading may obtain applications from the principal's office or designated location. Applications must be returned to the designated location at a date and time announced. Information regarding grade and citizenship requirements and the selection process will be attached to the application. Cheerleaders must meet all athletic eligibility requirements.

HOMECOMING COURT

Early in the school year, students may qualify to run for the homecoming court by completing an application and petition. Application procedures and deadlines will be publicized in advance. Candidates shall rank at least an overall "B" average with no failing final grades for the previous school year. Candidates shall not have been suspended from school for the current school year or second semester of the previous school year and must have no more than three unexcused absences for the previous semester. See the homecoming form for specific criteria.

FUNDRAISING

Student advertisements, posters, and handouts must be cleared through the principal's office before being released, revealed, or given to other students. All fundraising activities must be approved by the principal. Principals may receive requests for solicitation of funds by schools or organizations. If the cause is worthy of consideration, the principal may approve the request. Based on state requirements governing student wellness, traditional processed snack foods may not be sold on school district property.

SECTION VI. GENERAL POLICIES

Standardized Dress Policy

Each student has the responsibility to dress appropriately for the school environment. Wearing apparel, hair, and general appearance shall not disrupt the classroom, be unusually provocative, or violate the health and safety rules of the school. Student dress and grooming follow the guidelines below.

Minimum Dress Requirements

1. Clothing must cover from the top of the shoulder and extend down to mid-thigh. No see-through or mesh garments.
2. Size-appropriate clothing is required; excessively oversized/undersized clothing is prohibited.
3. Undergarments may not be exposed. Undershirts must be tucked in.
4. Hats, bonnets, wave caps, bandanas, hairnets, and combs in the hair are not permitted
5. No gang-related, alcohol, tobacco, or drug-related writing/images on backpacks, shoes, or clothing
6. Pierced ears for earrings are acceptable. Other visible body piercings are not allowed
7. If belts, suspenders, or straps are worn, they shall be worn in place and fastened. "Sagging" or "low-riding" is prohibited
8. Sunglasses or shades may not be worn.
9. Students are prohibited from wearing additional "patches," pins, tattoos, earrings, jewelry, or any other item that may be considered lewd, profane, obscene, vulgar, suggestive, distractive, or which may harass, threaten, intimidate, or demean other groups; or which display illegal merchandise or contraband; or any item which may distract from the educational process. Gold or silver grills may not be worn to school.
10. Backpacks (Grades 6-12): Mesh and/or clear plastic backpacks ONLY; handbags/purses must not exceed 8½ inches x 11 inches (standard notebook paper)

Tops

1. Shirts: Solid purple, solid gold, solid navy blue, or solid white collared shirts only.
2. Sweatshirts/sweaters/vests (without Zippers): purple, gold, navy blue, or white. Approved Hattiesburg Public Schools team jerseys, warm-ups, spirit t-shirts, or sweatshirts may be worn on specific days as indicated below or as designated by the principal.
    a. Grades PK-5 Fridays only & Grades 6-12 may wear approved spirit shirts daily
3. Shirts are to be tucked into pants, skirts, shorts, and skorts
4. Coats/Jackets/Sweater (with Zippers/buttons) must conform to the minimum dress requirements.

Bottoms

1. Pants/shorts/skirts/skorts: Khaki, Black or Navy Blue – or Denim jeans (shades of blue or black)
2. No sweatpants, low riders, leggings, jeggings, tights, or joggers.
3. All bottoms must come at least to the knees, but no shorter than mid-thigh.

Shoes

1. Closed-toe and heel shoes (no slides or slippers) must be worn at all times and should be safe for the school environment.

The principal may designate certain days during the year as "Free Dress" days, and students will not have to wear uniforms on those days only. Students who fail to adhere to the dress code policy will face disciplinary consequences. If you have questions or concerns about the appropriateness of attire, please contact your child's principal.

Principal shall have the final decision about the appropriateness of the style, type, or fashion of student clothing and appearance.

Physical Education Dress Code/Dance Class Dress Code
Students enrolled in dance classes must dress appropriately as directed by the instructor. Likewise, students enrolled in physical education classes must dress out as directed by their instructor.

PREGNANCY

To prevent the loss of credits, pregnant students may elect to continue in the regular program. As soon as pregnancy is confirmed, the pregnant student is required to notify the principal's office by presenting a doctor's note stating the expected due date and the anticipated beginning date of extended absence from school. It is the student's responsibility to obtain from and return all materials to the counselor's office weekly. The pregnant student is encouraged to notify the counselor of the school for additional assistance.

DRIVER'S LICENSE

Driver's license applicants under 18 years of age must obtain verification of school attendance from their principals each year. Requests for verification should be made at least two school days in advance. (MS Code 63-2-20).

PERSONAL PROPERTY

Hattiesburg Public Schools does not assume responsibility for the theft or damage to personal property brought onto school property. **If personal property is confiscated as contraband by school personnel (cell phones, for example), that property will be safely stored by school administrators taking reasonable precautions against theft or damage.**

NAMES IN SCHOOL PUBLICATIONS (DIRECTORY INFORMATION)

The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's educational records, including directory information. Directory information means information contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, photograph, date of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended.

Unless the parent or guardian notifies the Hattiesburg Public Schools otherwise within five days after notification by receipt of the Handbook and Code of Conduct for Students and Parents, consent is implied for the Hattiesburg Public Schools to release directory information. For additional information, see the Student Directory Information Denial Form contained in this handbook.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
2. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):

    a) School officials with legitimate educational interest;
    b) Other schools to which a student is transferring;
    c) Specified officials for audit or evaluation process;
    d) Appropriate parties in connection with financial aid to a student;
    e) Organizations conducting certain studies for or on behalf of the school;
    f) Accrediting organizations;
    g) To comply with a judicial order or lawfully issued subpoena;
    h) Appropriate officials in cases of health and safety emergencies; and
    i) State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. Please see the "Notice for Directory Information" at the back of this Handbook.

INTERVIEWS/RELEASES

Except for law enforcement officers, youth court, or the Department of Human Services personnel, no student may be interviewed without permission of a parent or guardian. Parents wishing to talk to their child at school should call the principal's office in advance. Student release to individuals other than parents or legal guardians is contingent on written permission from the parents or guardians.

SCHOOL VISITATION

This district is committed to providing an uninterrupted learning environment for all students. Students may not have visitors accompany them as guests to school or class. Students from one campus may not visit another campus while classes are in session.

Any person desiring to visit a school must report to the principal's office for clearance upon arrival at the school. To preserve the learning environment, deliveries of non-essential items to students at school are prohibited at any time. This includes, but is not limited to, cards, flowers, balloons, presents, etc. This rule applies throughout the school year—no exceptions will be made for holidays, birthdays, or other occasions which should be celebrated during non-school hours.

TITLE I – FAMILY AND COMMUNITY ENGAGEMENT

Hattiesburg Public Schools Board of Trustees endorse the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's education. The district's Family and Community Engagement policy is available in Section L of the Board Policy Manual. Each school has its Title I Family and Community Engagement Policy.

FOOD SERVICES

The food services program is operated under the direction of the Board of Trustees. This program is an integral part of the total educational program and is governed by the same principles and control as any other school services. The food service program offers every student a balanced lunch that provides at least one-third of the daily nutrition requirements and sufficient time to eat.

1. All food is to be consumed in the dining hall, whether served in the cafeteria or brought from home. Exceptions approved by the principal.
2. Foods and beverages available in the lunchroom shall be only those which contribute to the nutritional needs of the student and the development of desirable food habits. Beverages other than milk or fruit juice shall not be consumed in the dining area during the lunch period.
3. Breakfast is offered at each school site during designated times only. Late breakfast is only for students who arrive on late buses.
4. No one except employees shall be admitted to the kitchen during preparation and servicing hours except service, delivery, and other persons essential to the operation of the cafeteria.
5. Commercially prepared food items are not to be consumed in the cafeteria nor delivered to the school.

GUIDANCE/COUNSELING

Our goal is to help students profit as much as possible from their school program experiences and to assist them in planning for employment or further educational study after completing this school program. Principals, teachers, guidance counselors, occupational counselors, and mental health counselors are available to discuss with students and/or their parents any problems or questions that arise and are relative to student life.

The school invites each parent to contact the teachers or counselors when help is needed. Teachers are available after school most days for conferences with students or parents. Teachers can be reached by contacting the principal's office. All students are assigned to a guidance counselor to assist students and their parents in planning the secondary school program of study and adjusting to various school activities.

Occupational counseling is provided to those students enrolled in vocational programs. In addition, additional services such as interest/abilities assessments, career awareness, employability skills, transitional skills, etc., are provided.

Guidance counselors may help students to:

1. Select a program of study.
2. Participate fully in school programs.
3. Identify abilities, interests, and special aptitudes by using standardized tests and other sources of information.
4. Improve social and academic adjustments.
5. Maintain good attendance at school.
6. Outline programs of study in secondary schools.
7. Obtain information on college entrance requirements, available scholarships, and other financial aid.
8. Obtain information about vocational and technical schools.

Counselors should be contacted at the school, and arrangements made for a conference whenever desired or necessary. The counseling office is open during normal school hours.

LIBRARY

Use of the school library is important for students to form valuable habits in reading for pleasure and utilizing library resources for academic research. Libraries are open before and after school to allow students to make use of its facilities. All books taken from the library must be checked out at the circulation desk. Reference books may not be taken from the library. Books marked "overnight" may be checked out the last period of the day and returned the next morning before school or during first period. All other books may be checked out for two weeks. Overdue fines will be 10 cents a day for overnight books and 5 cents a day for others. Students should check the due date in the book and be responsible for returning books on time. Report cards will be held until fines are cleared. The secondary libraries are equipped with Internet capabilities for student use before, during, and after school. The Acceptable Use Policy (AUP) must be signed and on file prior to using computers.

PTA

The PTA will meet regularly during the year. All parents are urged to demonstrate their support for the school and their children by attending PTA meetings and supporting its activities.

TEXTBOOKS

Textbooks are provided by the district. Textbooks are issued at the beginning of the school year and returned at the end of the school year. Parents must sign a book card, assuming full responsibility for the books and their proper care until they have been returned to the school. Students should see that their books are covered and that they are not abused. A mandatory fine will be charged for any damage to the books. Charges for lost books will be adjusted based on age and condition. Book fines must be cleared before report cards can be issued. Students who fail to clear fines at the end of the year will not be allowed to enroll in the fall until the fines have been cleared.

DISTRICT ISSUED TECHNOLOGY

The District Issued Technology must be returned to the HPS immediately upon request by the HPSD school officials. In the event of damage, and if the determination is that it was the student's fault, the following repair/replacement fines may be imposed as a minimum and may exceed this if the actual repair cost is higher.

Loss, Damage, or Neglect	**Fines**	
Broken Screen	$50.00	
Broken Keyboard	$50.00	
Missing Keys		
Power Adapter/Cord	$25.00	
Lost, stolen, replacement due to irreparable damage	**Age** New 1 Year 2 Years 3 Years 4 Years 5 Years or more	**Estimated Fair Market Value** 100% 80% 60% 40% 20% 0-10% (or salvage value)

TRANSPORTATION

School transportation is available to students who live more than one mile from their school. Participating students will be given school bus rules and regulations at the beginning of the school year. Student cooperation is imperative. **Students who do not conduct themselves properly as outlined in the rules and regulations will not be allowed to ride the bus.** Misbehavior on the bus can also result in suspension from school or other disciplinary action. School bus drivers are responsible to the school district to

maintain student order and ensuring maximum safety at all times. Therefore, they are authorized to instruct and control students regarding conduct and safety while on the bus. The school principal will be responsible for disciplinary action regarding students reported to him/her by the driver. Questions and inquiries regarding discipline should be directed to the school principal. Questions and inquiries regarding stops, routes, and student eligibility should be directed to the Department of Transportation at 601-583-2857.

TELEPHONE

School telephones are for business use only. Students may use the telephone only in cases of emergency. Office personnel will receive and deliver urgent/emergency messages from parents to students during school hours. Students may not be called from classes to answer the telephone except in an emergency.

USE OF SCHOOL BUILDING

Students may not use school buildings and other school facilities unless the principal has given permission. Request for the use of the building is accomplished through the Maintenance Department.

SUPERVISION HOURS

In the interest of safety, students must not arrive on school grounds before the designated time of supervision, as determined by each principal. When students are dismissed from school at the end of the day, they must leave the building and grounds immediately. School personnel will communicate or conference with parents should circumstances arise where students are repeatedly brought to school too early or are not picked up after school on time. If the incidents continue, school personnel may notify local police or child welfare authorities to investigate possible child neglect.

Student Pickup (Car Riders) - Each principal will provide parents with plans specific to the school and its local traffic pattern for the pickup of car riders. These plans must be followed for the safety and convenience of all. In addition, school personnel may require positive identification, to include a government-issued picture ID for student checkout or pickup.

Length of School Day

	Breakfast	Start Time	Dismissal
Burger Middle School	7:00-7:20	7:20	2:45
STEAM Academy	7:00-7:25	7:25	2:40
Lillie Burney Learning Center	7:20	7:30	2:35
Hawkins Elementary	7:20	8:00	3:00
Grace Christian Elementary	7:20	8:00	3:00

Rowan Elementary	7:20	8:00	3:00
Thames Elementary	7:20	8:00	3:00
Woodley Elementary	7:20	8:00	3:00
Hattiesburg High	8:00	8:30	3:55

Note: 60% Day dismissal times are as follows:

- Lillie Burney 11:10 a.m.
- STEAM & N.R. Burger 11:15 a.m.
- Rowan, Thames, Hawkins, Woodley and Grace Christian 11:55 a.m.
- Hattiesburg High School 12:35 p.m.

Delayed Start for Bad Weather

In the event inclement weather conditions occur BEFORE school begins:

Directions will be given from the District office after a decision is made regarding current weather conditions. When severe weather occurs overnight a decision about school openings will be made before 6 a.m. the following morning.

Typically, there will be three possible decisions:

1. Schools will OPEN as usual at regularly scheduled times.
2. Schools will be CLOSED for the day or
3. Schools will have a "DELAYED START" that can begin either 1, 2 or 3 hours late.

If there is a delayed start time, it will be announced that school will start either one, two, or three hours late. Students, parents, staff and teachers should expect beginning times to follow the same schedule as on a normal day, just delayed by the decided amount of time.

In the event that school opens with a "Delayed Start", the school day will not be extended to make up the time missed earlier in the day. School departures will occur according to the normal schedule.

Early Dismissal for Bad Weather

In the case of an early dismissal due to impending bad weather, notification will be made through the district call notification system. Students will not be counted absent if they are checked out of school after the official early dismissal announcement has been made.

STUDENT PARKING (HHS ONLY):

Student parking is a privilege extended to students who arrive promptly to school and do not abuse school parking privileges. Permission to drive to and/or park a private vehicle at school may be revoked if the student abuses this privilege.

Students must park in the designated parking area(s) for students. Student vehicles are required to have a parking decal to be parked on campus. Decals must be attached to the rearview mirror. Decals will be purchased for $10 per year from the principal's office. Vehicles without decals or improperly parked may be towed and impounded. Vehicles, after being parked at the school, should not be attended to or occupied during the school day without permission from the principal. Automobiles may be inspected by the school and/or law enforcement officials. (*See Search and Seizure*) The Hattiesburg Public School district does not assume any responsibility for damage to cars or theft. (*See Personal Property*). Students may not drive a private vehicle to Burger Middle School.

SECTION VII. CODE OF STUDENT CONDUCT

Section I: Legal Basis. The legal basis for providing a Code of Student Conduct is Section 37-11-55 of the Mississippi Code, which serves as the basis for the District Policy of the same name. Key topics:

- Disciplinary actions and grounds for implementation
- Rights and responsibilities of students
- Policies and procedures recognizing the authority of teachers and administrators
- Policies and procedures for removal of disruptive students
- Behavior modification plans
- Gang-related activities

Section II: Parental Responsibility. The support of parents is critical to the success of students in school and is even more important in areas of student discipline. Please note the summary of parent responsibilities outlined below.

From MS Code 37-11-53.

1) Parents, guardians, or custodians of such student shall sign a statement verifying that they have been given notice of the discipline policies of their respective school district.
2) Discipline plans of school districts shall include:
    a) A parent shall be responsible financially for his or her minor child's destructive acts against school property or persons;
    b) A parent may be requested to appear at school by an appropriate school official for a conference regarding acts of the child (c) Any parent who refuses or fails to attend such discipline conference may be summoned by proper notification by the superintendent of schools and be required to attend such discipline conference; and
    c) A parent shall be responsible for any criminal fines brought against such student for unlawful activity.
3) Any parent who (a) fails to attend a discipline conference or (b) fails to perform any other duties imposed upon him or her under the provisions of this section shall be guilty of a misdemeanor and fined two hundred fifty dollars ($250.00).
4) Any school district shall be entitled to recover damages plus necessary court costs from the parents of any minor who damages or destroys property belonging to such school district.
5) A school district's discipline plan may provide that as an alternative to suspension, a student may remain in school by having the parent, guardian or custodian, attend class with the student for a period of time specifically agreed upon by the reporting teacher and school principal.

The responsibility for a student's conduct rests with the parent or legal guardian and the student himself/herself. The principal has the authority to administer any disciplinary action approved by the Hattiesburg School Board of Trustees to ensure the safety and well-being of all students.

All students will be required at the beginning of each year to sign a contract addressing academic performance, inadequate attendance, and negative behavior that will cause them to incur disciplinary actions or lose various privileges. In addition, the contract with seniors will address their privileges of attending and/or participating in activities including but not limited to prom, graduation ceremony, daily senior early

release, and end of the year senior release days for graduation prep.

When school personnel have any knowledge of unlawful activity on school property or at a school-related activity, they are required to report the act to the appropriate law enforcement agency.

Section III: Multi-Tiered Systems of Support. All behavioral interventions in the Hattiesburg Public Schools are based on the Multi-Tiered Intervention System, as approved by the local and state Boards of Education. Hattiesburg Public Schools shall require an instructional model designed to meet the needs of every student. The model shall be based on MS School Board Policy and guidance from the Mississippi Department of Education and will consist of three tiers of instruction. All behavioral interventions in the Hattiesburg Public Schools are based on the Three Tier Intervention System, as approved by the local and state Boards of Education. School Board Policy IEF (Three-Tier Intervention System) is reproduced below:

1. Hattiesburg Public Schools shall require an instructional model designed to meet the needs of every student. The model shall be based on MS School Board Policy and guidance from the Mississippi Department of Education and will consist of three tiers of instruction.
    a. Tier I: All students receive universal interventions. School-wide Positive Behavior Support Quality classroom instruction based on MS College and Career Standards.
    b. Tier II: Some students receive targeted interventions and focused supplemental instruction.
    c. Tier III: Few students will receive Intensive Positive Behavior Support; Intensive interventions specifically designed to meet the individual needs of students
2. Teachers should use behavior monitoring tools as progress monitoring information to:
    a. determine if students are making adequate progress;
    b. identify students as soon as they show signs of distress or begin to fall behind;
    c. create interventions to modify behavior instruction early enough to ensure every student gains the instructional knowledge needed for success. Monitoring of student progress is an ongoing process that may be measured throughout the school year.
3. If strategies at Tiers I & II are unsuccessful, students must be referred to the Teacher Support Team. The TST is the problem-solving unit responsible for interventions developed at Tier III. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the Mississippi Department of Education. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee should not be an individual whose primary responsibility is special education.

Section IV: Behavioral Interventions. The Hattiesburg Public Schools is making every effort to ensure that our students are afforded the opportunity to excel behaviorally in the classrooms. We believe that encouraging positive behavior, treating students with compassion and respect, and communicating our behavioral expectations will help to foster an environment conducive for learning.

(Positive Behavior Initiatives). Teachers, administrators, and staff are continuing with professional development sessions designed to improve their relations with students and families. Parents have the right to expect that their children will be afforded a rigorous education, a caring environment, and that each child will be valued as an individual. Throughout the district, we are implementing a system of positive behavioral management programs designed to enhance desired behaviors and thus reduce student discipline problems.

Section V: ***Discipline Policies***. The superintendent and principal of a school shall have the power to suspend a pupil for good cause, including misconduct in the school or on school property, as defined in Section 37-11-29, on the road to and from school, or at any school-related activity or event, or for conduct occurring on property other than school property or other than at a school-related activity or event when such conduct by a pupil, in the determination of the superintendent or principal, renders that pupil's presence in the classroom disruption to the educational environment of the school or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole, or for any reason for which such pupil might be suspended, dismissed, or expelled by the School Board under state or federal law or any rule, regulation or policy of the local school district.

The disciplinary philosophy of the Hattiesburg Public Schools supports the teacher's right to teach and the student's right to learn. Behavior that stops the teacher from teaching and/or any student from learning is discouraged and will not be tolerated. We recognize that maintaining effective discipline and safety on buses, in classrooms, on campuses, and at school-related activities is a shared responsibility of parents, students, and school personnel.

The assistance of parents is needed in the following ways:

1. Review discipline policies with your children to make sure they understand them, and the conditions set forth.
2. Know where your children are, what they are doing, and with whom they are associating.
3. Take action against anyone who commits offenses against your child, and support action by school, police, and court officials in dealing with offenders.
4. Respond promptly to requests for conferences.

General Steps Teachers Must Take Prior to Office Referral:
Before referring a student to the office, teachers are expected to follow a series of progressive steps designed to address minor infractions and promote positive behavior in the classroom. These steps may include, but are not limited to:

1. Initial Intervention:
    - Verbal Warning/Redirection: Gently remind the student of the rule and redirect their behavior.
    - Non-Verbal Cues: Use eye contact, proximity, or gestures to signal disapproval and encourage compliance.
    - Private Conversation: Speak with the student individually and discreetly about their behavior and its impact.
2. Increased Consequences (Within the Classroom):
    - Loss of Privilege: Temporarily remove a minor privilege (e.g., choice of activity, free time).
    - Assigned Seating Change: Move the student to a different seat to minimize distractions or negative interactions.
    - Cool-Down/Think Time: Provide a brief, supervised period for the student to reflect on their actions, either within the classroom or a designated quiet area.
    - Restorative Conversation: Engage the student in a discussion about how their actions affected others and what can be done to repair any harm.
3. Parent/Guardian Communication:

- First Contact: Inform parents/guardians of repeated minor infractions or significant classroom disruptions via phone call, email, or note, outlining specific behaviors and previous interventions.
- Collaboration: Work with parents/guardians to develop a joint plan to support the student's positive behavior.

4. Documentation:
    - Record Keeping: Systematically document all instances of rule-breaking behavior, including dates, times, specific actions, prior interventions used, and student responses. This documentation is crucial for identifying patterns, informing further interventions, and justifying office referrals.

DISCIPLINE/DETENTION

In-School Tutorial
At the principal's discretion, a student may be placed in In-School Tutorial, a program designated to keep students working productively at school while being restricted under disciplinary measures. The IST program is designated to minimize nonproductive behaviors and act as an alternative to home suspension. Students will be assigned to the IST classroom located on each campus. During the time in the IST program room, a student is separated from the normal school setting. Re-entry into the regular school program is based on personal performance and meeting the specific requirements of the IST program.

Before or After School Detention
Any student duly informed by the teacher(s) to remain after school or report before school for disciplinary action is expected to be present. If emergencies exist requiring a change, the teacher will make the final decision. Failure to report will result in appropriate disciplinary action, including possible suspension. Students remaining at school after regular hours, either before or after school, whether for completing makeup or extra work or as a disciplinary action, must be under the teacher's supervision.

Detentions may be held during other times as designated by the building administrator. The building administrator will determine the amount of time assigned. Failure to report to detention may result in IST.

ALTERNATIVES TO SUSPENSION

As an alternative to suspension, a student may remain in school by having the parent/legal guardian, with the consent of the student's teacher(s), attend class with the student for a period of time specifically agreed upon by the reporting teacher(s) and school principal. **If the parent/legal guardian does not agree to attend class with the student or fails to attend class with the student, the student shall be suspended following the code of student conduct and discipline policies of the Hattiesburg Public Schools**

DISCIPLINE LADDER

When a student misbehaves and/or demonstrates unacceptable behavior on school grounds or at a school event, the student may be placed on the Discipline Ladder. The discipline ladder does not reflect a step-to-step approach. In other words, if a student commits a very serious infraction (e.g., making a bomb threat) and the student has not committed any other offenses during the year, the student will not begin at Step 1. In accordance with the step assignments listed herein, that student will be placed on the ladder at Steps 5-6.

Further, the discipline ladder is a guide. Administrators have the discretion to use their professional judgment in the management of discipline based on the circumstances. A student will be subject to one or more of the alternatives at each step based on the circumstances of the offense. Administrators have discretion as to when students will be placed on the discipline ladder. In some situations, it is appropriate to use pre-entry warnings that may include a conference with the student, contact with the parent/guardian, written warning, or other communications that let the student and/or parent know that the student's behavior is approaching a level that will result in the student being placed upon the ladder. This pre-entry phase is not required.

Level 1

1. Contact parent/legal guardian
2. Student Conference
3. Partial or one (1) day assignment to In-School Tutorial (IST) **OR**
4. Saturday school assignment **OR**
5. Up to three (3) days detention (before, during, or after school) or loss of privileges/performance of school service up to three (3) **OR**
6. Overnight Suspension **(STUDENT MUST RETURN WITH PARENT BEFORE RE-ENTRY)**
7. Removal from the ladder after 5 school days with no additional referrals

Level 2

1. Contact parent/legal guardian
2. Student Conference
3. Up to three (3) days (IST) **OR** One (1) day OSS **OR**
4. Up to five (5) days detention (before, during, or after school)
5. Removal from the ladder after 10 school days with no additional referrals

Level 3

1. Contact parent/legal guardian (conduct phone or personal conference)
2. Student Conference
3. Three (3) days of IST or two (2) days of OSS or any combination of IST/ OSS
4. Removal from the ladder after 15 school days with no additional referrals

Level 4

1. Contact parent/legal guardian (conduct phone or personal conference)
2. Student Conference
3. Any combination of IST/OSS equal to three (3) to five (5) days
4. Prohibited from attending school activities for 20 school days
5. Removal from the ladder after 20 school days with no additional referrals

Level 5

1. Contact parent/legal guardian (personal conference)
2. Student Conference
3. Five (5) to nine (9) days OSS OR Any combination of IST/OSS equal to five (5) days to nine (9) days
4. Possible recommendation for expulsion/re-assignment
5. Prohibited from attending school activities for 30 school days
6. Removal from the ladder after 30 school days with no additional referrals

Level 6

1. Contact parent/legal guardian (personal conference)
2. Student Conference
3. Nine (9) days OSS
4. Automatic recommendation for expulsion
5. Prohibited from attending school activities for the duration of the expulsion

- ❖ Based on the severity of the offense, the administrator has the authority to modify consequences.

- ❖ **Parent Contact is expected at all levels; Referral to a Counselor or conference may be used instead of a disciplinary consequence**

Students classified as **habitual** may be referred to the Superintendent for consideration for placement at the Alternative Center.

Behavior (Not all Inclusive)	Step
Arrest For Crime Off School Property (See page 88)	5-6
Assault Against A Student (criminal)	5-6
Assault Against School Personnel (criminal)	5-6
Bomb Threat	5-6
Bullying	1-4
Bus Misconduct	*see bus discipline
Cell phone policy	1-2

Cheating/plagiarism/forgery	1-3
Cutting Class	1-3
Defacing/destruction of property under $500	1-5
Defiance	1-4
Disruption (Campus)	1-5
Disruption (Classroom)	1-4
Disruptive behavior without injuries	2-4
Dress code violation	1-3
Electronic device violation	1-3
Excessive unexcused tardies to class/school/early release	1-2
Failure to report to detention	1-2
False fire alarm, false ID	2-5
Fight (Major)	4-6
Fight (Habitual)	Step 4-6 w/ recommendation of a minimum 90-180 day Alternative Placement
Gang Related Activities (3 Or More Students)	3-6
Harassing, bullying, or threatening other students, faculty, or staff (non-criminal)	1-5
Hazing	1-5
Horseplaying	1-4
Improper use of Internet-network or equipment	1-3
Instigation/participation in a verbal confrontation	1-4
IST misbehavior	1-4
Leaving classroom without permission	1-4
Leaving school without permission or failing to report to class	1-4
Making False accusations/reports	1-3

Open defiance	1-4
Other as designated by administrator	1-6
Participates in push/shove confrontation	2-4
Participates in serious verbal altercation	1-4
Possession of flammable materials, fireworks, etc.	1-4
Possession of vapes, tobacco, e-cigarettes, or paraphernalia	3-5
Possession of unauthorized or inappropriate objects	1-4
Possession, distribution, or sharing of obscene content	1-4
Possession/posting/distribution of unauthorized materials	1-4
Posturing/Instigating a fight	1-4
Profanity (against school personnel)	1-4
Profanity/Vulgarity (toward student)	1-3
Repeat violation of school rules	2-5
Sexual Harassment or Misconduct	3-5
Theft under $500	1-5
Throwing objects	1-3
Trespassing	1-5
Unauthorized use, sale, transfer, or possession of non-prescription drugs	1-5
Unauthorized photo/video or posting to social media leading to school disturbance.	1-4
Under the Influence of an Unauthorized Substance	1-5
Unexcused tardies/Skipping	1-2
Use of tobacco products	1-3
Use, sale, possession, or transfer of alcohol, narcotics, illegal drugs, or paraphernalia	5-6
Vandalism and/or destruction of school property	3-6
Weapon Possession	6

***"Fight," for purposes of this Code of Conduct, means that the student is participating in a physical altercation with another person, and is intent on causing bodily harm; assaults or attempts to assault another person; is participating with gang-related motives; and/or has malicious intent. The school principal will make the final determination of whether an episode will be categorized as a fight under the terms of this paragraph.**

DISCIPLINE CONFERENCE

(1) A parent/legal guardian of a compulsory-school-age child enrolled in Hattiesburg Public Schools may be required to appear at school by the school attendance officer or an appropriate school official for a disciplinary conference regarding acts of the student.
(2) A parent/legal guardian of a compulsory-school-age child enrolled in Hattiesburg Public Schools who refuses or willfully fails to attend a disciplinary conference may be summoned by the Superintendent or the school attendance officer and may be required to attend a discipline conference.
(3) A parent/legal guardian of a compulsory-school-age child enrolled in Hattiesburg Public Schools who refuses or willfully fails to attend a discipline conference shall be guilty of a misdemeanor and upon conviction, shall be fined not to exceed $250.00.

Legal Reference: 37-11-53, Mississippi Code of 1972, As Amended Senate Bill 2239, 2001 Regular Session

BUS DISCIPLINE LADDER STEP/CONSEQUENCES FOR STUDENT BEHAVIORS REFERRED TO THE PRINCIPAL'S OFFICE

School bus drivers are required to observe state laws and numerous regulations to safeguard the lives of the students in transport. Bus drivers are in charge of the students riding their buses. The law gives the bus drivers the authority to keep order on their buses and holds them responsible. The school bus and the school bus stop are an extension of the school, and all rules and regulations concerning student behavior are applicable. Public school transportation is **a privilege and not a right,** and certain behaviors are expected of students who participate in the school transportation program. The law also requires that "students who behave may ride**." Students who continually misbehave on the school bus are subject to being deprived of the privilege to ride the school bus during the morning, afternoon, and/or both morning and afternoon routes at the discretion of the school administration.** Bus discipline rules and disciplinary action(s) apply to regular routes, field trips, athletic activities, and any other transports during which students are riding Hattiesburg Public School District buses or any other district-provided transportation (MS Codes 37-9-69, 37-41-1, 37-41-2, 37-7-301).

Minor offenses include, but are not limited to, the following:

- Out of assigned seat
- Playing loud music or yelling
- Defiance, disrespect; insubordination
- Profanity to another student (s) (1st offense only)
- Unauthorized photo/video or posting to social media leading to school disturbance.
- Other as designated by administrator

Minor Offense Discipline Ladder*

- 1st Minor offense parent contact
- 2nd Minor offense parent conference/contact prior to the student returning on the bus
- 3rd minor offense 1 day off bus
- 4th minor offense 1-3 days off bus

5th minor offense 3-5 days off bus

Intermediate Offenses include, but are not limited to the following:

- Shoving/pushing/hitting (no injury) Grades K-5
- Riding the wrong bus without school permission
- Disruptive behavior/throwing objects
- Defacing/destruction of property (under $500)
- Bullying, threatening, or intimidating
- Profanity against school personnel
- Other as designated by administrator

Intermediate Offense Discipline Ladder

- 1st intermediate offense 1-3 days off bus
- 2nd intermediate offense 3-5 days off bus
- 3rd intermediate offense 6-10 days off bus
- 4th intermediate offense 11-15 days off bus
- 5th intermediate offense 15-20 days off bus

Major Offenses include, but is not limited to the following:

- Shoving/pushing/hitting (no injury) Grades 6-12
- Instigating fight, fighting, or bus disturbance that threatens the safety of any rider
- Serious threat, harassment, bullying of staff or students
- Off-Campus (to include bus stops and bus exchange stops) criminal activity or conduct that causes disruption
- Possession or transfer of drugs or weapons
- Other as designated by administrator

Major Offense Discipline Ladder

- 1st major offense 5-10 days off the bus/off bus equivalent to Campus Discipline Ladder
- 2nd major offense Removal of bus privileges for up to 45 days
- 3rd major offense Removal of bus privileges ***(required to meet with superintendent or designee before privileges are reinstated)***

Note: Any disciplinary action may be increased at the discretion of the local school administrator and subject to review in accordance with established student due process procedures. Students may also be suspended from school for offense(s) committed on the school bus.

DAMAGES TO SCHOOL PROPERTY

1. A parent/legal guardian of a compulsory-school-age child enrolled in the Hattiesburg Public Schools may be requested to appear at school by the school attendance officer or an appropriate school official for a disciplinary conference regarding acts of the student.

2. A parent/legal guardian of a compulsory-school-age child enrolled in the Hattiesburg Public Schools shall be responsible for any criminal fines brought against such students for unlawful activity occurring on school grounds or buses.

3. The Hattiesburg School District shall be entitled to recover damages in an amount not to exceed twenty thousand dollars ($20,000), plus necessary court costs, from parents of any minor child under the age of eighteen (18) years and over the age of six (6) years, who maliciously and willfully damages or destroys property belonging to Hattiesburg Public Schools. However, this shall not apply to parents whose parental control of such child has been removed by court order or decree. Students who destroy property may also be referred to the Alternative Education Center.

Legal Reference: 37-11-53, Mississippi Code of 1972, As Amended Senate Bill 2239, 2001 Regular Session

HAZING

Hazing is defined as any act that is physically or mentally abusive, degrading, or causes personal indignity to any student, faculty member, or employee. In addition, hazing includes doing any act or coercing another, including the victim, to do any act of initiation into any organization that causes or creates a substantial risk of causing mental or physical harm to any person. It is normally associated with new members of a club or organization proving their "worth" to become members.

Activity of this nature is inconsistent with the educational process and the mission statement of Hattiesburg Public Schools, and such activities are prohibited at all times. No administrator, faculty member, or any other employee of this school shall encourage, condone, tolerate, or recklessly permit the hazing of any person. No student shall encourage or engage in the hazing of any person. If hazing or planned hazing is discovered by an administrator, faculty member, or employee, he/she will make reasonable attempts to prevent it, including but not limited to, informing all involved students of the prohibition against hazing contained in this policy and requiring the students to cease all hazing immediately. ALL hazing incidents shall be reported to the principal immediately.

Anyone who participates, encourages, condones, tolerates, or recklessly permits the hazing of any person may be subject to disciplinary action, and may be liable for civil and criminal penalties per Mississippi law. The negligence, consent, or assumption of the risk of any individual subjected to hazing does not lessen the prohibition contained in the policy. Hazing will not be tolerated on any public school property or school-related function, including school buses or school trips.

Gangs or Groups, to include fraternities, sororities, etc.:

No student shall represent, recruit, or promote any activity, organization, group, or club without direct permission from the building principal. An organization, group, or club is defined as two or more people. This includes, but is not limited to, dance groups, church groups, mentoring groups, and junior Greek Organizations.

BULLYING

§ 37-11-67. Bullying or harassing behavior in public schools prohibited

(1) As used in this section and Section 37-11-69, "bullying or harassing behavior" is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, or any act reasonably perceived as being motivated by any actual or perceived differentiating characteristic, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

(a) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

(b) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior, and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

(2) No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.

(3) No person shall engage in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior.

(4) A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.

(5) A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official.

Bullying can be in the form of verbal, physical, or psychological attacks, such as taunting, teasing, ridiculing, picking on, gossiping about, name-calling, or any other forms of behavior that are intended to degrade, humiliate, or ridicule another person. Bullying is harmful to victims and is very detrimental to maintaining a safe and orderly learning environment at school. Bullying is prohibited in any form, including physical, verbal, written, or electronic. Bullying should be reported to school staff and will be dealt with as a serious disciplinary issue.

What is Bullying vs. Conflict?

	Conflict	Rudeness	Being Mean	Bullying
Definition	A disagreement or argument in which both parties express their views.	Unintentional inconsiderate or impolite behavior.	Intentional actions or words that hurt someone else.	Repeated aggressive behavior intended to hurt or control another individual.
Intent	Typically no intent to harm; both parties are equally involved.	Often unintentional and without malicious intent.	Intentional but not necessarily repetitive or targeting.	Intentional and repetitive with a power imbalance.
Power Balance	Equal power; both parties have the ability to influence the outcome.	Not related to power dynamics; more about social etiquette.	May involve a temporary power imbalance.	Clear power imbalance where the bully holds more power over the victim.
Frequency	Can be occasional and situational.	Can happen occasionally but not repeatedly.	Can be occasional or situational.	Happens repeatedly and is often a pattern of behavior.
Resolution	Usually resolved through communication, negotiation, or mediation.	Often resolved through awareness and improved manners.	Can be resolved through apologies and changes in behavior.	Requires intervention, support for the victim, and addressing the behavior of the bully.

Additional Notes:

- **Conflict:** Involves a situation where both parties are actively engaged in a disagreement but are generally on equal footing.
- **Rudeness**: Involves behavior that may be socially inappropriate or inconsiderate but is not meant to cause harm.
- **Being Mean**: Involves intentional actions or words meant to hurt someone else but may not be a repeated or systematic pattern.
- **Bullying**: Involves a deliberate and repeated intention to cause harm or distress to another individual, characterized by a power imbalance.

Hattiesburg Public Schools is committed to maintaining a safe school environment for its students and staff. Students are expected to adhere to the school's and district's standards of conduct that promote well-being and support the learning process. Therefore, gang activity will not be tolerated in any form. Where gang activity is suspected or confirmed, a complaint will be filed under the "Mississippi Street Gang Act" (MS Code §97-44-1 through 97-44-19 and School Board Policy JCED).

A student(s) will not be allowed to initiate or become involved in activities or conduct which threatens the safety and well-being of others or property on school premises or which disrupts or threatens to disrupt the

school environment. In addition, the use of words or symbols that tend to disrupt the school environment or to encourage violations of school policy or which threaten the safety and well-being of others on the school premises will not be allowed.

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

No student shall actively participate or wear clothing or other indications of membership in an organization or gang which advocates violence or hatred toward any group of students and other individuals, or an organization that either intends to or does disrupt the educational process through its purpose or actions.

Incidents involving initiations, hazing, intimidations, or related activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

The school district shall enforce the above rule and attempt to ensure that any student wearing, carrying, or displaying gang paraphernalia or exhibiting behavior or gestures which symbolize gang membership or participation in activities that intimidate or affect the attendance of another student shall be subject to appropriate disciplinary action, following the disciplinary ladder. Also, see JCBE, JC, and IDH.

SUSPEND/EXPEL/RE-ASSIGN

The local school board shall have the authority to discipline (expel/suspend/reassign) a student or to change placement to an Alternative Center or home-bound program for misconduct:

1. in the school, on the road to and from school
2. at any school-related activity or event
3. on property other than school property or other than at a school-related event
4. during any time when the student is under school control, or has left school grounds without authorization (skipping)

Authority exists when the superintendent or principal determines that such misconduct renders the student's presence in the classroom a disruption to the educational environment or a detriment to the best interest and welfare of the students and teacher of such class as a whole.

Cases involving expulsion or Alternative Center placement will be offered a due process hearing before the District Disciplinary Review Committee or Hearing Officer, with expulsion recommendations then referred to the Superintendent. The student and parent are entitled to certain appeal rights to the school board. Prior to, or at the time of suspension, a student will be offered an informal due process, consisting of the opportunity to relate his or her version of events, either verbally or in writing.

THREATS OF VIOLENCE/SERIOUS CRIMES ON or OFF-CAMPUS

Whenever there is a threat of violence against a student, faculty member, or staff member, extreme caution must be taken to ensure the safety of all concerned. Due to the increased violence in schools, threats of any kind cannot be tolerated or overlooked. If a student threatens another student, teacher, school staff, or self with bodily harm, immediate disciplinary action will be taken by the school, as well as notification to School Resource Officers. In addition to the discipline, the parents or guardian will be responsible for seeking outside professional counseling for their child before he/she will be allowed to return to regularly scheduled classes. A written and signed document must be presented to the principal from the counselor of the agency stating the student is not a threat to himself, other students, faculty, or staff prior to readmission to regularly scheduled classes.

The superintendent or designee shall have the authority to transfer to an alternative education program any student who has been arrested, arraigned for or convicted of or pleaded guilty or *nolo contendere* to a serious crime, as defined in this section, which occurred off school property or away from school-related functions, or if the activity has a detrimental effect on the learning environment as described below. A serious crime, for the purpose of this section, is an illegal act that indicates the capacity and willingness of the student to injure students and employees with bodily harm or threaten to cause bodily harm, or to place students and employees in danger of bodily harm.

The superintendent or designee will evaluate the circumstances of the serious crime to determine whether (1) the acts of the student indicate a present and possible danger to the health, safety, and welfare of one or more students or employees and (2) whether the more restrictive, security orientated environment of an alternative education program would serve the educational interests of the student while preserving the safety of students and employees. Serious crimes shall include, without limitation, and as examples only:

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

Students may be disciplined for <u>acts or crimes committed off-campus</u>: According to a Mississippi Attorney General's Opinion, when a district receives a notice that a student has committed an act away from school that is of such a nature that to continue the student in his or her regular education program would have an immediate, direct, and disruptive effect on the school environment, then the school officials may take disciplinary action and assign the student to an alternative program, in-school suspension, or alternate site instruction, so long as that action does not constitute a suspension or expulsion from the school district.

RETURN FROM INCARCERATION OR JUDICIAL CUSTODY

Students enrolling who were last attending a correctional or training facility or certified as an adult may be assigned to an Alternative Center before entering their regular school. Students returning to Hattiesburg Public Schools following incarceration (along with a parent) must be interviewed and cleared through Central Office.

When a student is assigned to the Alternative Center, he/she CAN NOT participate or attend any extracurricular activities within the school district, or trespass on any school property without proper authorization. Violators will be charged with trespassing, and no refunds will be paid.

APPEALS

Expulsion is defined as any denial of school attendance beyond 10 days, which may be permanent, or which may terminate at the beginning of the next school year, provided sufficient rehabilitation can be demonstrated. A hearing before a district discipline review committee or hearing officer is automatic. A parent may waive the right to a formal due process hearing. A complete copy of the district discipline and appeals policy is available for review in each principal's office.

SECTION VIII. REQUIRED NOTICES

English Learners (EL) Service Program

It is the policy of Hattiesburg Schools that:

Students who are English Learners (EL) shall be provided equal opportunities to participate in the educational programs operated by the district, as required by federal, state, and local policy. Reference: Title VI of the Civil Rights Act of 1964; Title III of the No Child Left Behind Act of 2001.

The Hattiesburg EL program is designed to meet the unique needs of EL students. Therefore, eligibility for the EL program is contingent on the outcome of a multi-phase screening process. This process involves the use of the Hattiesburg Public Schools online "Home Language Survey"; the MDE approved English Language Proficiency Test, in-class monitoring, review of student performance on in-class formative and summative assessments, an analysis of MAAP data if available, as well as a review of student records from previous schools.

A copy of the Hattiesburg English Language Learners Plan may be requested from The Office of Federal Programs at 301 Mamie Street, Hattiesburg, MS 39401.

Educational Rights of Students Experiencing Homelessness

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.), students who lack a fixed, regular, and adequate nighttime residence have specific rights to ensure their access to a free, appropriate public education. A student is considered homeless if they live:

- In a shelter, motel, or campground due to the lack of alternative adequate accommodations;
- In a car, park, abandoned building, or bus/train station;
- Doubled up with other people due to loss of housing or economic hardship;
- In substandard housing or similar situations (42 U.S.C. § 11434a(2)).

Students experiencing homelessness have the right to:

1. **Immediate enrollment** in school, even if lacking documents such as proof of residency, immunization records, or birth certificates (42 U.S.C. § 11432(g)(3)(C)).
2. **Continue attending their school of origin** (the school they were enrolled in before becoming homeless or the last school attended) if it is in their best interest (42 U.S.C. § 11432(g)(3)(I)).
3. **Receive transportation** to and from the school of origin upon request (42 U.S.C. § 11432(g)(1)(J)(iii)).
4. **Participate fully** in all school activities, programs, and services available to other students, including access to meals, Title I services, and extracurricular activities (42 U.S.C. § 11432(g)(4)).
5. **Access referrals** to health care, dental, mental health services, housing, and other appropriate supports (42 U.S.C. § 11432(g)(6)(A)(iii)).

Dispute Resolution:
If there is a disagreement about school selection or enrollment, the student must be enrolled and transported to the requested school while the dispute is being resolved (42 U.S.C. § 11432(g)(3)(E)).

For assistance or more information, please contact:

Dr. Kristina Pollard
McKinney-Vento Liaison
Hattiesburg Public School District
Phone: (601) 582-5078

PARENTAL ENGAGEMENT POLICY

This school board reaffirms the school district's strong commitment to the role of parents in their children's education and to effective, comprehensive parental involvement. In this policy, a parent is intended to include parents, guardians, and other family members involved in supervising the child's schooling. Parental/family involvement in a child's learning is a critical link to achieve academic success and to promote a safe and disciplined learning environment.

Schools and families will work together to ensure that the educational process includes quality learning at home, in school, and in the community.

The following steps will be taken to achieve this goal:

1. The superintendent will assess the status of parental involvement, review existing policies and procedures, and develop necessary regulations and procedures to support this policy, including a review of staff and budget support.
2. The Board of Education will support parental involvement by seeking parental input on school system policies, including curriculum, facilities, and funding issues.

PARENT-STUDENT POLICY AND PROCEDURES AGREEMENT

Student Handbook:

I/We hereby acknowledge review of the 22026-2027 Hattiesburg Public Schools Student Handbook and Code of Conduct. By my/our signatures, I/we state that I/we have reviewed the handbook and understand that any questions regarding its contents should be forwarded to the appropriate school office. I/we further understand that this handbook is a guide and that the rules, regulations, and policies set forth herein are approved policies of the Hattiesburg Public School District, as adopted by the Board of Education of Hattiesburg Public Schools. Students and parents are considered to have knowledge of the information contained here and agree to follow the handbook policies. The 2026-2027 Student Handbook and Code of Conduct is available online at: www.hattiesburgpsd.com

Parents' Consent: ☐ Yes ☐ No

Statement of Permission (Surveys):

The Hattiesburg Public Schools participates in federal education programs (Title I, II, IV, and V) as part of the Improving America's Schools Act. These programs require certain surveys and evaluations to be completed by students. Therefore, I/we give permission for this student to participate in such surveys and evaluations.

Parents' Consent: ☐ Yes ☐ No

Name of Parent/Guardian (Printed):_____

Parent or Guardian Signature: _____

Student Name (Printed): _____

Student Signature: _____

Date Signed: _____

Required Parent/Guardian Signature: Please Sign and Return (may be completed online)

NETWORK AND INTERNET ACCEPTABLE USE POLICY (AUP)

Hattiesburg Public School District recognizes the value of computers and other electronic resources to improve student learning and to enhance the administration and operation of its school. To this end, the Hattiesburg Public School District encourages the responsible use of computers and computer networks, which include Internet usage, e-mail, web applications, and other electronic resources in support of the mission and goals of Hattiesburg Public Schools.

> *Because the Internet and e-mail is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to fully control. Therefore, Hattiesburg Public School District adopts this policy governing the voluntary use of electronic resources, e-mail, and the Internet to provide guidance to individuals and groups obtaining access to these resources on Hattiesburg Public School District-owned equipment or through Hattiesburg Public School District-affiliated organizations.*

Hattiesburg Public School District Rights and Responsibilities

It is the policy of the Hattiesburg Public School District to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individuals to engage in any activity that does not conform to the established purpose and general rules and policies of network usage. Within this general policy, the school site recognizes its moral obligation to protect the well-being of students in its charge. To this end, the Hattiesburg Public School District retains the following rights and recognizes the following obligations:

- To remove a user account on the network.
- To monitor the use of online activities. This may include real-time monitoring of network activity or maintaining logs of Internet or e-mail activity for later review.
- To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Hattiesburg Public School District-owned equipment and, specifically, to exclude those who do not abide by the Hattiesburg Public School District's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. In addition, Hattiesburg Public School District reserves the right to restrict online destinations through software or other means.
- Hattiesburg Public School District complies with the regulations of CIPA, the Children's Internet Protection Act H.R. 4577, by providing Internet content filtering services for staff and students. Filtering services are a means of protection from objectionable sites but cannot provide a 100% guarantee. Therefore, Hattiesburg Public School District provides no guarantees but will diligently attempt to protect staff and students from accessing such objectionable Internet sites.
- To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications and e-mail.

Staff Responsibilities

- Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this

equipment to assure that it conforms to the mission and goals of the Hattiesburg Public School District.

- Although the Hattiesburg Public School District will maintain an Internet filtering service, staff members will continue to monitor student use to prevent access of objectionable sites. In the event that an objectionable site is accessed by a student, access should be immediately reported to technology personnel with information about the site, the device, and the student account.
- Staff shall make reasonable efforts to become familiar with the Internet and e-mail use so that effective monitoring, instruction, and assistance may be achieved.
- Staff shall exercise extreme caution in using any student and other staff member's likeness, picture, personal information, and/or original work of art, prose, or poetry for distribution through any electronic media within the Hattiesburg Public School District.

User Responsibilities

1. Use of any electronic media, including the Internet and e-mail provided by the Hattiesburg Public School District, is a privilege that offers a wealth of information and resources for research.
2. Users agree to learn and comply with all of the provisions of this policy. Through the actual use of any network-related service, the user warrants and signifies his agreement to any/all of the provisions of this policy.
3. Hattiesburg Public School District recognizes the concept of "Free Speech" and individual privacy. Therefore, the Internet, network, and e-mail services are owned and/or operated by the Hattiesburg Public School District and reserve the right to exercise reasonable control over any electronic communication and/or publication users may produce.

INTERNET

The Internet is a global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business, and government networks of local to global scope linked by a broad array of electronic and optical networking technologies. The Internet carries a vast array of information resources and services, most notably the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support electronic mail.

Guidelines

- All use of the Internet should be in support of educational and research objectives consistent with the mission and objectives of the Hattiesburg Public School District.
- Observe proper etiquette when using electronic communication and never publicly display personal information.
- Respect the legal protections for data and software provided by copyright and licenses.
- Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
- Exhibit exemplary behavior on the network as a representative of your school and community. Be polite at all times!
- From time to time, the Hattiesburg Public School District will make determinations on whether specific uses of the network are consistent with the acceptable use policy.

Unacceptable Uses

1. Giving out personal information about another person, also known as doxxing, including a home address or phone number, is strictly prohibited.
2. Hosting or saving personal files to district devices or cloud resources associated with the school.
3. Any use of the network for commercial or for-profit purposes is prohibited.
4. Excessive use of the network for personal reasons shall be cause for disciplinary action.
5. Any use of the network for product advertisement or political lobbying is prohibited.
6. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users or misrepresent other users on the network.
7. No use of the network shall serve to disrupt the use of the network by others.
8. Malicious use of the network to develop programs that harass other users, infiltrate a computer or computing system, and/or damage the software components of a computer or computing system is prohibited.
9. Hate mail, chain letters, harassment, discriminatory remarks, cyberbullying, and other antisocial behaviors are prohibited on the network.
10. The unauthorized installation of any software, including shareware and freeware for use on the Hattiesburg Public School District computers, is prohibited.
11. The unauthorized use of any software or browser to intentionally bypass the web filter or any other internet restrictions put in place by Hattiesburg Public School District is prohibited.
12. Use of the network to access or process pornographic material, objectionable websites, inappropriate test files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
13. The Hattiesburg Public School District network may not be used for downloading entertainment/music/video/movie software or other files for transfer to a user's home computer, other personal computer, DVD, USB drive, or any music/movie device. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the Hattiesburg Public School District. Software, files, and/or licenses owned by Hattiesburg Public School District cannot be transferred to staff or student personal or home computers. This violates the copyright laws.
14. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
15. Use of the network for any unlawful purpose is prohibited.
16. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
17. Establishing network or Internet connections to live communications, including voice and/or video (relay chat/live chat), is prohibited unless specifically authorized by the system administrator or building administrator.

E-MAIL

Electronic mail, most commonly abbreviated email or e-mail, is a method of exchanging digital messages. E-mail systems are based on a store-and-forward model in which e-mail server computer systems accept, forward, deliver and store messages on behalf of users, who only need to connect to the e-mail infrastructure, typically an e-mail server, with a network-enabled device for the duration of message submission or retrieval.

Guidelines

1. E-mail is provided by Hattiesburg Public School District and is NOT considered private. Hattiesburg Public School District can monitor and review any messages sent or received by the users as deemed appropriate by the system administrator.
2. Check electronic e-mail often to see if there are any messages.
3. To maximize server space, delete and empty trash for electronic mail messages when they are no longer required.
4. Respect the legal protections for data and software provided by copyright and licenses.
5. Take care not to express personal views that could be regarded as defamatory or libelous.
6. Always be mindful that e-mail use is a privilege, and the user is a representative of Hattiesburg Public School District.
7. Be aware that all electronic mail activity may be monitored and logged or scanned for viruses and/or offensive material.

Unacceptable Uses

- Do not print electronic mail messages unless a hard copy is needed for record-keeping purposes.
- Do not send excessively large electronic mail messages or attachments. There is a size limit to messages and attachments.
- Do not indiscriminately forward electronic mail messages to users and/or groups without knowing whether the group users wish to receive such messages. For example, these messages would be personal items sent to you such as recipes, quotes, pictures, stories, jokes, songs, and etc. These messages take up time and space and are not useful for the purpose and objectives of the Hattiesburg Public School District.
- Limit messages such as festive greetings or other non-work-related items by electronic mail, particularly to several people.
- Do not participate in chain or pyramid messages or similar schemes.
- Do not represent yourself as another person.
- Do not use electronic mail to send or forward material that could be construed as confidential, political, obscene, threatening, offensive, discriminatory, or libelous.

PUBLICATIONS

Acceptable Uses

- Make sure any web design is appropriate to the educational, administrative, or research objectives of the Hattiesburg Public School District.
- Any use of the Hattiesburg Public School District name and/or school site names, likeness, pictures, graphics must have prior approval of the system administrator or building administrator.
- Any use of staff or student likeness, pictures, graphics, art, prose, or poetry, must have written permission before usage. Staff members must give their written signature permission, while a student must give his/her written signature in addition to the parent's written signatures before publication use.
- The system administrator or building administrator will make the final determination whether any web item(s), which identify the Hattiesburg Public School District, are appropriate for web publication before that publication occurs.
- All web publications will abide by the *Family Education Rights and Privacy Act (FERPA)* to disseminate student information.

Unacceptable Uses

1. Do not publish personal information concerning staff or students. The only phone numbers, addresses, or locations allowed are those of the school site available to the public.
2. Staff and/or students are prohibited from publishing a website using the Hattiesburg Public School District name and/or school site names, likenesses, pictures, or graphics without prior approval of the system administrator or building administrator.
3. Hattiesburg Public School District recognizes the concept of "Free Speech." However, staff and students are prohibited from publishing any work that may be discriminatory, offensive, racist, or threatening to the district, school, staff, or other students. The final decision of whether any work meets these criteria will be determined by the system administrator or building administrator.
4. Right to "Freedom of Speech" will NOT allow staff or students to publish offensive materials through any Hattiesburg Public School District electronic media. The final decision of whether any work meets these criteria will be determined by the system administrator or building administrator.

Disclaimer

1. The Hattiesburg Public School District cannot be held accountable for the information retrieved via the Internet, network, or e-mail.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and may monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The Hattiesburg Public School District will not be responsible for any damages any user may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by user negligence, errors, or omissions. The use of any information obtained is at the user's own risk.
4. The Hattiesburg Public School District makes no warranties (expressed or implied) with respect to:
    - The content of any advice or information received by a user or any costs or charges incurred

as a result of seeing or accepting any information.
    - Any costs, liability, or damages caused by the way the user chooses to use his or her access to the Internet, network, or e-mail.
5. All staff and students of the Hattiesburg Public School District shall be responsible for abiding by the policies of this AUP. No signature is required to make this AUP binding on staff and students. The use of Hattiesburg Public School District's electronic media denotes the user's agreement of responsibility. However, Hattiesburg Public School District shall make a concerted effort to inform staff and students of this AUP through such means as publications in student and staff handbooks, notices in all school offices, oral information from supervisors and/or teachers, and distribution of AUP copies.
6. Any staff or student who violates any of the AUP policies will be subject to disciplinary action, which may include but not limited to the loss of use privilege for the Internet, network, and/or equipment; loss of the e-mail account assignment, and/or any other disciplinary deemed appropriate by the Hattiesburg Public School District authorities.

Hattiesburg Public Schools
STUDENT DIRECTORY INFORMATION
DENIAL FORM

Student's Name _____ School_____
Home Address _____Home Phone_____

Parental Rights Regarding Student Directory Information

The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's educational records, including directory information. Directory information means information contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, photograph, date of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended.

Unless the parent or guardian notifies the Hattiesburg Public School District otherwise within five days after notification by receipt of the Handbook and Code of Conduct for Students and Parents, consent is implied for the Hattiesburg Public School District to release directory information.

Implied consent includes the release of student directory information, or for non-directory information such as student work, for use in the following ways:

1. On the Hattiesburg Public School District's website
2. The website will use the student's name only. Personal information such as a home address, phone number, or names of family members **will not** be used. Any information that indicates the physical location of a student at a given time other than attendance at a particular school or participation in school activities will not be used.
3. Schoolwork may include but is not limited to art, written papers, class projects, and computer projects.
4. In material printed by the school or the Hattiesburg Public School District or printed by publishers outside the Hattiesburg Public School District
5. Printed material may include a child's full name.
6. Printed material may include, but is not limited to, school directories, yearbooks, programs, brochures, newspaper articles, and print advertisements.
7. In videos produced and broadcast by the Hattiesburg Public School District or produced and broadcast by news organizations and others who receive approval from the Hattiesburg Public School District.

This Student Directory Information Denial Form is available from each school's office.

Parent/Guardian

I **deny permission** for directory information, including photographs, of my child to be published by the Hattiesburg Public School District or to be released to any other publisher outside the Hattiesburg Public School District.

Parent Guardian Signature _____

Date _____

This signed form should be kept on file in the school office.

Hattiesburg Public Schools Notification Regarding Reporting Allegations of Sexual Harassment

Title IX Sexual Harassment
Title IX states "[n]o Person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." 20 U.S.C. § 1681(a). The Hattiesburg Public School District (District) does not discriminate on the basis of sex in the education program or activity that it operates.

To all students, parents or legal guardians, and employees:

The District's Title IX Coordinator is:

Michael Battle
301 Mamie Street
Hattiesburg, MS 39401
Michael.battle@hattiesburgpsd.com
601-582-5078

The Title IX Coordinator is the person authorized by the school district to coordinate the District's Title IX compliance program. Any person may report sex discrimination, including sex harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or e-mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Any District employee who knows or learns information concerning conduct related to sexual harassment or allegations of sexual harassment (student or employee) should immediately notify the Title IX Coordinator. Reports may be made at any time (including during non-business hours) by using the Title IX Coordinator's telephone number or email address, or by mail to the Title IX Coordinator's office address, listed above. Inquiries about the application of Title IX to the District may be directed to the District's Title IX Coordinator or to the Assistant Secretary of Education at the United States Department of Education, or both. Please see Policy JB Student Complaints of Sexual Discrimination/Harassment for the definition of Title IX sexual harassment and the detailed Title IX procedures.

Other types of Sexual Harassment
The Hattiesburg Public School District recognizes reports of sexual harassment as being extremely serious. Any reports of sexual harassment, both Title IX sexual harassment allegations referenced above and other types of sexual harassment, will be investigated fully, and appropriate disciplinary action, as well as notification of law enforcement, may result from such reports. Sexual harassment of employees and students will not be tolerated. Sexual harassment shall include but not be limited to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct which interferes with a person's school/work performance or creates an intimidating, hostile, or offensive environment. Other types of sexual harassment may include jokes, stories, pictures, or offensive objects, intended to alarm, annoy, abuse, or demean. Any claims of sexual harassment from students or employees should be reported to the Title IX Coordinator identified above who will determine which process to utilize based on the allegations of sexual harassment.

District Asbestos Management Plan Available for Public Review

The asbestos management plan for Hattiesburg Public Schools is available for review by any interested person. This documentation includes any changes to asbestos-containing material (ACM) in schools and buildings. To provide continuing management of asbestos in schools and buildings, ACMs are inspected every six months by an engineering firm. Changes are recorded in a report as part of the management plan. Copies of the report and plan are located in each principal's office. Copies of all plans are maintained at the Maintenance Department, 244 Dauphine St., Hattiesburg, MS.

Appendices

A1-A4

No Longer Applies

Appendix A5-A11 applies to the Mississippi Department of Education

Accountability Process Standards

ADDITIONAL OPTIONS IN LIEU OF PASSING THE END-OF-COURSE ASSESSMENT MISS. ADMIN. CODE 7-3: 36.5, STATE BOARD POLICY CHAPTER 36, RULE 36.5 (EFFECTIVE 2013 - 2014 SCHOOL YEAR AND THEREAFTER)

Mississippi Admin. Code 7-3: 36.5, State Board Policy Chapter 36, Rule 36.5 provides approved options for students to meet high school end-of-course (EOC) assessment requirements for graduation through approved alternate measures. Mississippi Admin. Code 7-3: 36.5, State Board Policy Chapter 36, Rule 36.5, applies to past, current, and future graduates and allows a student to meet the graduation requirements once he or she has failed to pass any required end-of-course (EOC) assessment one (1) time.

The following graduation options provide opportunities for students to obtain a certain score or level on the ACT, ASVAB, ACT WorkKeys, or other state-approved industry certifications. Students also may obtain a grade of "C" or higher in a dual credit/dual enrollment course, corresponding to the EOC assessment that was not passed.

Notes:

- ACT sub-scores resulting from non-college reportable accommodations **can** be used for graduation options, but the scores are non-college reportable.
- ACT sub-scores resulting from Residual ACT Testing **cannot** be used for graduation options.
- This option is available regardless of when the student took the SATP2, PARCC, or MAP/MAAP assessments.
- The college credit option is only applicable if the student is enrolled in high school and college at the same time. Student must meet the dual enrollment/dual credit admissions requirements of the community college partnering with the school district.
- The Graduation Options listed below are applicable to any EOC assessment.

Assessment Options	Math	Science	English	Social Studies (Prior to 25-26 SY)
ACT	17	17	17	17
Dual Credit/ Enrollment	C or higher in College Algebra	C or higher in College Biology & corresponding lab	C or higher in College English Comp I	C or higher in College American History II
ASVAB + Industry Certification	ASVAB (PICAT prescreen scores are not allowable) score of 36 **plus** the following: Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint. (If the blueprint specifies two industry certifications, both must be earned.)			
ACT Work Keys + Industry Certification	WorkKeys Silver Level **plus** the following: Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint. (If the blueprint specifies two industry certifications, both must be earned.)			

UNIVERSAL CONCORDANCE TABLE EFFECTIVE 2021 – 2022 SCHOOL YEAR

Concordance tables, effective beginning with the 2014-2015 school year, provide opportunities for students who do not obtain a passing score on an EOC assessment to utilize a different graduation option, using a combination of the assessment scores with the final course grade. The tables provide the final course grade required to use with the scale score obtained on the EOC assessment. Students shall be enrolled in school to utilize the concordance table option.

The Mississippi Department of Education (MDE) and the Technical Advisory Committee (TAC) developed one universal concordance table that shall be used for each of the EOC assessments. The concordance tables were developed during each of the EOC test administrations, and the universal concordance table concept will alleviate confusion in determining which concordance table to apply for each test administration.

UNIVERSAL CONCORDANCE TABLE

Concordance Table	Scale Score			
Grade in Course	1049-1048	1047-1046	1045-1044	1043-1042
A	Pass	Pass	Pass	Pass
B	Pass	Pass	Pass	Fail
C	Pass	Pass	Fail	Fail
D	Pass	Fail	Fail	Fail

APPENDIX A-5

Composite (Combined) Score
MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3)
(EFFECTIVE 2022-2023 SCHOOL YEAR)

Composite (Combined) Score Calculations provide opportunities for students who do not obtain a passing score on one or more EOC assessments. Students may utilize an additional graduation option by taking the average of all EOC assessments and achieving a minimal combined score of 1050. The student must have four scores (Algebra I, English II, Biology, and U.S. History). These four scores are added together and divided by 4. The student must have a 1049.5 or above. If a student has a COVID-related waiver from the 2019-2020 or 2020-2021 school year(s) for any required EOC assessment, the student is not eligible to use this option. Students shall be enrolled in school to utilize the composite score option.

Example

Calculate the student's composite (combined) score by determining the average score across all four assessments.

Assessment	Scale
Algebra (EOC)	1039
English II (EOC)	1048
Biology (EOC)	1055
*US History (EOC)	1056

Average Composite (Combined) Score = $\frac{1039+1048+1055+1056}{4} = \frac{4,198}{4} = 1049.5 = 1050$

In the example above, the student can use the Composite Combined Score for Algebra I and English II.

*Beginning School Year 2025-2026, the US History End-of-Course assessment will no longer be administered. Students that do not have scores on all four (4) end-of-course assessments are ineligible to use this option.

The Student Portfolio and Exhibit
MISS. ADMIN. CODE 7-3: 36.4(3) State Board Policy Chapter 36, Rule 36.4(3)
(EFFECTIVE 2025-2026 SCHOOL YEAR)

The Student Portfolio and Exhibit option hereby known as the Bridge-to-Career Course provides an opportunity for students who (A) do not obtain a passing score on one or more End-of-Course (EOC) assessments and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. Students may utilize an additional graduation option by completing the required components as outlined in the Bridge-to-Career Course. Students who meet all requirements for the Bridge-to-Career Course in addition to all other graduation requirements shall be eligible for the Traditional MS Diploma or the Traditional MS Diploma with a CTE Endorsement or JROTC Endorsement.

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1. Course Overview:

Beginning in school year 2025-2026 The Bridge-to-Career Course is a graduation option available to second semester seniors who (A) do not obtain a passing score on one or more EOC assessment and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. The course serves as an alternative pathway to demonstrate academic and career readiness through the completion of the following components:

- **Portfolio Development:** The course requires students to develop a comprehensive portfolio that highlights their academic growth, professional development, and post-graduation aspirations. This will include academic projects, skills demonstrations, professional documents (e.g., resumes), and evidence of career exploration activities such as job shadowing and skill-based certifications.
- **Exhibit Creation:** Students shall create an exhibit showcasing their academic and career readiness. This exhibit will include evidence of completed projects, reflections on academic progress, and documentation of any work-based learning or training experiences.
- **Remediation and Support:** Before enrollment in the course, students shall complete targeted remediation for any failed EOC assessments and be reassessed during each administration. The goal is to provide students with the opportunity to demonstrate mastery in the areas where they initially struggled, based on MAAP and additional benchmark data that aligns with the MAAP assessment. The school administering the remediation shall maintain records of the data used, remediation implemented, and any progress made.

---

2. Course Enrollment and Requirements:

- **Eligibility:** Students who (A) have not achieved a passing score on one or more EOC assessments shall be eligible for the Bridge-to-Career Course and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. Prior to enrolling in this course, students shall:
    - Demonstrate a commitment to targeted remediation and improvement
    - Maintain an overall 2.0 GPA during the junior and senior year
    - Have an overall attendance rate of 83% or higher during the junior and senior year. Any absence excused or unexcused will count against this record.
    - Receive no more than six (6) nonviolent referrals during the students' junior and senior years. Students with violent behavior referrals may be ineligible for the course at the Superintendent's discretion.
    - Assess each time the EOC assessment is administered
    - Obtain written recommendation from the District Superintendent and school principal
- **Course Enrollment:** Students shall be enrolled in the Bridge-to-Career Course no sooner than during the final semester of the graduating year aligned with their ninth-grade cohort or peer-age cohort. The course shall be taken alongside other senior-year coursework.

  - Districts on a traditional schedule or alternating block schedule will offer this course as a .5 Carnegie unit option.
  - Districts on a 4X4 or 5X5 block schedule will offer this course as a 1.0 Carnegie unit option.
- **Grading and Completion:** Students must achieve a grade of C or higher in the Bridge-to- Career Course for the course to substitute for one or more EOC assessments.

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3. Course Components and Expected Outcomes:

The Bridge-to-Career Course is divided into key sections focused on academic recovery, career exploration, and portfolio curation. The school shall verify that the students enrolled do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025. The Bridge-to-Career Course should be used as the last option for student graduation. Students shall:

- **Build a Professional Portfolio:** Students shall work collaboratively with the school counselor, Work-Based Learning teacher, Career Coach (if the school participates in the State, regional or district Career Coach Model) and/or the MS Department of Vocational Rehabilitation to develop a comprehensive Commencement Level Career Plan that includes at the minimum:
  - Academic achievements (projects, essays, assessments).
  - Extracurricular involvement (clubs, sports, volunteer work).
  - Career-related documents (professional resumes, cover letters, certificates).
  - Personal reflections on the learning process and career aspirations.
- **Professional Resume:** Students shall create a professional resume tailored to a specific job or career path of interest. This resume should highlight skills, achievements, and work experiences, giving students a practical tool for post-graduation employment or college applications.
- **Training and Credentials:** Students shall have the opportunity to complete specific training programs or earn certifications from an approved MDE list related to their career goals. This may include job-readiness programs, technical certifications, or specialized training relevant to industries they wish to pursue.
- **Job Shadowing and Career Exploration:** Students shall work with the Bridge- to- Career Course teacher to explore potential careers, gain insight into job markets, and understand the skills needed for success in their chosen fields. Students should work with the school counselor, Work-Based Learning teacher, and/or Career Coach (if the school participates in a State, regional or district Career Coach Model) and/or the MS Department of Vocational Rehabilitation to engage in job shadowing or other work-based learning activities. This will provide students with real-world experience and insight into potential career fields, enhancing their employability and professional development.

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4. Outcomes:

Upon successful completion of the course, students will have:

- A **professional resume** that is tailored to a specific job or career path.
- **Training and credentials** required for employment or continued education in a specific field.
- A comprehensive **Commencement Level Career Plan** that outlines their post-secondary transition and life plan

These outcomes are designed to ensure that students are not only equipped with academic knowledge but also prepared for life after high school, whether that be in a career, further education, or other post-graduation plans. The final Portfolio/Exhibit and all supporting artifacts must be maintained in the student's cumulative folder for MDE access and review.

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5. Remediation and Reassessment:

- **EOC Remediation:** Prior to enrolling in the Bridge-to-Career Course, students who have not passed one or more of the EOC assessments shall undergo remediation. The school shall provide targeted support for these students, addressing the specific areas in which they did not meet the required standards. Documentation of a student's EOC remediation shall be maintained in their cumulative folder.

- **Reassessments:** Students shall demonstrate progress in their deficient knowledge and skills before being considered eligible for enrollment in the course. Student progress does not have to be reflected through EOC retest scores but can be shown through intervention and remediation assessment methods.

6. Consequences for Non-Compliance:

Students who do not meet the required criteria for course completion (i.e., earning a grade of C or higher) or who fail to submit a complete portfolio, and exhibit, shall not be eligible for graduation. In such cases, students may be referred for additional support.

Conclusion:

The Bridge-to-Career Course provides an option for students who (A) have not passed one or more EOC assessments and (B) do not meet the criteria for other options outlined in Appendix A-5 of the MS Public School Accountability Standards, 2025, enabling them to demonstrate readiness for graduation through alternative means. This course emphasizes professional development, career exploration, and remediation to ensure that all students have the skills and documentation needed to transition successfully to post-secondary endeavors. Through this initiative, the state aims to support students in their academic and career journeys while maintaining high graduation standards.

This policy shall be reviewed annually to assess its effectiveness and ensure alignment with student needs and state educational requirements.

GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA
(Entering ninth graders in 2018-2019 and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards.* Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (*See* Miss. Admin. Code 7-3:28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*. Enrollment in online courses listed in this document must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 24 Carnegie units as specified below. Student may earn the following endorsements to be added to the traditional diploma: Career and Technical Endorsement, Academic Endorsement, and/or Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4[1]	English I, English II
MATHEMATICS	4[2]	Algebra I
SCIENCE	3[3]	Biology
SOCIAL STUDIES	3½	1 World History[4] 1 U.S. History[4] ½ U.S. Government[4] ½ Economics[5] ½ Mississippi Studies[6]
PHYSICAL EDUCATION	½[7]	½ Physical Education
HEALTH	½[8]	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1[9]	
THE ARTS	1[10]	
COLLEGE- and CAREER-READINESS	1[11]	
ELECTIVES	5½	
TOTAL UNITS REQUIRED	24[12, 13, 14]	

[1]Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same

school year. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

[2]Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies II, and IB-DP Mathematical Studies I are allowable mathematics courses higher than Algebra I for IB students. Cambridge IGCSE Mathematics I may be accepted in lieu of Algebra I. One (1) of the four (4) required Carnegie units for mathematics may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a science or computer science unit. For approved Career and Technical course substitutions see Appendix A-12.

[3]One (1) of the three (3) required Carnegie units for science may be in AP Computer Science Principles. If used for a science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology. The following courses may be accepted for a science credit above Biology: any AP, Cambridge, or IB-DP science course, any approved dual credit natural or physical science course, any MDE-approved Special Topics in Science course, Botany, Chemistry, Earth and Space Science, Environmental Science, Genetics, Human Anatomy and Physiology, Marine and Aquatic Science I and II, Physical Science, Physics, Zoology I and II, PLTW Principles of Engineering, PLTW Engineering Design and Development, PLTW Human Body Systems, PLTW Medical Interventions.

[4]Based on the *2022 Mississippi College- and Career-Readiness Standards for Social Studies*, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

[5]A.P. Macroeconomics, A.P. Microeconomics, DC Macroeconomics, or DC Microeconomics can be taken in lieu of the required Economics course. For approved Career and Technical course substitutions see Appendix A-12.

[6]The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If a transfer enters without a State/Local Government course, then any other one-half (½) unit social studies course (e.g., Civics, Law Related Education, Participation in American Democracy, Law and Policy, Contemporary Issues, etc.) may be accepted excluding U.S. Government and Economics. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

[7]The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music- Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that

meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

[8]Successful completion of JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half (½) Carnegie unit in Health. For approved Career and Technical course substitutions see Appendix A-12.

[9]For approved course substitutions see Appendices A-12 and A-13.

[10]The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. Any course(s) in one of these areas can fulfill the required Carnegie unit in the Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the Arts requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

[11]The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. One (1) credit-bearing Carnegie unit of Career and Technical Work-Based Learning
2. Dual Credit SmartStart
3. JROTC III
4. Advanced Placement Seminar or equivalent International Baccalaureate or Cambridge International Courses
5. Freshman, Sophomore, Junior, and Senior MS College and Career Readiness Seminar course for Early College High Schools.

*An out-of-state student who transfers after the completion of the first semester of their senior year may substitute any other one (1) unit social studies course or a combination of one-half (½) Personal Finance and one-half (½) social studies course.

The CCR course may be taught in one of the following sequences:

a. One (1) Carnegie unit Senior year only
b. One (1) Carnegie unit Junior year only
c. One-half (½) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half (½) Carnegie unit taught in either junior or senior year
d. One-fourth (¼) Carnegie unit per year beginning with the freshman year

[12]Additional requirements above the 24 Carnegie units and the assessment requirements include:

- Students must identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission this includes dropping the endorsement to earn only the Traditional diploma.
- For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not met the benchmarks, to qualify for early release students, excluding those enrolled in credit-bearing work-based learning, must meet the following requirements:
  - Have a GPA of 2.5 and have passed or meet the assessment option requirements for all three end-of-course assessments

    AND
  - Are on track to meet the diploma requirements

    AND
  - Are concurrently enrolled in the appropriate Essentials for College Math or another mathematics course above their Junior year mathematics course and/or Essentials for College Literacy or another English Language Arts course above their Junior level English Language Arts course.

    OR

- Have a GPA of 2.5 and have passed or meet the assessment option requirements

AND

- Are on track to meet the diploma requirements

AND

- Students meet postsecondary requirements for placement and are enrolled in ENG Comp I and/or MAT College Algebra or have previously earned credit for ENG Comp I and/or MAT College Algebra

[13]Additional recommendations (not requirements) above the 24 Carnegie units and assessment requirements include:

- For early graduation, a student should successfully complete an area of endorsement
- Student should take a math or math equivalency senior year

[14]Courses designed using the Mississippi Alternate Academic Achievement Standards (MS AAAS) shall not be used as substitute courses or electives for students obtaining a traditional academic diploma with or without endorsements.

GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL OR JROTC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards.* Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (*See* Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*. Enrollment in online courses listed in this document must have prior approval granted by the principal.

To earn the Career and Technical or JROTC Endorsement, a student must complete the minimum graduation requirements as specified below, meet the requirements for each of the required high school assessments and complete all career and technical endorsement additional requirements. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37 -16-7.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with a Career and Technical Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4[1]	English I English II
MATHEMATICS	4[2]	Algebra I
SCIENCE	3[3]	Biology
SOCIAL STUDIES	3½	1 World History[4] 1 U.S. History[4] ½ U.S. Government[4] ½Economics[5] ½ Mississippi Studies[6]
PHYSICAL EDUCATION	½[7]	½ Physical Education
HEALTH	½[8]	½ Contemporary Health
TECHNOLGY or COMPUTER SCIENCE	1[9]	
THE ARTS	1[10]	
COLLEGE- AND CAREER- READINESS	1[11]	
CAREER and TECHNICAL/JROTC	4	
ELECTIVES	3½	
TOTAL UNITS REQUIRED	26[12, 13, 14]	

[1]Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same school year. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

[2]Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. Cambridge IGCSE Mathematics I may be accepted in lieu of Algebra I. One (1) of the four (4) required Carnegie units for mathematics may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for science or computer science unit. For approved Career and Technical course substitutions see Appendix A-12.

[3]One (1) of the three (3) required Carnegie units for science may be in AP Computer Science Principles. If used for a science unit, AP Computer Science Principals cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology. The following courses may be accepted for a science credit above Biology: any AP, Cambridge, or IB-DP science course, any approved dual credit natural or physical science course, any MDE-approved Special Topics in Science course, Botany, Chemistry, Earth and Space Science, Environmental Science, Genetics, Human Anatomy and Physiology, Marine and Aquatic Science I and II, Physical Science, Physics, Zoology I and II, PLTW Principles of Engineering, PLTW Engineering Design and Development, PLTW Human Body Systems, PLTW Medical Interventions.

[4]Based on the *2022 Mississippi College- and Career- Readiness Standards for Social Studies*, AP World History, DC World Civilization II, AP European History, or DC Western Civilization II may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

[5]A.P. Macroeconomics, A.P. Microeconomics, DC Macroeconomics, or DC Microeconomics can be taken in lieu of the required Economics course. For approved Career and Technical course substitutions see Appendix A-12.

[6]The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If a transfer student enters without a State/Local Government course, then any other one-half (½) unit social studies course (e.g., Civics, Law Related Education, Participation in American Democracy, Law and Policy, Contemporary Issues, etc.) may be accepted excluding U.S. Government and Economics. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

[7]The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the

instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music- Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

[8]Successful completion of JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirements for one-half (½) Carnegie unit in Health. For approved Career and Technical course substitutions see Appendix A-12.

[9]For approved course substitutions see Appendices A-12 and A-13.

[10]The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. Any course(s) in one of these areas can fulfill the required Carnegie unit in the Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the Arts requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

[11]The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. One (1) credit-bearing Carnegie unit of Career and Technical Work-Based Learning
2. Dual Credit SmartStart
3. JROTC III
4. Advanced Placement Seminar or equivalent International Baccalaureate or Cambridge International Courses
5. Freshman, Sophomore, Junior, and Senior MS College and Career Readiness Seminar course for Early College High Schools.

*An out-of-state student who transfers after the completion of the first semester of their senior year may substitute any other one (1) unit social studies course or a combination of one-half (½) Personal Finance and one-half (½) social studies course.

The CCR course may be taught in one (1) of the following sequences:

a. One (1) Carnegie unit Senior year only
b. One (1) Carnegie unit Junior year only
c. One-half (½) Carnegie unit in either freshman, sophomore, or junior year with the remaining one-half (½) Carnegie unit taught in either junior or senior year
d. One-fourth (¼) Carnegie unit per year beginning with the freshman year

[12]Additional requirements above Traditional Diploma Option and the 26 Carnegie units and the assessment include:

- Earn an overall GPA of 2.5
- Earn Silver level on ACT WorkKeys
- Must successfully complete one (1) of the following:
  - One (1) academic OR CTE dual credit and earn a C or higher in the course
  - Credit-bearing Work-based Learning
  - Earn a State Board of Education approved national credential
  - One (1) AP, Diploma Program-IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam.
  - NOCTI/JROTC Leadership and Employability Skills Credential
- For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not met the benchmarks, to qualify for early release students, excluding those enrolled in credit-bearing work-based learning, must meet the following requirements:

- Have a GPA of 2.5 and have passed or meet the assessment option requirements for all three end-of-course assessments

AND

- Are on track to meet the diploma requirements

AND

- Are concurrently enrolled in the appropriate Essentials for College Math or another mathematics course above their Junior year mathematics course and/or Essentials for College Literacy or another English Language Arts course above their Junior level English Language Arts course.

OR

- Have a GPA of 2.5 and have passed or meet the assessment option requirements

AND

- Are on track to meet the diploma requirements

AND

- Students meet postsecondary requirements for placement and are enrolled in ENG Comp I and/or MAT College Algebra or have previously earned credit for ENG Comp I and/or MAT College Algebra

[13]Additional recommendations (not requirements) above 26 Carnegie Units and assessment requirements include:

- For early graduation, refer to Rule 36.7, Early Graduation Policy.
- Students should take a math or math equivalency senior year

[14]Courses designed using the Mississippi Alternate Academic Achievement Standards (MS AAAS) shall not be used as substitute courses or electives for students obtaining a traditional academic diploma with or without endorsements.

GRADUATION REQUIREMENTS
STANDARD 14
TRADITIONAL DIPLOMA with an ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards.* Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (*See* Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Enrollment in online courses listed in this document must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of *the Approved Courses for the Secondary Schools of Mississippi*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 26 Carnegie units as specified below to earn a Traditional Diploma with an Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	**4**[1]	**English I** **English II** **Two (2) additional English Courses above English II**
MATHEMATICS	**4**[2]	**Algebra I** **Two (2) additional Math Courses above Algebra I**
SCIENCE	**3**[3]	**Biology** **Two (2) additional science courses above Biology**
SOCIAL STUDIES	**3½**	**1 World History**[4] **1 U.S. History**[4] **½ U.S. Government**[4] **½ Economics**[5] **½ Mississippi Studies**[6]
PHYSICAL EDUCATION	**½**[7]	**½ Physical Education**
HEALTH	**½**[8]	**½ Contemporary Health**
TECHNOLOGY or COMPUTER SCIENCE	**1**[9]	
THE ARTS	**1**[10]	
COLLEGE- and CAREER- READINESS	**1**[11]	
ELECTIVES	**7½**	**Must Include two (2) advanced electives of the College Preparatory Curriculum requirements** (This information is available from Institutions of Higher Learning.)

TOTAL UNITS REQUIRED	**26** [12, 13, 14]	

[1]Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same school year. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

[2]Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB- DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. Cambridge IGCSE Mathematics I may be accepted in lieu of Algebra I. One (1) of the four (4) required Carnegie units for mathematics may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a science or computer science unit. For approved Career and Technical course substitutions see Appendix A-12.

[3]One (1) of the three (3) required Carnegie units for science may be in AP Computer Science Principles. If used for a science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology. The following courses may be accepted for a science credit above Biology: any AP, Cambridge, or IB-DP science course, any approved dual credit natural or physical science course, any MDE-approved Special Topics in Science course, Botany, Chemistry, Earth and Space Science, Environmental Science, Genetics, Human Anatomy and Physiology, Marine and Aquatic Science I and II, Physical Science, Physics, Zoology I and II, PLTW Principles of Engineering, PLTW Engineering Design and Development, PLTW Human Body Systems, PLTW Medical Interventions.

[4]Based on the *2022 Mississippi College- and Career-Readiness Standards for Social Studies*, AP World History, DC World Civilization II, AP European History, or DC Western Civilization II may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

[5]A.P. Macroeconomics, A.P. Microeconomics, DC Macroeconomics, or DC Microeconomics can be taken in lieu of the required Economics course. For approved Career and Technical course substitutions see Appendix A-12.

[6]The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If a transfer student enters without a State/Local Government course, then any other one-half (½) unit social studies course (e.g., Civics, Law Related Education, Participation in American Democracy, Law and Policy, Contemporary Issues, etc.) may be accepted excluding U.S. Government and Economics. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

[7]The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music- Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

[8]Successful completion of JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half (½) Carnegie unit in Health. For approved Career and Technical course substitutions see Appendix A-12.

[9]For approved course substitutions see Appendices A-12 and A-13.

[10]The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. Any course(s) in one of these areas can fulfill the required Carnegie unit in the Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the art requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

[11]The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. One-credit of Career and Technical Work-Based Learning
2. Dual Credit SmartStart
3. JROTC III
4. Advanced Placement Seminar or equivalent International Baccalaureate or Cambridge International Courses.
5. Freshman, Sophomore, Junior, and Senior MS College and Career Readiness Seminar course for Early College High Schools.

*An out-of-state student who transfers after the completion of the first semester of their senior year may substitute any other one (1) unit social studies course or a combination of one-half (½) Personal Finance and one-half (½) social studies course.

The CCR course may be taught in one (1) of the following sequences:

a. One (1) Carnegie unit Senior year only
b. One (1) Carnegie unit Junior year only
c. One-half (½) Carnegie unit in either freshman, sophomore, or junior year with the remaining one- half (½) Carnegie unit taught in either junior or senior year
d. One-fourth (¼) Carnegie unit per year beginning with the freshman year

[12]Additional requirements above the Traditional Diploma Option, the 26 Carnegie units and the assessment requirements include:

- Earn an overall GPA of 2.5
- Two (2) elective courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Must successfully complete one (1) of the following:
  - ACT sub scores of 17 in English and 19 in Math
  - Essentials for College Math or Essentials for College Literacy (in senior year)
  - Students meet postsecondary requirements for placement and are enrolled in ENG Comp I and/or MAT College Algebra and earned a C or higher in either course or have previously earned credit for ENG Comp I and/or MAT College Algebra with a C or higher.
  - SAT equivalency subscore

- Must successfully complete one (1) of the following:
  - One (1) AP course with a C or higher and take the appropriate AP exam
  - One (1) Diploma Program-IB or Cambridge (AICE) course with a C or higher and take the appropriate exam
  - One (1) dual credit course and earn a C or higher in the course
- For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not met the benchmarks, to qualify for early release students, excluding those enrolled in credit-bearing work-based learning, must meet the following requirements:
  - Have a GPA of 2.5 and have passed or meet the assessment option requirements for all three end-of-course assessments

    AND
  - Are on track to meet the diploma requirements

    AND
  - Are concurrently enrolled in the appropriate Essentials for College Math or another mathematics course above their Junior year mathematics course and/or Essentials for College Literacy or another English Language Arts course above their Junior level English Language Arts course.

    OR
  - Have a GPA of 2.5 and have passed or meet the assessment option requirements

    AND
  - Are on track to meet the diploma requirements

    AND
  - Students meet postsecondary requirements for placement and are enrolled in ENG Comp I and/or MAT College Algebra or have previously earned credit for ENG Comp I and/or MAT College Algebra

[13]Additional recommendations (not requirements) above 26 Carnegie units and assessment requirements include:
- For early graduation, refer to Rule 36.7, Early Graduation Policy.
- Students should take a math or math equivalency senior year

[14]Courses designed using the Mississippi Alternate Academic Achievement Standards (MS AAAS) shall not be used as substitute courses or electives for students obtaining a traditional academic diploma with or without endorsements.

GRADUATION REQUIREMENTS STANDARD 14
TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Readiness Standards.* Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Enrollment in online courses listed in this document must have prior approval granted by the principal.

Any student who completes the minimum graduation requirements as specified below and has met the requirements for each of the required high school assessments is eligible to receive a high school diploma. Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing-course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi*.

Beginning school year 2018-2019 and thereafter, all entering ninth graders will be required to have a minimum of 28 Carnegie units as specified below to earn a Traditional Diploma with a Distinguished Academic Endorsement. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4[1]	English I English II Two (2) additional English Courses above English II
MATHEMATICS	4[2]	Algebra I Two (2) additional Math Courses above Algebra I
SCIENCE	4[3]	Biology Two (2) additional science courses above Biology
SOCIAL STUDIES	4	1 World History[4] 1 U.S. History[4] ½ U.S. Government[4] ½Economics[5] ½ Mississippi Studies[6]
PHYSICALEDUCATION	½[7]	½ Physical Education
HEALTH	½[8]	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1[9]	
THE ARTS	1[10]	
COLLEGE- and CAREER-READINESS	1[11]	
ELECTIVES	8	Must include two (2) advanced electives of the College Preparatory Curriculum requirements (This information is available from Institutions of Higher Learning).
TOTAL UNITS REQUIRED	28 [12,13,14]	

[1]Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same

school year. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

[2]Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental Mathematics may be taken only if a credit-bearing Math course is taken in the same school year. CCR Mathematics Grade 8, Ready for High School Mathematics, and Foundations of Algebra cannot be taken after a student has received a Carnegie unit in the CCR Algebra I course. At least two (2) of the four (4) required mathematics Carnegie units must be earned in courses higher than the CCR Algebra I course. The Ready for High School Mathematics course shall only be available for 8th grade or 9th grade students. Foundations of Algebra shall only be available for 9th grade students. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. Cambridge IGCSE Mathematics I may be accepted in lieu of Algebra I. One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a science or computer science unit. For approved Career and Technical course substitutions see Appendix A-12.

[3]One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology. The following courses may be accepted for a science credit above Biology: any AP, Cambridge, or IB-DP science course, any approved dual credit natural or physical science course, any MDE-approved Special Topics in Science course, Botany, Chemistry, Earth and Space Science, Environmental Science, Genetics, Human Anatomy and Physiology, Marine and Aquatic Science I and II, Physical Science, Physics, Zoology I and II, PLTW Principles of Engineering, PLTW Engineering Design and Development, PLTW Human Body Systems, PLTW Medical Interventions.

[4]Based on the *2022 Mississippi College- and Career- Readiness Standards for Social Studies,* AP World History, DC World Civilization II, AP European History, or DC Western Civilization II may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

[5]A.P. Macroeconomics, A.P. Microeconomics, DC Macroeconomics, or DC Microeconomics can be taken in lieu of the required Economics course. For approved Career and Technical course substitutions see Appendix A-12.

[6]The Carnegie credit earned for a State/Local Government course in any other state by an out-of-state transfer student can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If a transfer student enters without a State/Local Government course, then any other one-half (½) unit social studies course (e.g., Civics, Law Related Education, Participation in American Democracy, Law and Policy, Contemporary Issues, etc.) may be accepted excluding U.S. Government and Economics. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program.

[7]The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music- Choral-Ensembles),

instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

[8]Successful completion of JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half (½) Carnegie unit in health. For approved Career and Technical course substitutions see Appendix A-12.

[9]For approved course substitutions see Appendices A-12 and A-13.

[10]The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. Any course(s) in one of these areas can fulfill the required Carnegie unit in the Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the art requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

[11]The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. One-credit of Career and Technical Work-Based Learning
2. Dual Credit SmartStart
3. JROTC III
4. Advanced Placement Seminar or equivalent International Baccalaureate or Cambridge International Courses
5. Freshman, Sophomore, Junior, and Senior MS College and Career Readiness Seminar course for Early College High Schools.

*An out-of-state student who transfers after the completion of the first semester of their senior year may substitute any other one (1) unit social studies course or a combination of one-half (½) Personal Finance and one-half (½) social studies course.

The CCR course may be taught in one (1) of the following sequences:

a. One (1) Carnegie unit Senior year only
b. One (1) Carnegie unit Junior year only
c. One-half (½) Carnegie unit in either freshman, sophomore, or junior year with the remaining one- half (½) Carnegie unit taught in either junior or senior year
d. One-fourth (¼) Carnegie unit per year beginning with the freshman year

[12]Additional requirements above the Traditional Diploma Option, the 28 Carnegie units and the assessment requirements include:

- Earn an overall GPA of 3.0
- Two (2) elective courses must meet MS IHL CPC recommended requirements
- Must successfully complete one (1) of the following:
  - ACT sub scores of 18 in English and 22 in Math
  - SAT equivalency sub score
- Must successfully complete one (1) of the following:
  - One (1) AP course with a B or higher and take the appropriate AP exam
  - One (1) Diploma Program-IB or Cambridge (AICE) course with a B or higher and take the appropriate exam
  - One (1) dual credit course earning a B or higher in the course
- For early release, students must meet College- and Career-Readiness benchmarks of 17 in English and 19 in Math on the ACT sub-score OR earn a Silver level on the ACT WorkKeys suite of assessments. For seniors that have not met the benchmarks, to qualify for early release students, excluding those enrolled in credit-bearing work-based learning, must meet the following requirements:

- Have a GPA of 2.5 and have passed or meet the assessment option requirements for all three end-of-course assessments

AND

- Are on track to meet the diploma requirements

AND

- Are concurrently enrolled in the appropriate Essentials for College Math or another mathematics course above their Junior year mathematics course and/or Essentials for College Literacy or another English Language Arts course above their Junior level English Language Arts course.

OR

- Have a GPA of 2.5 and have passed or meet the assessment option requirements

AND

- Are on track to meet the diploma requirements

AND

- Students meet postsecondary requirements for placement and are enrolled in ENG Comp I and/or MAT College Algebra or have previously earned credit for ENG Comp I and/or MAT College Algebra

[13]Additional recommendations (not requirements) above 28 Carnegie units and assessment requirements include:

- For early graduation, refer to Rule 36.7, Early Graduation Policy.
- Students should take a math or math equivalency senior year

[14]Courses designed using the Mississippi Alternate Academic Achievement Standards (MS AAAS) shall not be used as substitute courses or electives for students obtaining a traditional academic diploma with or without endorsements.

GRADUATION REQUIREMENTS
STANDARD 14 ALTERNATE DIPLOMA OPTION
NOTE: This option shall be offered by districts for incoming ninth graders with significant cognitive disabilities in 2018-2019 and thereafter.

Only students identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the current edition of *Testing Students with Disabilities Regulations* and Miss. Admin Code 7-3: 78.1, State Board Policy Chapter 78, Rule 78.1, may be eligible to earn the Alternate Diploma. Each student graduating from a secondary school in an accredited school district with the Alternate Diploma will have earned the required units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the State Board approved Alternate Academic Achievement Standards. Course titles and identification numbers must appear in the current edition of the Approved Courses for Secondary Schools of Mississippi. (See Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy, Chapter 28, Rules 28.2 and 28.3.) Students with significant cognitive disabilities enrolled in grades 7 – 12 may be awarded a credit provided the course content is a credit bearing course in the current edition of the *Approved Courses for the Secondary Schools of Mississippi.*

Any student with a significant cognitive disability who completes the minimum graduation requirements as specified below and has achieved a level of Passing or Proficient on the end-of-course alternate assessments, is eligible to receive an Alternate Diploma. Students must participate in the alternate assessments during the year the student is enrolled in the corresponding courses (Alternate Biology, Alternate English II, Alternate Algebra). The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

The Alternate Diploma meets the requirements for graduation rate in the same manner as a Traditional Diploma. Students with this diploma must contact the postsecondary institution to determine Ability to Benefit (ATB) and eligibility for enrollment.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
ENGLISH	4[1]	Alternate English I	CCR English I
		Alternate English II	CCR English II
		Alternate English III Alternate English IV	CCR English III CCR English IV Broadcast Journalism Debate Foundations of Journalism Mississippi Writers Oral Communications Print Journalism Survey of African American Writing Technical and Workplace Writing World Literature
MATHEMATICS	4[2]	Alternate Math I	CCR Compacted Math 7 CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) Foundations of Algebra (Grade 9 only)
		Alternate Math II	CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) Foundations of Algebra (Grade 9 only) Advanced Technical Mathematics
		Alternate Math III	Advanced Technical Mathematics (must be taken prior to CCR Algebra I) CCR Geometry

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
			CCR Algebra II (contingent on passing CCR Algebra I)
		Alternate Algebra	CCR Algebra I
SCIENCE	2	Alternate Biology	Biology
		Alternate Science II	Courses worth 1 Carnegie Unit Physical Science Earth and Space Science Human Anatomy and Physiology Foundations of Biology OR Courses worth ½ Carnegie Unit Environmental Science Genetics Geology Zoology I Zoology II Astronomy Botany Foundations of Science Literacy
SOCIAL STUDIES	2	Alternate History	US History
		Alternate Social Studies	Courses worth 1 Carnegie Unit World History Courses worth ½ Carnegie Unit Economics US Government Mississippi Studies Psychology Sociology World Geography
HEALTH	½ [3]	Alternate Health	Contemporary Health Healthcare & Clinical Services I Theory and Application of Health Sciences JROTC I and II
PHYSICAL EDUCATION	½ [4]	Physical Education	Physical Education
CAREER READINESS	4 [5]	Career Readiness I-IV	Career Readiness was designed specifically for the Alternate Diploma
LIFE SKILLS DEVELOPMENT	4 [5]	Life Skills Development I-IV	Life Skills Development was designed specifically for the Alternate Diploma
THE ARTS	1 [6]	The Arts	
ELECTIVES	2		Any Carnegie unit credit bearing courses or a combination of ½ Carnegie unit credit bearing courses
TOTAL UNITS REQUIRED	**24**		

[1]Carnegie units earned for Supplemental English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Supplemental English may be taken only if a credit-bearing English course is taken in the same school year.

[2]Carnegie units earned for Supplemental Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective

graduation requirements. Supplemental Mathematics may be taken only if a credit-bearing Math course is taken in the same school year.

[3]Successful completion in JROTC I and JROTC II shall be accepted as requirement met for Contemporary Health to meet graduation requirement for one-half (1/2) Carnegie unit in Health. Dual credit Personal and Community Health may be accepted in lieu of the graduation requirement for one-half (½) Carnegie unit in Health. For approved Career and Technical course substitutions see Appendix A-12.

[4]The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music-Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e., Choral, Music- Choral-Ensembles), instrumental performance courses (i.e., Band, Music Instrumental Ensembles, Strings), dance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

[5]Evidence of proficiency in technology is embedded in the course strands for both Career Readiness and Life Skills Development so that students with significant cognitive disabilities may be taught these skills within the natural environment assuring greater application and generalization of the skills.

[6]The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the art requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

GRADUATION REQUIREMENTS
STANDARD 14
CERTIFICATE OF COMPLETION
Note: This option shall be offered by districts for incoming freshmen beginning in school year 2018-2019 and thereafter.

A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP). Students eligible to receive a Certificate of Completion should fall into one (1) of the following categories:

1. Students without a Significant Cognitive Disability at the end of 8th grade who:
   - Are 16 years old or older; **AND**
   - At least three (3) or more grade levels below their peers in reading and math; **AND**
   - Have a signed statement from the parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma.

2. Students without a Significant Cognitive Disability who have not yet turned sixteen (16) by the end of the eighth grade should transition to the ninth grade on a diploma path.

3. Students with a Significant Cognitive Disability at the end of 8th grade who:
   - Have extremely limited or no receptive and expressive communication skills **AND**
   - Have a signed statement from the parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post- secondary opportunities requiring a diploma.

4. Students with or without a Significant Cognitive Disability at the end of their third year of high school (6 semesters) who:
   - Have not earned at minimum of 3 English units, 3 math units, 2 science units, 2 social studies units, and 5 electives; **AND**
   - Have a signed statement from the parent acknowledging the Certificate of Completion is not a traditional high school diploma and will not meet the requirements for entry into careers or post-secondary opportunities requiring a diploma; **AND**
   - Have evidence of 3 or more years of intensive intervention implemented in middle and/or high school to earn Carnegie units. Evidence may include, but is not limited to:
     - Progress monitoring data from reading intervention programs or math intervention programs
     - Documentation of accommodations and modifications provided in the general education courses and assessments
     - Course schedules outlining dedicated time for intervention.

The student's IEP committee determines the course of study for the Certificate of Completion. Areas of instruction should be developed based on the unique needs of the individual student. Course work shall be appropriate for the student and may include:

- Intensive remediation in deficit area skills
- Career preparation courses
- Life skills courses

Students earning the Certificate of Completion should have completed at least four (4) years of high school and/or be at least 19 years of age at the time of graduation.

Students pursuing a Certificate of Completion are required to participate in the Mississippi statewide assessment program deemed appropriate by their Individualized Educational Plan (IEP) Committee.

APPENDIX A-11

Students working toward the Certificate of Completion who meet the criteria for a Significant Cognitive Disability are required to participate in the high school end-of-course alternate assessment during the school year the student is enrolled in the corresponding alternate course (Alternate Biology, Alternate English II, Alternate Algebra).

Students working toward the Certificate of Completion who do not meet the criteria for a Significant Cognitive Disability are required to participate in the regular high school end-of course subject area test(s) during the school year the student is enrolled in the corresponding course(s).

It is ultimately the responsibility and decision of the IEP Committee to determine the appropriate exit option for a student with disabilities based on the appropriate data.

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
Introduction to Horticulture (991402) Horticulture Plant Processes (991403) Horticulture Nursery (991404) Horticulture Landscape and Turfgrass (991405)	units are awarded other than the 4 Carnegie units for the CTE course.	
Principles of Agriscience (993460) **AND ANY TWO OF THE FOLLOWING:** Diversified Agriculture Animals Core (993423) Diversified Agriculture Environment Core (993424) Diversified Agriculture Food Science (993425) Diversified Agriculture Mechanization Core (993426) Diversified Agriculture Plants Core (993427) Diversified Agriculture Poultry Science (993428) Diversified Agriculture Veterinary Science (993429) Diversified Agriculture Precision Agriculture (993432) Diversified Agriculture Turfgrass Management (993431) **PLUS** Diversified Agriculture Capstone (993433)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Principles of Agriscience (993460)	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Concepts of Agriscience (991000) (No longer offered) **Note:** The above course ends with freshman cohort class 2021-2022	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Introduction to Agriscience (029990) (No longer offered) **Note:** The above course ends with freshman cohort class 2021-2022	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Architecture and Construction		
Architectural Design & Drafting I (994300) Architectural Design & Drafting II (994301) **OR** Concepts of Drafting (994302) Drafting and Design (994303) Architectural Drafting (994304) Architectural Drafting Application (994305)	1 unit of **Technology** and 1 unit of **Math** (other than Algebra I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Math Credit **OR** 1 Advanced Elective Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
Arts, Audio-Visual Technology, and Communications		
Digital Media Technology I (994100) Digital Media Technology II (994101) **OR** Orientation to Digital Media (994108) Fundamentals of Digital Media (994109) Theory and Applications of Digital Media I (994110) Theory and Applications of Digital Media II (994111)	1 unit of Technology and 1 unit of Art may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology **OR** 1 Art Credit **OR** 1 Advanced Elective Credit
Simulation and Animation Design I (994400) Simulation and Animation Design II (994401) **OR** Ethics, Design Theory, and Photography (994402) Design Visualization and Character Development (994403) Audio and Video Production (994404) Business, Evaluation, and Development of Simulation and Animation Projects (994405)	1 unit of Technology/Computer Science and 1 unit of Art may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
Multimedia Core (10801) **AND ANY TWO OF THE FOLLOWING:** Multimedia – Broadcast Foundations (10890) Multimedia – Advanced Broadcast Production (10891) Multimedia – Digital Design (10892) Multimedia – Digital Video Production (10893) **PLUS** Multimedia – Capstone (TBD for '25-'26)	1 unit of Technology and 1 unit of Art may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology **OR** 1 Art Credit **OR** 1 Advanced Elective Credit
Broadcasting Journalism I (994600) Broadcasting Journalism II (994601) **OR** Television Broadcasting and Production I (994602) Television Broadcasting and Production II (994603) Television Broadcasting and Production III (994604) Television Broadcasting and Production IV (994605)	1 unit of Technology and 1 unit of Art may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
Business, Marketing, and Finance		
Business Fundamentals (992300) (No longer offered) **OR** Business Fundamentals I (992301) (No longer offered) Business Fundamentals II (992302) (No longer offered) **Note:** The above courses end with freshman cohort class 2021-2022	May be accepted in lieu of the ½ Economics requirement for graduation.	½ Social Studies Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
Business, Marketing, and Finance I (992004) Business, Marketing, and Finance II (992005) **OR** Fundamentals of Business & Entrepreneurship (992404) Marketing (992403) Management (992309) Finance (992003)	Completion of the 4 Carnegie units may satisfy the ½ unit Personal Finance requirement. **AND** Completion of the 4 Carnegie units may satisfy the ½ unit Economics requirement for graduation.	1 Social Studies Credit **OR** 1 Advanced Elective Credit
Health Science		
Health Science Core (995100) Healthcare and Clinical Services (995101) **OR** Health Science Core I (995102) Health Science Core II (995103) Healthcare and Clinical Services I (995104) Healthcare and Clinical Services II (995105)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Health Science Core (995100) **OR** Health Science Core I (995102) Health Science Core II (995103)	Requirement Met for ½ credit of Contemporary Health. No additional Carnegie units are awarded.	No CPC Credit
Health Science Core (995100) Sports Medicine and Therapeutic Services (9952000) **OR** Health Science Core I (995102) Health Science Core II (995103) Sports Medicine Theory and Application I (995202) Sports Medicine Theory and Application II (995203)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Information Technology		
Information Technology I (992206) Information Technology II (992207) **OR** Information Technology Fundamentals I (992208) Information Technology Fundamentals II (992209) Information Technology Networking I (992210) Information Technology Networking II (992211)	1 unit of Technology may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
Science, Technology, Engineering, and Mathematics		
Engineering I (994000) Engineering II (994001) **OR** Engineering Fundamentals (994002) Engineering Applications (994003) Engineering Design (994004) Engineering Systems (994005)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Engineering (994000) Engineering II (994001) **OR**	1 unit of Technology and 1 unit of Science (other than Biology I) may be awarded as a Requirement Met	1 Technology Credit **OR** 1 Advanced Elective Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
Engineering Fundamentals (994002) Engineering Applications (994003) Engineering Design (994004) Engineering Systems (994005)	upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	
Polymer Science I (994500) Polymer Science II (994501 **OR** Introduction to Polymer Science I (994502) Introduction to Polymer Science II (994503) Advanced Topics in Polymer Science (994504) Careers in Polymer Science (994505)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Unmanned Aircraft Systems I (235100) Unmanned Aircraft Systems II (235110) **OR** Introduction to Unmanned Aerial Systems (235130) Foundations of Unmanned Aerial Systems (235125) Applications of Unmanned Aerial Systems (235120) Advanced Unmanned Aerial Systems (235115)	1 unit of Technology may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
Manufacturing		
Instrumentation I (235050) Instrumentation II (235051) **OR** Fundamentals of Instrumentation (235060) Application of Instrumentation (235061) Theory of Instrumentation (235062) Advanced Skills of Instrumentation (235063)	1 unit of Technology may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
Precision Machining I (993403) Precision Machining II (993404) **OR** Fundamentals of Precision Machining (993405) Application of Precision Machining (993406) Theory of Precision Machining (993407) Advanced Skills of Precision Machining (993408)	1 unit of Technology may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit
NOTE: Maximum of 2 units may be awarded as graduation requirements met for science.		
Technology/Computer Science Credits		
Technology Foundations (992307 & 110630) (No longer offered)	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
ICT II (CTE: 000272) (Academic: 110620) (No longer offered after SY 2020-2021)	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9 CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
STEM Applications (000273) (No longer offered)	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Cyber Foundations I (000284)	1 unit of Technology/Computer Science may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Cyber Foundations II (000286)	1 unit of Technology/Computer Science may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Exploring Computer Science (000283)	1 unit of Technology/Computer Science may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Computer Science and Engineering (000287)	1 unit of Technology/Computer Science may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
E-Commerce (993430)	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	1 Technology Credit
Exploring Careers (990002) *	1 unit of Technology may be awarded as Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded.	No CPC Credit
***Please check the latest SBE-approved guidelines for Exploring Careers, formerly Keystone, as the technology credit awarded for this course should end after the 2020-2021 school year.**		
Web and Programming Concepts (902147) Client-side Programming (902148) SQL Programming (902105) Python I (902110)	1 unit of Technology/Computer Science may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Technology Credit **OR** 1 Advanced Elective Credit

Acceptable Secondary Course Substitutions for Technology and/or Computer Science

Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met
Media Arts	
AP - 2-D Art and Design (500738)	1 unit of Technology or Art Credit
AP - 3-D Art and Design (500739)	1 unit of Technology or Art Credit
Media Arts – Animation (Grade 9-12) (500162)	1 unit of Technology or Art Credit
Media Arts – Digital Sound Design (Grade 9-12) (500163)	1 unit of Technology or Art Credit
Media Arts – Graphic Arts and Web Design (Grade 9-12) (500169)	1 unit of Technology or Art Credit
Media Arts – Interactive & Game Design (Grade 9-12) (500167)	1 unit of Technology or Art Credit
Media Arts – Interdisciplinary Media Design (Grade 9-12) (500165)	1 unit of Technology or Art Credit
Media Arts – Introduction to Media Arts (Grade 9-12) (500160)	1 unit of Technology or Art Credit
Media Arts – Moving Image (Grade 9-12) (500161)	1 unit of Technology or Art Credit
Media Arts – Performance Design and Documentation (Grade 9-12) (500170)	1 unit of Technology or Art Credit
Media Arts – Virtual Design (Grade 9-12) (500166)	1 unit of Technology or Art Credit
Theatre – High-Tech Video Production (500522)	1 unit of Technology or Art Credit
Graphic Design I (070333)	0.5 unit of Technology or Art Credit
Graphic Design II (070334)	0.5 unit of Technology or Art Credit
DL – Web Page Design (110197)	1 unit of Technology or Art Credit
Broadcast Journalism (100104)	1 unit of Technology or Art Credit
Electronic Communication Production I (Grades 10-12) (100191)	1 unit of Technology or Art Credit
Business Classes	
E-Commerce (110735)	1 unit of Technology Credit
Information and Web Services	
Introduction to Information Technology (110600)	1 unit of Technology Credit
PLTW: Cyber Security – CTE (232080)	1 unit of Technology Credit
PLTW: Cyber Security – Secondary (561054)	1 unit of Technology Credit
Web Design (110705)	1 unit of Technology Credit
Web Design II (110706)	1 unit of Technology Credit
Web Design and Media Rich Content (110700)	1 unit of Technology Credit
Engineering	
Engineering II: Robotics (450258)	1 unit of Technology Credit
PLTW: Engineering: Essentials (Academic) (561055)	1 unit of Technology Credit
PLTW: Engineering: Aerospace Engineering	1 unit of Technology Credit

Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met
(Academic) (561017)	
PLTW Engineering: Computer Integrated Manufacturing (Academic) (561019)	1 unit of Technology Credit
PLTW Engineering: Digital Electronics (Academic) (561022)	1 unit of Technology Credit
PLTW Engineering: Engineering Design and Development (Academic) (561021)	1 unit of Technology Credit
PLTW Engineering: Introduction to Engineering Design (Academic) (561024)	1 unit of Technology Credit
PLTW Engineering: Principles of Engineering (561023)	1 unit of Technology Credit
PLTW: Engineering: Aerospace Engineering (CTE) (561012)	1 unit of Technology Credit

All CS credits can count for a Technology credit.

Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met
AP Computer Science A (110141)	1 Unit of Computer Science Credit
Client – Side Programming (110138)	1 Unit of Computer Science Credit
AP Computer Science Principles (110145)	1 Unit of Computer Science Credit
Concepts in Programming and Web (110137)	1 Unit of Computer Science Credit
Concepts in SQL and Database (110136)	1 Unit of Computer Science Credit
Visual Basic Programming Language (110139)	1 Unit of Computer Science Credit
PLTW: Computer Science A (232070)	1 Unit of Computer Science Credit
PLTW: Computer Science Essentials (Academic) (561054)	1 Unit of Computer Science Credit
PLTW: Computer Science Principles (Academic) (232065)	1 Unit of Computer Science Credit
PLTW: Computer Science Essentials (561036)	1 Unit of Computer Science Credit
PLTW: Cybersecurity – (CTE) (232080)	1 Unit of Computer Science Credit
PLTW: Cybersecurity – Academic (561054)	1 Unit of Computer Science Credit
Computer Science and Engineering (000287)	1 Unit of Computer Science Credit
CSC 1113 Computer Concepts	1 Unit of Computer Science Credit
CSC 1123 Computer Applications I	1 Unit of Computer Science Credit

Cambridge and International Baccalaureate technology and computer science courses may meet the required technology/computer science requirement for graduation per MDE Office of Secondary Education approval.

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