

HARRISON COUNTY SCHOOL BOARD
AGENDA
September 28, 2026
5:30 PM

- I. Call to Order
- II. Items to be added:
- III. Approve Agenda (BCBH)
- IV. Approve Minutes (BCBH)
 - 9/14/2026 School Board Minutes
- V. School Presentation — Orange Grove Elementary School
- VI. Public Comments (sign-ins) (BCAF)
- VII. Old Business
 - A. Policy Review & Revisions — Second Reading and Recommended Adoption 5
 - **Annual Review of Policy**
 - Section I: Instructional Program
 - **Policy Revisions:**
 - Section IAC: Virtual Learning Days
 - Section IDDF: Special Education Programs
 - Section IDDH: Section 504 American with Disabilities Act-Non-Discrimination
 - Section IDE: Gifted Education Program
 - Section IEB: Speech-Language Screening
 - Section IFBD: School Libraries
 - Section IHE: Promotion and Retention
 - B. Policy Revisions — Second Reading and Recommended Adoption 180
 - **Policy Revisions:**
 - Section LAA-E(1) - Title I Family and Community Engagement
 - C. Policy Revisions — Second Reading and Recommended Adoption
 - **Policy Revisions:**
 - Section DJEAA — Purchasing Procedures
 - D. Review Office of Special Education Procedures — Second Reading and Recommended Adoption
- VIII. New Business
 - A. Approve General Ledger and Financial Statements:
 - August 2026 General Ledger
 - August 2026 — Activity Statement
 - August 2026 — Agency Accounts
 - B. *Policy Review and Revisions — First Reading
 - Section JDG-E(1): Readmission and Denial of Admission
 - C. Superintendent Report — District Updates — NO ACTION
 - Superintendent Summary
 - *Discipline Sample Form - Notice of Expulsion & Parent Resource to Rehabilitation
 - D. Discipline
 - 1. Discipline Committee Decisions (JCCA)
 - E. Consent Agenda Items

The items listed below are consent agenda items, which may be approved in one action of the Board. It is noted¹that any item may be removed from the consent

agenda for separate action or discussion of the Board. An asterisk (*) denotes an item added to the agenda after the original release on Thursday.

1. Approve Claim Docket for checks prepared and reconciled by the Accounting Department. (DJ)
 - 09/18/2026
 - 09/28/2026
2. Authorize payment in the amount of \$8,155.08 to Wynn E. Clark for professional services rendered through September 24, 2026. Specific cases are detailed in the document provided and on file. (FDGB)
 - 16th Section Billings: \$0.00
 - HCSD Litigation Billings: \$8,155.08
3. Authorize payment in the amount of \$1,390.50 to Carr Allison for professional services rendered through August 31, 2026. Specific cases are detailed in the document provided and on file. (FDGB)
4. Authorize payment in the amount of \$27,249.50 to Adams & Reese for professional services rendered through August 31, 2026. Specific cases are detailed in the document provided and on file. (FDGB)
5. Authorize payment in the amount of \$359,229.00 to Harrison County Board of Supervisors for School Resource Officers for: (FDGB)
 - SY2025-2026 Fourth Quarter \$359,229.00
6. Approve the transition of Harrison County School District's fuel card services from Fuelman to the Shell Card Business Flex Program to provide the District with lower fuel costs and increased accessibility to fuel stations and authorize the Superintendent or designee to execute the necessary documents.
7. Authorize Harrison County School District to contact the Harrison County Board of Supervisors for assistance in providing labor for fixing 2 sink holes and restriping softball parking lot, at HCHS to enhance safety, traffic flow, and accessibility for both staff and families.
8. Approve Federal Program funds to pay FY27 Title IV Fall Dual Credit Fees 1st Semester for students that are eligible through Title IV. Attached is a list of names for each high school. (IDAG)
9. Approve affidavit for removal of property from the fixed asset inventory list for CDC and Maintenance. These items are broken, beyond repair, outdated, stolen, or damaged. (DM)
10. Approve out-of-state travel for Crossroads Elementary School:
 - 11/19/2026 - 4th-6th Grade Journey students - travel to Mobile, AL to attend the Mobile International Festival. Transportation by HCSD School Bus. Costs - \$12.00 per student collected from each attendee. This fee includes admission to the festival and food tokens.
11. Approve 2026-27 D'Iberville Middle School fundraiser add-ons.
12. Approve the request allowing the organization of an agency account and adopt the Bylaws for the following:
 - Creekbend Elementary Middle School:
 - Fast pitch Softball Bylaws
 - Harrison Central High School:
 - Travel & Culture Club Bylaws
13. Approve payment of West Wortham Elementary Middle School parent engagement facilitators. This has been approved through the Consolidated Federal Programs Application that was approved by the School Board at the September 14th meeting and will be paid out of WWEMS Title I Funds.
14. Approve North Woolmark² Elementary and Middle School request for:

- **Writing Club** and By-Laws for students in grades 6-8.
 - **26-27 Fundraiser** add on for the Football Booster Club: Pajama and Hat Day Fridays
 - **Out-of-State Travel Cheerleading Competition — Parents will be responsible for transportation to and from each competition:**
 - **11/07/2026** - travel to Mobile, AL for Mobile Regional Competition.
 - **11/15/2026** - travel to Baton Rouge, LA for Baton Rouge Regional Competition.
 - **12/20/2026** - travel to Lafayette, LA for Louisiana Regional Competition.
15. Approve out-of-state travel for D'Iberville High School:
- **Girls Basketball**
 - **11/07/2026** - travel to Gulf Shores, AL for Tip-Off Classic. Transportation will be HCSD Buses.
 - **12/28/2026 - 12/30/2026** - travel to Gulf Shores, AL for Holiday Classic. Transportation will be HCSD Buses.
 - **01/26/2027** - travel to Saraland, AL, for Game. Transportation will be HCSD Buses.
 - **Boys Basketball**
 - **01/26/2027** -travel to Saraland, AL, for Game. Transportation will be HCSD Buses.
 - **Cheer**
 - **11/07/2026** - travel to Mobile, AL for Cheerleading competition. Parents will provide transportation. The \$1,254.00 cost will be parents paid through the booster club.
 - **02/03/2027 - 02/10/2027** - travel to Orlando, FL for National Cheerleading Competition. Parents will provide transportation. The \$26,000.00 cost will be parents paid through the booster club.
 - **Softball**
 - **4/12/2027** - travel to Baker, AL for Softball game. Transportation will be HCSD Buses.
16. Approve 2026-27 Harrison Central High School fundraiser add-ons.
17. Approve out-of-state travel for Harrison Central High School:
- **10/24/2026 - MU ALPHA THETA** - travel to Fontainebleau High School, Mandeville, LA for a Math Competition. Transportation will be Harrison County School Buses.
 - **11/20/2026 World Language Club & EmpowerHer** — travel to Mobile Civic Center Arena, Mobile, AL for the Mobile International Festival; Transportation will be Harrison County School Buses.
18. Approve out-of-state travel for West Harrison High School:
- **05/31/2027 - 06/09/2027 Explorers Club** - travel to Greece and Italy using Education First - EF Tours for all travel needs. Students will sign up and pay EF Tours. Students are responsible for the costs and will have opportunities to fundraise throughout the school year.
19. Authorize extending homebound services for students due to medical condition, as follows: (IDDC)
- DHS Student Id#: 001381062
 - WHHS Student Id#: 001447198

20. Approve transfer request for the 2026-2027 school year for the out-of-district students. Lists of Transfer Students INTO Harrison County School District from the following Districts are attached:
 - Hancock County School District
- F. Approval of the following:
 1. Personnel (GBD:GBQ)
 - a. Personnel Recommendations
 - b. 2027-28 CTE Teacher contract term from 205 days to 197 days.
 2. Lowest Quote, Contract Services, Professional Development and/or Travel (DJED)
 3. Single Source (DJED)
 - None
- G. Executive Session
 1. Student Appeals
 - None
 2. HCSD Certified Staff Suspension Appeal Hearing
- H. Discuss School Board Member attendance:
 - 11/16/2026 - 11/17/2026 MSBA Policy Fall Leadership Conference, Sheraton Flowood Refuge Hotel & Conf. Center
- IX. MSBA 2027 Legislative Survey
- X. Reminders
 - 10/5/2026 - 10/09/2026 HCSD Fall Break
 - 10/12/26–5:30 p.m. School Board Meeting
 - School Presentation — CBEMS
 - 10/26/2026 - 5:30 p.m. School Board Meeting held at Center for Excellence
 - Recognition of Teachers in the Top 25 by Scale Score on MAAP Assessments
 - 11/16/2026 - 11/17/2026 MSBA Policy Fall Leadership Conference, Sheraton Flowood Refuge Hotel & Conf. Center
- XI. Adjourn



September 14, 2026

To: Mr. William Bentz
Superintendent of Education

From: Natasha R. Williams, Ph.D.
Director of Research & Development

Re: Annual Review of Policy Section I: Instructional Program

Attached you will find Policy Section I: Instructional Program. The Harrison County School Board subscribes to the Mississippi School Board Association Policy Service, and it is up to each district that subscribes to this service to adopt, review, revise and implement policy to ensure compliance with current practices.

Please advise if you have any questions or concerns regarding the attached policies. Thanks in advance for your consideration.



September 14, 2026

To: Mr. William Bentz
Superintendent of Education

From: Natasha R. Williams, Ph.D.
Director of Research & Development

Re: Approval of Revisions to Policy IAC: Virtual Learning Days

Please find attached the revisions for Policy IAC: Virtual Learning Days. The Harrison County School Board subscribes to the Mississippi School Board Association Policy Service, and it is up to each district that subscribes to this service to adopt, review, revise, and implement policy to ensure compliance with current practices.

Please advise if you have any questions or concerns regarding the attached policy. Thanks in advance for your consideration.



September 14, 2026

To: Mr. William Bentz
Superintendent of Education

From: Natasha R. Williams, Ph.D.
Director of Research & Development

Re: Approval of Revisions to Policy IDDF: Special Education Programs

Please find attached the revisions for Policy IDDF: Special Education Programs. The Harrison County School Board subscribes to the Mississippi School Board Association Policy Service, and it is up to each district that subscribes to this service to adopt, review, revise, and implement policy to ensure compliance with current practices.

Please advise if you have any questions or concerns regarding the attached policy. Thanks in advance for your consideration.



September 14, 2026

To: Mr. William Bentz
Superintendent of Education

From: Natasha R. Williams, Ph.D.
Director of Research & Development

Re: Approval of Revisions to Policy IDDH: Section 504-American with Disabilities Act-
Non-Discrimination

Please find attached the revisions for Policy IDDH: Section 504-American with Disabilities Act-Non-Discrimination. Harrison County School Board subscribes to the Mississippi School Board Association Policy Service, and it is up to each district that subscribes to this service to adopt, review, revise, and implement policy to ensure compliance with current practices.

Please advise if you have any questions or concerns regarding the attached policy. Thanks in advance for your consideration.



September 14, 2026

To: Mr. William Bentz
Superintendent of Education

From: Natasha R. Williams, Ph.D.
Director of Research & Development

Re: Approval of Revisions to Policy IDE: Gifted Education Program

Please find attached the revisions for Policy IDE: Gifted Education Program. The Harrison County School Board subscribes to the Mississippi School Board Association Policy Service, and it is up to each district that subscribes to this service to adopt, review, revise, and implement policy to ensure compliance with current practices.

Please advise if you have any questions or concerns regarding the attached policy. Thanks in advance for your consideration.



September 14, 2026

To: Mr. William Bentz
Superintendent of Education

From: Natasha R. Williams, Ph.D.
Director of Research & Development

Re: Approval of Revisions to Policy IEB: Speech-Language Screening

Please find attached the revisions for Policy IEB: Speech-Language Screening. Harrison County School Board subscribes to the Mississippi School Board Association Policy Service, and it is up to each district that subscribes to this service to adopt, review, revise, and implement policy to ensure compliance with current practices.

Please advise if you have any questions or concerns regarding the attached policy. Thanks in advance for your consideration.



September 14, 2026

To: Mr. William Bentz
Superintendent of Education

From: Natasha R. Williams, Ph.D.
Director of Research & Development

Re: Approval of Revisions to Policy IFBD: School Libraries

Please find attached the revisions for Policy IFBD: School Libraries. The Harrison County School Board subscribes to the Mississippi School Board Association Policy Service, and it is up to each district that subscribes to this service to adopt, review, revise, and implement policy to ensure compliance with current practices.

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September 14, 2026

To: Mr. William Bentz
Superintendent of Education

From: Natasha R. Williams, Ph.D.
Director of Research & Development

Re: Approval of Revisions to Policy IHE: Promotion and Retention

Please find attached the revisions for Policy IHE: Promotion and Retention. The Harrison County School Board subscribes to the Mississippi School Board Association Policy Service, and it is up to each district that subscribes to this service to adopt, review, revise, and implement policy to ensure compliance with current practices.

Please advise if you have any questions or concerns regarding the attached policy. Thanks in advance for your consideration.

Board Policy Manual - Table of Contents

I. Instructional Program (79)

Code	Title	Type	Original Adopted Date	Last Revised Date	Last Reviewed Date
IAAB	Staff Conduct on Virtual Meetings	P	05/24/2021	09/22/2025	09/22/2025
IAC	Virtual Learning Days	P	08/02/2021	09/09/2024	09/22/2025
IAC	[DRAFT] Virtual Learning Days	P	08/02/2021	09/09/2024	09/22/2025
IAC-E(1)	Virtual Learning Days	E	08/02/2021	09/22/2025	09/22/2025
IB	Instructional Goals	P	09/17/2013	09/22/2025	09/22/2025
IC	Curriculum Development	P	09/17/2013	02/19/2018	09/22/2025
ICA	Curriculum Development Resources / Equipment and Supplies Selection and Adoption	P	09/17/2013	09/22/2025	09/22/2025
ICB	Curriculum Development Planning	P	09/17/2013	02/06/2017	09/22/2025
ICF	Curriculum Adoption	P	09/17/2013	09/22/2025	09/22/2025
ICFA	Textbook Policy	P	03/07/2016	09/22/2025	09/22/2025
ICG	Sex-Related Education	P	09/17/2013	09/22/2025	09/22/2025
ICHI	Literacy Based Promotion	P	09/17/2013	02/06/2017	09/22/2025
ICI	Health and Physical Education	P	09/17/2013	09/22/2025	09/22/2025
ICIB	CPR/AED Instruction	P	03/07/2016	09/22/2025	09/22/2025
ICL	Conflict Resolution and Peer Mediation Materials	P	09/17/2013	09/22/2025	09/22/2025
ID	Instructional Program Management	P	09/17/2013	09/22/2025	09/22/2025

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Code	Title	Type	Original Adopted Date	Last Revised Date	Last Reviewed Date
IDA	Education Plan / Program Improvement	P	09/17/2013	09/17/2013	09/22/2025
IDAD	Career Education	P	09/17/2013	09/17/2013	09/22/2025
IDAG	Dual Enrollment	P	09/17/2013	06/29/2026	06/29/2026
IDCAB	Credit Recovery Program	P	09/17/2013	09/22/2025	09/22/2025
IDDC	Homebound Instruction Program	P	09/17/2013	09/22/2025	09/22/2025
IDDC-E(1)	Homebound Instruction Program	E	09/17/2013	05/09/2025	05/09/2025
IDDCA	Guidance Services	P	09/17/2013	09/22/2025	09/22/2025
IDDE	Driver Training	P	09/17/2013	09/22/2025	09/22/2025
IDDF	Special Education Programs	P	09/17/2013	09/22/2025	09/22/2025
IDDF	[DRAFT] Special Education Programs	P	09/17/2013	09/22/2025	09/22/2025
IDDFAAA	Confidentiality of Data of Students with Disabilities	P	12/07/2015	09/22/2025	09/22/2025
IDDGA	Child Find	P	12/07/2015	09/22/2025	09/22/2025
IDDH	Section 504 -- Americans With Disabilities Act -- Non Discrimination	P	09/17/2013	07/17/2025	09/22/2025
IDDH	[DRAFT] Section 504 -- Americans With Disabilities Act -- Non Discrimination	P	09/17/2013	07/17/2025	09/22/2025
IDDHA	Section 504 -- Americans With Disabilities Act Procedures (Employees and School Visitors)	P	09/17/2013	09/17/2013	09/22/2025
IDDHB	Section 504 Procedures (Students)	P	09/17/2013	09/22/2025	09/22/2025
IDDHC	Placement of Special Education Students	P	12/07/2015	09/22/2025	09/22/2025
IDDHE	Service Animal Policy	P	03/14/2016	10/07/2019	09/22/2025

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Code	Title	Type	Original Adopted Date	Last Revised Date	Last Reviewed Date
IDE	Gifted Education Program	P	08/05/2024	09/22/2025	09/22/2025
IDE	[DRAFT] Gifted Education Program	P	08/05/2024	09/22/2025	09/22/2025
IDE-E(1)	Gifted Education Program	E	08/05/2024	09/22/2025	09/22/2025
IDF	Extracurricular Activities Participation	P	12/17/2018	09/22/2025	09/22/2025
IDFA	Intramural/Interscholastic Athletics	P	09/17/2013	08/21/2025	09/22/2025
IEB	Speech - Language Screening	P	09/17/2013	09/22/2025	09/22/2025
IEB	[DRAFT] Speech - Language Screening	P	09/17/2013	09/22/2025	09/22/2025
IEBA	Dyslexia Policy	P	09/17/2013	09/22/2025	09/22/2025
IEC	Class Size / Enrollment Requirements	P	09/17/2013	08/21/2025	09/22/2025
IFB	Instructional Services	P	09/17/2013	09/17/2013	09/22/2025
IFBA	Assistant Teachers	P	09/17/2013	09/22/2025	09/22/2025
IFBB	Use of Cell Phones by Teachers/Staff	P	09/17/2013	09/22/2025	09/22/2025
IFBC	District Cellular Telephones	P	09/17/2013	08/18/2025	09/22/2025
IFBD	School Libraries	P	09/17/2013	08/21/2025	09/22/2025
IFBD	[DRAFT] School Libraries	P	09/17/2013	08/21/2025	09/22/2025
IFCB	Field Trips and Excursions	P	09/17/2013	09/22/2025	09/22/2025
IFG	Early Graduation	P	12/17/2018	09/22/2025	09/22/2025
IG	Prayer in the Schools	P	09/17/2013	02/06/2017	09/22/2025

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Code	Title	Type	Original Adopted Date	Last Revised Date	Last Reviewed Date
IGAA	Student Religious Liberties	P	09/17/2013	09/17/2013	09/22/2025
IHA	Grading System	P	09/17/2013	06/23/2025	09/22/2025
IHB	Homework	P	09/17/2013	09/22/2025	09/22/2025
IHE	Promotion and Retention	P	09/17/2013	06/29/2026	06/29/2026
IHE	[DRAFT] Promotion and Retention	P	09/17/2013	06/29/2026	06/29/2026
IHF	Graduation Requirements	P	09/17/2013	06/29/2026	06/29/2026
IHFC	Graduation Exercises	P	11/07/2016	09/22/2025	09/22/2025
IHFD	Baccalaureate Service	P	09/17/2013	09/22/2025	09/22/2025
II	Testing Program	P	09/17/2013	10/21/2024	09/22/2025
IIA	Testing and Student Surveys	P	09/17/2013	02/06/2017	09/22/2025
IAAAA	Opting-Out of State Testing	P	02/06/2017	09/22/2025	09/22/2025
IJ	Technology and Instruction / Electronic Information Resources	P	09/17/2013	10/07/2019	09/22/2025
IJ-E(1)	Technology and Instruction / Electronic Information Resources	E	09/17/2013	09/22/2025	09/22/2025
IJ-E(2)	Technology and Instruction / Electronic Information Resources	E	09/17/2013	09/22/2025	09/22/2025
IJB	CIPA Policy - Acceptable Use	P	09/17/2013	09/17/2013	09/22/2025
IJBD	Responsible Use of District Issued Technology	P	01/19/2021	09/22/2025	09/22/2025
IJC	Using Copyrighted Material	P	09/17/2013	09/22/2025	09/22/2025
IJLB	Library/Media Materials	P	03/14/2016	09/22/2025	09/22/2025

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Code	Title	Type	Original Adopted Date	Last Revised Date	Last Reviewed Date
IJ-R	Internet/Technology Acceptable Use Policy	P	10/07/2019	09/22/2025	09/22/2025
IK	Limited English Proficiency Instruction	P	09/17/2013	09/22/2025	09/22/2025
IKBAA	Instructional Speakers	P	09/17/2013	09/22/2025	09/22/2025
IKBB	Teaching About Controversial/Sensitive Issues	P	09/17/2013	09/22/2025	09/22/2025
IKBC	Teaching Methods	P	09/17/2013	09/22/2025	09/22/2025
IKC	Teaching Religion in the Schools (A Historical Perspective)	P	09/17/2013	09/22/2025	09/22/2025
IKI	Lesson Plans	P	09/17/2013	09/22/2025	09/22/2025
IKM	Veterans Diploma Program	P	09/17/2013	09/22/2025	09/22/2025
IN	Vocational /Career Technical Education	P	09/17/2013	07/11/2022	09/22/2025



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Policy IAAB: Staff Conduct on Virtual Meetings

Status: ADOPTED

Original Adopted Date: 05/24/2021 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Staff Conduct on Virtual Meetings

The Harrison County School District recognizes that distance learning methods may have to be instituted or other virtual meetings may have to take place at different times during the school year. During these periods of virtual interaction, the staff shall abide by the guidelines set forth in this and other relevant board policy. Access to virtual meetings must be used in a responsible, safe, ethical, and legal manner. Failure to adhere to board policy shall result in disciplinary action up to termination.

Virtual Platform Usage

Staff members shall only use board approved methods of conducting virtual meetings and school district approved platforms. Available platforms will need to be screened for security and approved ahead of time before any staff member may use a platform to conduct virtual meetings involving school business. A staff member shall seek approval from his/her superintendent before using any other method of virtual meeting that has not been board approved.

Virtual meetings shall only be used when necessary, when meeting in person is unavailable, and/or when conducting physical meetings is against recommendations from the district's superintendent. Staff members shall conduct themselves in a professional manner while participating in virtual meetings with students, parents, other staff members, or district administration. All board policies and procedures shall be followed at all times.

As expected of any class interaction, participants are expected to treat each other with courtesy and respect. Abuse in the form of intimidation, harassment, or threatening behavior directed towards any teacher, student, or administrative staff will not be tolerated.

No person shall enter, or attempt to enter, a virtual session fraudulently using the name or likeness of another person.

Student Communication

All communications with students over virtual meetings shall remain professional and shall be for educational purposes only. Any inappropriate material used during a virtual meeting including, but not limited to, sexual material, derogatory material, and/or items exhibiting drugs and/or alcohol is strictly prohibited. Social media shall never be used or approved as a communication method.

If individual instruction is required, parental presence is required throughout the duration of the instruction.

Disclosure of Information

Staff shall be aware of the information that is being disclosed over virtual meetings to students, parents, or other staff members. Information shall only be shared that is relevant to instruction and no information shall be shared that violates state or federal law including the Family Educational Rights and Privacy Act (FERPA).

FERPA protects personally identifiable information (PII) from students' education records from unauthorized disclosure. FERPA defines education records as "records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution." Staff shall be aware of what constitutes personally identifiable information and shall only share information in accordance with the Family Educational Rights and Privacy Act.

Staff shall take care when sharing protected information, whether by FERPA or any other state or federal law, and shall only disclose information over a virtual meeting when necessary or when other methods, such as in person or in writing, is not feasible.

Professional Educator Code of Conduct

During all interactions over virtual platforms, staff shall be aware of and adhere to the Mississippi Educator Code of Ethics and Standards of Conduct. All behavior and material shared shall be in compliance with the code of conduct at all times.

US Code	Description
20 U.S.C. § 1232g	Family Educational Rights and Privacy Act (FERPA)
Other References	Description
34 CFR Part 99	34 CFR Part 99
Cross References	Description
GAA	Professional Educator Code of Conduct
GAA-E(1)	Professional Educator Code of Conduct
GAA-E(2)	Professional Educator Code of Conduct
GABB	Staff/Student Non-fraternization

Cross References

GABBA

IDDF

JRAB

Description

[Social Media Websites](#)

[Special Education Programs](#)

[Compliance with FERPA](#)

Policy IAC: Virtual Learning Days

Status: ADOPTED

Original Adopted Date: 08/02/2021 | **Last Revised Date:** 09/09/2024 | **Last Reviewed Date:** 09/22/2025

Virtual Learning Days

In the event of unplanned/unforeseen circumstances, the Harrison County School District may opt to utilize designated school-wide or district-wide virtual learning days throughout the year. Unforeseen circumstances include, but are not limited to, extreme weather, pandemics, illness, damage to a school, a water crisis, etc. The District may also allow individual students to utilize virtual learning on an as-needed basis in accordance with district policy. The District will ensure that all virtual learning days include the minimum 330 minutes of actual teaching as required by Mississippi law.

Teachers shall provide actual instruction to students during each virtual learning day and may not utilize asynchronous learning only. Lesson plans shall include daily synchronous/interactive instruction and dialogue and shall accurately denote synchronous or asynchronous portions as applicable. The District will ensure that students who access instruction virtually have instruction provided and access to the assigned teachers including any special services teachers/provides during the schedule time for each course of the 180 days. Virtual learners shall receive the equivalent amount of synchronous and asynchronous instruction as in-person students. All virtual learning will be held to the same standards as in-person learning.

All virtual students will be required to participate in the required statewide end-of-course assessments on campus. Virtual learning days cannot be used for the purpose of allowing students to remain off-campus to provide additional planning time, professional development opportunities, testing, or to attend athletic events, or immediately before or after a holiday (unless due to an unplanned/unforeseen circumstance as stated in this policy).

Students remanded to alternative school campuses for disciplinary offenses or for participation in high school equivalency coursework may receive virtual instruction. If virtual instruction is not possible, these students shall be presented with face-to-face instruction instead.

At all times during virtual learning, all teachers, staff, and students will comply with student privacy and other requirements set out in the Family Educational Rights and Privacy Act (FERPA).

PARTICIPATION

In order to participate in virtual learning, parents and students (if age-appropriate) shall sign a commitment that acknowledges receipt, acceptance of, and commitment to this policy pertaining to virtual learning. Students must meet the requirements below and the District reserves the right to revoke any student's virtual learning permission if he/she fails to meet any of the listed requirements. That student will be required to return to traditional, face-to-face instruction immediately. In order to participate in virtual learning, a student must:

1. Maintain good grades;
2. Comply with the District's student code of conduct and discipline policies;
3. Maintain attendance at all classes outside of any excused absences;
4. Complete assignments as given by their teachers;
5. Have access to a reliable internet connection;
6. Abide by any other responsibilities approved by the Board or the Superintendent.

A student will be required to return to in-person learning if he/she is failing any classes. Required attendance during virtual learning remains the same as in-person classes.

If a course requires a virtual student to be on campus (ex. To give a speech or to present a project) that student will be required to be physically present on campus in order to meet that requirement.

DEVICE USAGE

Students participating in virtual learning may use either district issued devices or personal devices in order to complete their work. Only school related activities shall be performed during school hours. Any use of district issued devices shall be in conformity with policy IJBD.

A student may be subject to discipline if he/or she violates the provisions of this or any other district policy.

VIRTUAL LEARNING DAYS NOTIFICATION

The district will ensure students, parents, and staff are notified in advance of any virtual learning days so that students and staff are familiar with equipment, online platforms, and district-wide policies regarding student-issued devices.

The District will identify those individual students who do not have access to internet services and shall implement measures to ensure that all instruction is equivalent to his/her peers. Alternate plans will be used ONLY for those students who cannot access reliable internet.

STUDENTS WITH DISABILITIES

Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, handicap, religion or marital status. The District will provide a free appropriate public education (FAPE) to children with a disability who need special education and, as appropriate, related services as defined under the Individuals with Disabilities Education Improvement Act of 2007 (IDEA), Mississippi statutes, and the Mississippi Department of Education policies. A free appropriate public education will be provided to students with disabilities who are enrolled in the District and who are residing within the jurisdiction of the District. These services will be provided at no cost to the parent, will meet the standards of the Mississippi State Board of Education, and will stand in conformity with a student's Individualized Education Program (IEP).

District employees will make decisions regarding virtual learning based upon what is best for each individual student. A process for conducting meetings pertaining to the evaluation and eligibility of students with disabilities along with a process for monitoring and documenting student progress and services delivered will be used by the District.

Ongoing communication will be maintained at all times with families, teachers, and related service providers.

INCLEMENT WEATHER DAYS

Districts shall provide sufficient notice (before the close of the prior school day) to staff and students for any weather-related or other unforeseen virtual days. When instances occur that make virtual learning impractical, the District shall either make up any missed days or use the days as weather days as allowed under Mississippi law and in accordance with policies AFC and EBBB.

The superintendent shall develop procedures to support this policy in accordance with Mississippi law and SBE policy 9.3 and 56.2.

MS Code

37-13-67

Description

[Length of scholastic month; length of school day.](#)

Other References

SBE Policy Chapter 56 Rule 56.2
SBE Policy Chapter 7
SBE Policy Chapter 9 Rule 9.2 and 9.3

Cross References

AE
AF
AFC
EBBD
IDDF
IJBD
JAA
JCA
JD
JRAB

Description

SBE Policy Chapter 56 Rule 56.2
SBE Policy Chapter 7
SBE Policy Chapter 9 Rule 9.2 and 9.3

Description

[School Year \(Academic Year\)](#)
[School Day](#)
[Authority for Emergency Closings](#)
[Emergency Closings](#)
[Special Education Programs](#)
[Responsible Use of District Issued Technology](#)
[Equal Educational Opportunities](#)
[Student Conduct](#)
[Student Discipline](#)
[Compliance with FERPA](#)

Policy IAC: Virtual Learning Days

Status: DRAFT

Original Adopted Date: 08/02/2021 | **Last Revised Date:** 09/09/2024 | **Last Reviewed Date:** 09/22/2025

Virtual Learning Days

In the event of unplanned/unforeseen circumstances, the Harrison County School District may opt to utilize designated school-wide or district-wide virtual learning days throughout the year. Unforeseen circumstances include, but are not limited to, extreme weather, pandemics, illness, damage to a school, a water crisis, etc. The District may also allow individual students to utilize virtual learning on an as-needed basis in accordance with district policy. The District will ensure that all virtual learning days include the minimum 330 minutes of actual teaching as required by Mississippi law.

Teachers shall provide actual instruction to students during each virtual learning day and may not utilize asynchronous learning only. Lesson plans shall include daily synchronous/interactive instruction and dialogue and shall accurately denote synchronous or asynchronous portions as applicable. ~~The District will ensure that students who access instruction virtually have instruction provided and access to the assigned teachers including any special services teachers/provides during the schedule time for each course of the 180 days.~~ **The District will ensure that students receiving virtual instruction receive instruction for all 180 instructional days and have access to their assigned teachers, special services teachers, and providers during the scheduled time for each course.** Virtual learners shall receive the equivalent amount of synchronous and asynchronous instruction as in-person students. All virtual learning will be held to the same standards as in-person learning.

All virtual students will be required to participate in the required statewide end-of-course assessments on campus. Virtual learning days cannot be used for the purpose of allowing students to remain off-campus to provide additional planning time, professional development opportunities, testing, or to attend athletic events, or immediately before or after a holiday (unless due to an unplanned/unforeseen circumstance as stated in this policy).

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At all times during virtual learning, all teachers, staff, and students will comply with student privacy and other requirements set out in the Family Educational Rights and Privacy Act (FERPA).

PARTICIPATION

In order to participate in virtual learning, parents and students (if age-appropriate) shall sign a commitment that acknowledges receipt, acceptance of, and commitment to this policy pertaining to virtual learning. Students must meet the requirements below and the District reserves the right to revoke any student's virtual learning permission if he/she fails to meet any of the listed requirements. That student shall **may** be required to return to traditional, face-to-face instruction immediately. In order to participate in virtual learning, a student must:

1. Maintain good grades;
2. Comply with the District's student code of conduct and discipline policies;
3. Maintain attendance at all classes outside of any excused absences;

4. Complete assignments as given by their teachers;
5. Have access to a reliable internet connection;
6. Abide by any other responsibilities approved by the Board or the Superintendent.

A student will ~~may~~ be required to return to in-person learning if he/she is failing any classes. Required attendance during virtual learning remains the same as in-person classes.

If a course requires a virtual student to be on campus (ex. To give a speech or to present a project) that student will be required to be physically present on campus in order to meet that requirement.

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VIRTUAL LEARNING DAYS NOTIFICATION

The district will ensure students, parents, and staff are notified in advance of any virtual learning days so that students and staff are familiar with equipment, online platforms, and district-wide policies regarding student-issued devices.

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Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, handicap, religion or marital status. The District will provide a free appropriate public education (FAPE) to children with a disability who need special education and, as appropriate, related services as defined under the Individuals with Disabilities Education Improvement Act of 2007 (IDEA), Mississippi statutes, and the Mississippi Department of Education policies. A free appropriate public education will be provided to students with disabilities who are enrolled in the District and who are residing within the jurisdiction of the District. These services will be provided at no cost to the parent, will meet the standards of the Mississippi State Board of Education, and will stand in conformity with a student's Individualized Education Program (IEP).

District employees will make decisions regarding virtual learning based upon what is best for each individual student. A process for conducting meetings pertaining to the evaluation and eligibility of students with disabilities, along with a process for monitoring and documenting student progress and services delivered will be used by the District.

Ongoing communication will be maintained at all times with families, teachers, and related service providers.

INCLEMENT WEATHER DAYS

Districts shall provide sufficient notice (before the close of the prior school day) to staff and students for any weather-related or other unforeseen virtual days. When instances occur that make virtual learning impractical, the District shall either make up any missed days or use the days as weather days as allowed under Mississippi law and in accordance with policies AFC and EBBD.

The superintendent shall develop procedures to support this policy in accordance with Mississippi law and SBE policy 9.3 and 56.2.

MS Code

37-13-67

Description

[Length of scholastic month; length of school day.](#)

Other References

SBE Policy Chapter 56 Rule 56.2
SBE Policy Chapter 7
SBE Policy Chapter 9 Rule 9.2 and 9.3

Description

SBE Policy Chapter 56 Rule 56.2
SBE Policy Chapter 7
SBE Policy Chapter 9 Rule 9.2 and 9.3

Cross References

AE
AF
AFC
EBBD
IDDF
IJBD
JAA
JCA
JD
JRAB

Description

[School Year \(Academic Year\)](#)
[School Day](#)
[Authority for Emergency Closings](#)
[Emergency Closings](#)
[Special Education Programs](#)
[Responsible Use of District Issued Technology](#)
[Equal Educational Opportunities](#)
[Student Conduct](#)
[Student Discipline](#)
[Compliance with FERPA](#)

Exhibit IAC-E(1): Virtual Learning Days

Status: ADOPTED

Original Adopted Date: 08/02/2021 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

See PDF on the next page.



Harrison County School District Virtual Learning Acceptance Form

By signing this form, I acknowledge receipt of a copy of the Virtual Learning Days Policy IAC of the Harrison County School District. I accept the requirements within the policy and agree to abide by any other rules set forth by the Harrison County School District during the duration of the virtual learning period. I will be fully committed to my schoolwork during the virtual learning period and understand that at any point my ability to participate in my schoolwork virtually can be revoked at the discretion of Harrison County School District at which time I will be required to return to school in a traditional, face-to-face manner immediately.

STUDENT

DATE

PARENT

DATE

SUPERINTENDENT OR DESIGNEE

DATE

11072 Highway 49
Gulfport, MS 39503
Telephone: (228)539-6500 Facsimile: (228)539-6507
William Bentz, Superintendent of Education

MS Code

37-13-67

Description

[Length of scholastic month; length of school day.](#)

Other References

SBE Policy Chapter 56 Rule 56.2

SBE Policy Chapter 7

SBE Policy Chapter 9 Rule 9.2 and 9.3

Description

SBE Policy Chapter 56 Rule 56.2

SBE Policy Chapter 7

SBE Policy Chapter 9 Rule 9.2 and 9.3

Cross References

AE

AF

AFC

EBBD

IDDF

IJBD

JAA

JCA

JD

JRAB

Description

[School Year \(Academic Year\)](#)

[School Day](#)

[Authority for Emergency Closings](#)

[Emergency Closings](#)

[Special Education Programs](#)

[Responsible Use of District Issued Technology](#)

[Equal Educational Opportunities](#)

[Student Conduct](#)

[Student Discipline](#)

[Compliance with FERPA](#)

Policy IB: Instructional Goals

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

INSTRUCTIONAL GOALS

This board believes that all children can learn and is committed to high levels of achievement for all students in the district. The following goals apply to the district's program of instruction:

ACADEMIC GOALS

1. Mastery of basic skills and fundamental processes
2. Acquisition of basic knowledge and skills needed to comprehend and express ideas through words, numbers and symbols
3. Ability to utilize all available sources of information
4. Ability to think rationally, use problem-solving skills, and apply logic and skills of inquiry
5. Acquisition of a general fund of knowledge, including information and concepts in mathematics, literature, natural and social sciences
6. Development of positive attitudes towards intellectual activity, including curiosity and a desire for further learning

VOCATIONAL GOALS

1. Career and vocational education
2. Ability to select and prepare for an occupation that will be personally satisfying and suitable to one's skills and interests
3. Ability to make decisions based on awareness and knowledge of career options
4. Acquisition of skills and specialized knowledge that will help prepare one to become economically independent
5. Positive attitudes towards work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work

SOCIAL AND CIVIC GOALS

1. Understanding and appreciation of cultures and beliefs different than one's own
2. Interpersonal understanding and self-realization
3. Understanding of how members of a family function under different family patterns as well as within one's own family
4. Acquisition of a knowledge of various value systems and their influence on the individual and society
5. Ability to assess realistically, and live in accordance with personal potential, strengths and limitations
6. Development of productive and satisfying relationships with others based on respect, trust, cooperation and care
7. Knowledge of the history and basic workings of government, economics, politics, and social systems
8. Development of a commitment to be civic-minded and socially responsible in one's endeavors

1. The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such a program in the public schools as part of the State Program of Educational Accountability and Assessment of Performance as prescribed in Section 37-3-46. Public school districts may (a) elect to adopt the instructional program and management system provided by the State Department of Education; or (b) elect to adopt an instructional program and management system which meets or exceeds criteria established by the State Department of Education for such. This provision shall begin with the courses taught in Grades K-8, which contain skills tested through the Mississippi Basic Skills Assessment Program and shall proceed through all secondary school courses mandated for graduation and all secondary school courses in the Mississippi end-of-course testing program. Other state core objectives must be included in the district's instructional program as they are provided by the State Department of Education along with instructional practices, resources, evaluation items and management procedures. Districts are encouraged to adapt this program and accompanying procedures to all other instructional areas. The department shall provide that such program and guidelines, or a program and guidelines developed by a local school district which incorporates the core objectives from the curriculum structure are enforced through the performance-based accreditation system. It is the intent of the Legislature that every effort be made to protect the instructional time in the classroom and reduce the amount of paperwork which must be completed by teachers. The State Department of Education shall take steps to ensure that school districts properly use staff development time to work on the districts' instructional management plans.
2. The State Department of Education shall provide such instructional program and management guidelines which shall require every public school district that:
 1. All courses taught in Grades K-8 which contain skills which are tested through the Mississippi Basic Skills Assessment Program, all secondary school courses mandated for graduation, and all courses in the end-of-course testing program shall include the State Department of Education's written list of learning objectives.
 2. The local school board must adopt the objectives that will form the core curriculum which will be systematically delivered throughout the district.
 3. The set of objectives provided by the State Department of Education must be accompanied by suggested instructional practices and resources that would help teachers organize instruction so as to promote student learning of the objectives. Objectives added by the school district must also be accompanied by suggested instructional practices and resources that would help teachers organize instruction. The instructional practices and resources that are identified are to be used as suggestions and not as requirements that teachers must follow. The goal of the program is to have students achieve the desired objective and not to limit teachers in the way they teach.
 4. Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.
 5. There shall be an annual review of student performance in the instructional program against locally established standards. When weaknesses exist in the local instructional program, the district shall take action to improve student performance.
3. The State Board of Education and the board of trustees of each school district shall adopt policies to limit and reduce the number and length of written reports that classroom teachers are required to prepare.
4. This section shall not be construed to limit teachers from using their own professional skills to help students master instructional objectives, nor shall it be construed as a call for more detailed or complex lesson plans or any increase in testing at the local school district level.
5. Districts meeting the highest levels of performance, as defined by the state Board of Education, shall be exempted from the provisions of subsection (2) of this section. 37-3-49 (2006)

The Mississippi Public School Accountability Process Standards for this policy are 20, 26, and 27.

MS Code

37-3-49

Description

[Adoption by school district of instructional program and management system; paperwork reduction.](#)

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Cross References

BA

[Board Operations Goals and Objectives Mission Statement](#)

CA

[General School Administration Goals and Objectives](#)

GAD

[Professional Staff Development](#)

GAHB

[Political Activity of Staff Members](#)

GBB

[Professional Personnel Positions](#)

GBD

[Professional Personnel Hiring](#)

GBE

[Professional Personnel Assignment](#)

GBF

[Professional Personnel Orientation](#)

IC

[Curriculum Development](#)

ICB

[Curriculum Development Planning](#)

ICF

[Curriculum Adoption](#)

ID

[Instructional Program Management](#)

IDA

[Education Plan / Program Improvement](#)

IDAD

[Career Education](#)

IDDE

[Driver Training](#)

IDDF

[Special Education Programs](#)

IDDH

[Section 504 -- Americans With Disabilities Act -- Non Discrimination](#)

IDDDHA

[Section 504 -- Americans With Disabilities Act Procedures \(Employees and School Visitors\)](#)

IDDDHB

[Section 504 Procedures \(Students\)](#)

IDFA

[Intramural/Interscholastic Athletics](#)

IEC

[Class Size / Enrollment Requirements](#)

IFB

[Instructional Services](#)

IFBA

[Assistant Teachers](#)

IFBB

[Use of Cell Phones by Teachers/Staff](#)

IFBD

[School Libraries](#)

IHE

[Promotion and Retention](#)

IHF

[Graduation Requirements](#)

II

[Testing Program](#)

JAA

[Equal Educational Opportunities](#)

JF

[Academic Achievement](#)

JKB

[Solicitation by Students](#)

JM

[Contests for Students](#)

JO

[Student-Community Relations](#)

JQH

[Drop-Out Prevention](#)

Cross References

JQN

Description

[Education for Homeless Children and Youth](#)

Policy IC: Curriculum Development

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 02/19/2018 | **Last Reviewed Date:** 09/22/2025

CURRICULUM DEVELOPMENT

This school board directs the superintendent and administration to provide a curriculum of instruction that meets the academic needs of all children in the school district. The curriculum shall meet all requirements of the Mississippi College and Career Readiness Standards and/or the current Mississippi Curriculum Framework as required by the Mississippi Department of Education.

Beginning with the 2018-2019 school year, the standard course of study shall include instruction in cursive reading and writing, implemented across the curriculum, so that students create readable documents through legible cursive handwriting by the end of the fifth grade, and that students pass with proficiency a teacher-constructed test demonstrating the students competency in both reading and writing cursive.

The superintendent will ensure that any programs for limited-English proficient students have a primary goal of mainstreaming those students into the regular classrooms, and that those programs emphasize English language instruction.

The Mississippi Public School Accountability Process Standards for this policy are standards 17, 20, 22, 26, and 27.

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Cross References

IB

Description

[Instructional Goals](#)

ICA

[Curriculum Development Resources / Equipment and Supplies Selection and Adoption](#)

II

[Testing Program](#)

**Policy ICA: Curriculum Development Resources / Equipment and Supplies
Selection and Adoption**

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Curriculum Development Resources/ Equipment

ICA (September 2015)

The Board of Trustees shall adopt the curriculum utilized by the school district. The Superintendent of Education, subject to review by the Board of Trustees, is responsible for developing procedures for the selection of all curriculum resources, textbooks, other instructional media, and the establishment of procedures concerning the teaching in the classroom. Instructional media include all books (hardcover and paperback), newspapers, periodicals, computer software and applications, other technology resources, other printed material and audio-visual resources used by the schools.

Selection of all instructional media must involve the professional staff, and the principal shall be responsible for the administration and supervision of the curriculum within his/her school, including the coordination and selection of textbooks, other instructional media, and making recommendations for purchase to the administration. The responsibility for evaluating and selecting media for classroom use is primarily the responsibility of the principal, with input from the teachers and other staff. It is important in making selections that the professional staff becomes as aware as possible of reputable, unbiased professionally prepared aids and resources.

Selection of Instructional Media

In developing a balanced comprehensive collection of media (print and non-print) and equipment, the Harrison County School District shall adhere to the following criteria for selection of materials:

1. Selections are made for, and in accordance with, the different maturity levels of the students, with the input of teachers, principals, and support staff being solicited and utilized when selecting or purchasing print, non-print, software, technology items and equipment.
2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.
3. In the selection of materials, reviewing tools such as standard catalogs are used. When possible, materials are previewed before purchase or ordered with return privilege guaranteed.
4. The following specific criteria are considered: (a) the overall purpose of the materials and how well it is accomplished; (b) reputation and significance of the author; (c) timeliness or permanence of the materials; (d) importance of subject matter to the collection; (e) accuracy of material; (f) reputation and standards of the publisher or producer; (g) readability and reader appeal; (h) quality of text, graphics and sound; (i) appearance of the title in selection aids; (j) price.

The following objectives shall guide the media staff in selection of instructional materials for the district:

1. To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, interests, abilities, socio-economic backgrounds and maturity levels of the students served.
2. To provide materials that will stimulate growth in knowledge and develop literacy, cultural, and aesthetic appreciation and ethical standards.
3. To provide materials that students may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity informing judgments.
4. To provide materials which accurately reflect American heritage as well as a knowledge and appreciation of world history and culture.
5. To provide a comprehensive collection of instructional materials which, when selected in compliance with

basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

The superintendent or designee shall develop procedures to support this policy.

The Mississippi Public School Accountability Process Standards for this policy are standards 5, 18, and 19.

Last Review Date: **September 22, 2025**

Review History: [03/07/16][03/14/16] [05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

MS Code	Description
37-61-33	Education Enhancement Fund; appropriations from fund; certain funds from working cash-stabilization reserve fund transferred to education enhancement fund; school district procurement cards.
37-9-18	State Board of Education to promulgate rules and regulations regarding financial reports to be submitted by superintendents to local school boards; audits of financial records; contracts; review of audit report.
Other References	Description
MPSAS	Public School Accountability Standards
Cross References	Description
IC	Curriculum Development

Policy ICB: Curriculum Development Planning

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 02/06/2017 | **Last Reviewed Date:** 09/22/2025

ICB

CURRICULUM DEVELOPMENT PLANNING

It shall be the policy of this district to ascertain the extent to which students master specific learner objectives and to use such information in instructional planning and decision making. Each teacher shall use formative and summative tests which are congruent with instructional activities to evaluate the level to which specified learner objectives have been attained by students. Test results shall be accurately reported to students and parents in a timely manner.

The school board of this school district recognizes the need to foster a sense of community and collaboration within schools, and it recognizes the need to provide the opportunity for shared discussions among professional staff and for shared work through positive, open, cooperative relationships.

ACCELERATED COURSES

In order to ensure that each student has a sufficient education for success after high school and that all students have equal access to a substantive and rigorous curriculum that is designed to challenge their minds and enhance their knowledge skill, school districts shall offer accelerated courses to prepare students for advanced placement course work.

The department shall develop rules necessary for the implementation of advanced placement courses. ' 37-15-39

Beginning with the 2007-2008 school year, all school districts must offer at least one (1) advanced placement course in each of the four (4) core areas of math, English, science and social studies, for a total offering of no less than four (4) advanced placement courses. The use of the state's on-line Advanced Placement Instructional Program is an appropriate alternative for the delivery of advanced placement courses.

The superintendent will ensure that any programs for limited-English proficient students have a primary goal of mainstreaming those students into the regular classrooms, and that those programs emphasize English language instruction.

The Mississippi Public School Accountability Standards for this policy are Standards 9, 17, and 20.

MS Code

37-15-39

37-3-49

Other References

MPSAS

Description

37-15-39

[Adoption by school district of instructional program and management system; paperwork reduction.](#)

Description

40

[Public School Accountability Standards](#)

Cross References

IB

Description

[Instructional Goals](#)

Policy ICF: Curriculum Adoption

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

CURRICULUM ADOPTION

No course of study shall be eliminated or new courses added without the approval of the school board. Neither shall any sharp alteration nor reduction of a course of study occur without board approval.

The subjects taught and credit earned toward graduation shall be those required by the state accrediting standards and from among those approved for secondary schools.

Refer to the current edition of **Approved Courses for the Secondary Schools of Mississippi** published by the Office of Instructional Development.

For a complete listing of all approved courses for all grade levels and other job code assignments, refer to the current edition of **Mississippi Personnel/Accreditation Data Report Reference Manual**.

The Mississippi Public School Accountability Process Standard for this policy is Standard 20.

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Cross References

CA

Description

[General School Administration Goals and Objectives](#)

IB

[Instructional Goals](#)

Policy ICFA: Textbook Policy

Status: ADOPTED

Original Adopted Date: 03/07/2016 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Textbooks

This school district provides textbooks free of charge to students. It is the duty of each student to care for the textbooks to the best of his/her ability. Students who lose or damage textbooks are required to pay for them. Students should take pride in the upkeep of their textbooks. Teachers are instructed to assess fines for amounts up to the current value of a book when it is obvious that the student has damaged or defaced the book.”

Textbook fines and damage replacement schedule:

DAMAGE	FINE
Writing/drawing/scribbling in book	\$1.00 per page
Excess wear/damage but still usable	10% of cost of the book
Cover of book damaged	25% of cost of the book
Spine damaged	25% of cost of the book
Water damaged but still usable	25% of cost of the book
Water damaged, not usable	Cost of the book
Pages missing, not usable	Cost of the book
Obscene writing or drawing on or in the book	Cost of the book
Non-returned book	Cost of the book

The superintendent or designee shall establish procedures to support this policy.

The Mississippi Public School Accountability Process Standard for this policy is Standard 19.

Last Review Date: **September 22, 2025**

Review History:[02/15/16][03/07/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy ICG: Sex-Related Education

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

ABSTINENCE-PLUS SEX EDUCATION

BELIEF

The Harrison County School Board believes that every student has the right to accurate information concerning the prevention of pregnancy and sexually transmitted infections. The School Board is committed to fostering community partnerships that educate both students and parents about this important topic.

The Harrison County School District seeks to affirm its commitment to creating healthy and responsible teens in the Harrison County 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 births 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-Plus” education programs.

The district shall utilize an age-appropriate, evidenced-based, medically accurate, Abstinence-Plus curriculum from the list of curricula approved and recommended by the Mississippi Department of Education (MDE), including as one choice the curricula of Abstinence-Plus 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.

ABSTINENCE-PLUS SEX EDUCATION

The Harrison County School Board adopts a Mississippi Department of Education approved “Abstinence-Plus Education Curriculum” and requires the implementation of such program and curriculum in the Harrison County School District effective at the beginning of the 2012-2013 school year.

Furthermore, the Harrison County School Board:

1. Prohibits any teaching that abortion can be used to prevent the birth of a baby;
2. Requires males and females to be separated into different classes when sex-related education is discussed or taught;
3. Prohibits instruction and demonstrations on the application and use of condoms; and
4. Requires the school nurse employed by the school district to carry out the functions of those strategies to promote consistency in the administration of the program if the district adopts the program developed by the Mississippi Department of Health.

DEFINITION

Abstinence-Plus education is a grade and age-appropriate school curriculum that includes every component of the following, plus any other programmatic or instructional components approved by the MDE:

- the social, psychological, and health gains to be realized by abstaining from sexual activity, and the likely negative psychological and physical effects of not abstaining;
- the harmful consequences to the child, the child's parents and society that bearing children out of wedlock is likely to produce, including the health, educational, financial and other difficulties the child and his or her parents are likely to face, as well as the inappropriateness of the social and economic burden placed on others;
- that unwanted sexual advances are irresponsible and teaches how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances;
- that abstinence from sexual activity before marriage⁴¹ and fidelity within marriage, is the only certain way to avoid out-of-wedlock pregnancy, sexually-transmitted diseases and related health problems;

- the current state law related to sexual conduct, including forcible rape, statutory rape, paternity establishment, child support and homosexual activity; and
- that a mutually faithful, monogamous relationship in the context of marriage is the only appropriate setting for sexual intercourse.
- any other age and grade appropriate material such as contraceptives (excluding instruction and demonstrations on the application and use of condoms), the nature, cause and effects of sexually transmitted diseases, including HIV/AIDS, along with a factual presentation of the risks and failure rates.

PARENT'S RIGHTS

Each school providing instruction or any other presentation on human sexuality in the classroom, assembly or other official setting shall be required to provide no less than one (1) week's written notice thereof to the parents of children in such programs of instruction. The written notice must inform the parents of their right to request the inclusion of their child for such instruction or presentation. The notice must also inform the parents of the right, and the appropriate process, to review the curriculum and all materials to be used in the lesson or presentation. Upon the request of any parent, the school shall excuse the parent's child from such instruction or presentation, without detriment to the student.

PROCEDURES

The superintendent, or his/her designee, shall establish procedures to support this policy. The Superintendent will provide the Harrison County School Board with an annual report on the outcomes of the Abstinence-Plus education program. If funding is available, this report shall include quantitative as well as qualitative analysis of the program and shall include the perspective of students, teachers, and parents/guardians.

REVIEW OF POLICY

This policy will be reviewed on an ongoing basis in accordance with the Board's policy review process. This policy shall comply with all applicable provisions of the Mississippi Code of 1972, Annotated, including but not limited to code sections 37-13-171, 37-13-173, 37-13-175, as amended and with all other applicable federal and state laws.

MS Code	Description
37-13-171	Implementation of abstinence-only or abstinence-plus education; State Department of Education approval of curriculum for sex-related education required; components of abstinence-only and abstinence plus education; parent programs; separation of students by gender during sex-related education instruction
37-13-173	Notice to parents; right to exclude children from instruction; review of materials.
37-13-175	Application of Sections 37-13-171 and 37-13-173 to biological science courses

Policy ICHI: Literacy Based Promotion

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 02/06/2017 | **Last Reviewed Date:** 09/22/2025

LITERACY BASED PROMOTION

In compliance with the "Literacy Based Promotion Act," it is the intent of this school district to improve the reading skills of Kindergarten - Third Grade students so that every student completing the Third Grade is able to read at or above grade level.

This district shall comply with all requirements of the Act, including, but not limited to:

3rd Grade Reading Summative Assessment – Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade.

Social Promotion – A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.

Public School Requirements

If a K - 3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:

- Determination of a substantial deficit in reading;
- Description of student services and supports presently provided;
- Description of proposed supplemental instruction and support to remediate the student's deficit areas;
- Strategies for parents to use to help students at home; and,
- Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade
- Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

The intensive reading instruction and intervention must be documented for each student Grades K-3 in an **individual reading plan**, including, at a minimum, the following:

- a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- b) The goals and benchmarks for growth;
- c) How progress will be monitored and evaluated;
- d) The type of additional instruction services and interventions the student will receive;
- e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
- g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

Good Cause Exemptions

A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:

- a) Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program;
- b) Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
- c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading **OR** was previously retained in Kindergarten or First, Second or Third grade;
- d) Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and
- e) Students who have received intensive intervention for two (2) or more years but still demonstrate a

deficiency in reading, and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

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.

Student Handbook

Provisions required by the Literacy Promotion Act shall be included in the district's published handbook of policy for employees and students.

The superintendent or designee shall establish procedures to support this policy.

MS Code

37-177-1

Description

[Literacy-based Promotion Act established; purpose; determination of a reading deficiency in students in grades K through 3.](#)

Cross References

IHE

Description

[Promotion and Retention](#)

Policy ICI: Health and Physical Education

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

HEALTH AND PHYSICAL EDUCATION

This school board, acting through the Superintendent and administration, seeks to provide a program of health and physical education in the schools to encourage students to make choices that promote physical health and well-being.

1. The local school board of each school district shall establish a local school health council for each school which shall ensure that local community values are reflected in the local school's wellness plan to address school health. Such councils shall be established no later than November 1, 2006, and meet no less than three times annually.
2. The local school health council's duties may include the following:
 1. Recommend age-appropriate curriculum and the number of hours of instruction to be provided in health and physical education provided that the number of hours shall not be less than required by MS Code Section 37-13-134
 2. Recommend appropriate practices that may include a coordinated school health program designed to prevent obesity, cardiovascular disease, Type II diabetes and other health risks through coordination of:
 1. Health education;
 2. Physical education;
 3. Nutritional services;
 4. Parental/Community involvement;
 5. Instruction to prevent the use of tobacco, drugs and alcohol;
 6. Physical activity;
 7. Health services;
 8. Healthy environment;
 9. Counseling and psychological services.
 10. Healthy lifestyles; and
 11. Staff wellness.
3. Provide guidance on the development and implementation of the local school wellness plan.

MS Code

37-13-134

Description

[Comprehensive School Health Education Program](#)

Cross References

JGC

Description

[Student Health Services](#)

Policy ICIB: CPR/AED Instruction

Status: ADOPTED

Original Adopted Date: 03/07/2016 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

CPR/AED Instruction

The curriculum of this school district shall include an instructional component on the proper administration of cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) shall be included as part of the physical education or health education curriculum in grades 9-12. This course shall be incorporated into the ½ Carnegie unit physical education requirement. The curriculum shall incorporate into the instruction the psychomotor skills necessary to perform cardiopulmonary resuscitation (CPR) and use of an automated external (AED) defibrillator as follows:

- An instructional program developed by the American Heart Association or the American Red Cross;
- An instructional program which is nationally recognized and is based on the most current national evidence-based Emergency Cardiovascular Care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator;
- A licensed teacher shall not be required to be a certified trainer of cardiopulmonary resuscitation, to facilitate, provide or oversee such instruction for non-certification; and
- Courses which result in a certification being earned must be taught by an authorized CPR/AED instructor.

For the purpose of this policy:

"Psychomotor skills" means the use of hands-on practicing to support cognitive learning.

Cognitive-only training does not qualify as "psychomotor skills."

The superintendent or designee shall develop procedures to support this policy.

Last Review Date: **September 22, 2025**

Review History: [02/15/16] [03/07/16] [03/14/16] [05/17/17][06/05/17][02/05/18][02/19/18][03/25/19]
[04/01/19][02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24]
[09/09/24][09/22/25]

Policy ICL: Conflict Resolution and Peer Mediation Materials

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Conflict Resolution and Peer Mediation Materials

The State Board of Education shall develop a list of recommended conflict resolution and mediation materials, models and curricula that are developed from evidence-based practices and positive behavioral intervention supports to address responsible decision making, the causes and effects of school violence and harassment, cultural diversity, and nonviolent methods for resolving conflict, including peer mediation, and shall make the list available to local school administrative units and school buildings before the beginning of the 2007-2008 school year.

In developing this list, the board shall emphasize materials, models and curricula that currently are being used in Mississippi and that the board determines to be effective. The board shall include at least one (1) model that includes instruction and guidance for the voluntary implementation of peer mediation programs and one (1) model that provides instruction and guidance for teachers concerning the integration of conflict resolution and mediation lessons into the existing classroom curriculum.

In addition, local school boards shall incorporate evidence-based practices and positive behavioral intervention supports into individual school district policies and Codes of Conduct.

Last Review Date: **September 22, 2025**

Review History:[06/06/16][06/20/16][05/17/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

MS Code

37-11-54

Description

[State Board of Education to develop list of conflict resolution and peer mediation materials, models, and curricula from evidence-based practices and positive behavioral intervention supports](#)

Policy ID: Instructional Program Management

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

INSTRUCTIONAL PROGRAM MANAGEMENT

Instructional Management Plan

The School District shall maintain an Instructional Management Plan/System that describes the instructional model, strategies, activities, and other efforts that the district takes in order to achieve instructional success with regard to state and federal accountability models.

This document will outline the district's efforts to strategically link curriculum, instruction, and assessment. Therefore, this school district adheres to the State Accountability Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula. Consequently, this school district shall adhere to all of the standards, competencies, and objectives found therein.

Therefore, some integrated goals of this document may:

- a. describe the district's curriculum (competencies, objectives, standards, etc.)
- b. depict the district's instructional model,
- c. explain how various data sources are used to make data-based decisions,
- d. illustrate a differentiated professional learning model for teachers, and
- e. outline related roles and responsibilities of various stakeholders.

The Instructional Management Plan/System shall be reviewed annually for necessary revisions.

The Mississippi Public School Accountability Process Standards for this policy are Standards 9 and 20.

MS Code	Description
37-3-46	Assistance to certain local schools or school districts to establish program of educational accountability and assessment of performance; personnel appraisal and compensation system for school employees; programs to prevent dropouts
37-3-49	Adoption by school district of instructional program and management system; paperwork reduction.
Other References	Description
MPSAS	Public School Accountability Standards
Cross References	Description
EFB	Application 51 App Usage Policy

Cross References

EFB-E(1)

IB

Description[Application \(App\) Usage Policy](#)[Instructional Goals](#)

Policy IDA: Education Plan / Program Improvement

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Reviewed Date:** 09/22/2025

EDUCATION PLAN /PROGRAM IMPROVEMENT

PURPOSE

The purpose of the educational plan is to identify a school district's strengths, needs, and goals and then to outline the strategies for implementing changes and improvements.

PARTICIPANTS

The plan is jointly developed by school district personnel, the community, and representation from the local school board. This participation is documented.

SOURCES OF INPUT

Each school district establishes structures which solicit regular input of community citizens, students, and staff regarding the policies, procedures, programs, and operation of the school district. The school board considers such input as the plan is developed.

DATA SOURCES

The plan is based upon but not limited to:

1. A survey which reflects pupil, faculty, and community attitudes or opinions concerning the district and/or its individual school administration(s) and programs.
2. An outline of the district's instructional management system which indicates how the curriculum is aligned from subject to subject and from grade to grade.
3. An analysis of student achievement data, with emphasis on the evaluation component of the instructional management system.
4. The school district's improvement plan (where applicable) which is designed to address cited accreditation deficiencies. A copy of the approved improvement plan will be included in the educational plan, along with updated information pertaining to the district's compliance with accreditation standards.
5. Student, staff, and community demographic data.
6. A description of each school's individual program strengths, needs, and goals.

CONTENT

The content of the educational plan includes identified goals, the means of achieving these goals, and the timeliness required. The educational plan also includes but is not limited to:

1. A written mission statement which reflects the purpose of the educational program and the ways the mission will affect district operations.
2. A description specifying how student achievement will be advanced in the district over the time period of the plan.
3. The role each school will play in the district's overall educational plan.

NOTE: Supplementary documents (data sources) used to identify strengths, needs, and goals of the district are not required as a part of the plan but must be available for review.

ANNUAL APPROVAL/REVISION PROCESS

process the plan is updated yearly. The annual revision includes a review of the district's educational status and specific actions that will be implemented to improve the quality of educational programs.

CRITERIA FOR PUBLIC DISTRIBUTION

- 1. The educational plan is made available for review upon request to any citizen living within the district and to officials in the State Department of Education.
- 2. Once each academic year, the local school board provides and makes available to media with coverage in the general area of the school district a report to the public outlining progress in implementing the educational plan and identifying specific needs and plans to address needs.
- 3. Once each academic year, the school board also holds a public meeting (which may be part of a regular school board meeting) to review and discuss the progress made toward meeting the goals and timeliness of its educational plan. Such meeting is publicized for at least two weeks prior to the meeting, including publication in a newspaper with major circulation in the school district.

The Mississippi Public School Accountability Standards for this policy are Standards 3 and 9.

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Cross References

BA

Description

[Board Operations Goals and Objectives Mission Statement](#)

CA

[General School Administration Goals and Objectives](#)

IB

[Instructional Goals](#)

II

[Testing Program](#)

Policy IDAD: Career Education

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Reviewed Date:** 09/22/2025

CAREER EDUCATION

This school board is authorized and empowered to adopt plans for the implementation of a career education program as the same best suits the needs thereof and thereby to orient its system to the field of work. In so doing, this board shall operate within its regular budget, without the employment of additional personnel and out of any available funds, federal, state, local or private.

Nothing in Sections 37-13-58 to 37-13-60 shall be so construed as to prohibit the acceptance of contributions from the private business sector or cooperation therewith, including but not limited to seminars, tours, lectures and in-service training.

There will be cooperation between the state department of education, the state coordinator of career education and this board in implementing this program as it best suits the needs of the individual districts.

Provided, further, the commission on school accreditation shall encourage the development of plans of career education and the implementation thereof, and shall be authorized to accredit same. ' 37-13-60 (1976)

MS Code	Description
37-13-58	37-13-58
37-13-59	37-13-59
37-13-60	Career education; implementation of program by school districts; funding.
Cross References	Description
IB	Instructional Goals

Policy IDAG: Dual Enrollment

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 06/29/2026 | **Last Reviewed Date:** 06/29/2026

Dual Enrollment Credit

Eligible students may participate in the dual enrollment program established by this school district in compliance with the Mississippi Code of 1972, Section 37-15-38.

A dual enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school.

A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework.

(1) *Dual credit program allowances.* A student may be granted credit delivered through the following means:

- a. Examination preparation taught at a high school by a qualified teacher. A student may receive credit at the secondary level after completion of an approved course and passing the standard examination, such as an Advanced Placement or International Baccalaureate course through which a high school student is allowed CLEP credit by making a three (3) or higher on the end-of-course examination.
- b. College or university courses taught at a high school or designated postsecondary site by a qualified teacher who is an employee of the school district and approved as an instructor by the collaborating college or university.
- c. College or university courses taught at a college, university or high school by an instructor employed by the college or university and approved by the collaborating school district.
- d. Online courses of any public university, community or junior college in Mississippi.

(2) *Admission criteria for dual enrollment in community and junior college or university programs.* Students may be admitted to enroll in community or junior college courses under the dual enrollment programs if they meet that individual institution's stated dual enrollment admission requirements.

(3) *Tuition and cost responsibility.* Tuition and costs for university-level courses and community and junior college courses offered under a dual enrollment program shall be the responsibility of the parents or legal guardians of the student. Payment for tuition and any other costs shall be made directly to the credit-granting institution.

(4) *Transportation responsibility.* Any transportation required by a student to participate in the dual enrollment program is the responsibility of the parent, custodian or legal guardian of the student.

(5) *School district net enrollment credit.* When dually enrolled, the student shall be counted, for total funding formula purposes, in the net enrollment of the public school district in which the student attends high school.

(6) *High school student transcript transfer requirements.* Grades and college credits earned by a student admitted to a dual credit program must be recorded on the high school student record and on the college transcript at the university or community or junior college where the student attends classes.

(7) *Eligible courses for dual credit programs.* Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses. Distance Learning Collaborative Program courses shall be fully eligible for dual credit. All courses being considered for dual credit must receive unconditional approval from the superintendent of the local school district and the chief instructional officer at the participating community or junior college or university in order for college credit to be awarded. A university or community or junior college shall make the final decision on what courses are eligible for semester hour credits.

(8) *High school Carnegie unit equivalency.* One (1) three-hour university or community or junior college course is equal to one (1) high school Carnegie unit.

(9) *Maximum dual credits allowed.* It is the intent of the **dual enrollment** program to make it possible for every eligible student who desires to earn a semester's worth of college credit in high school to do so. A qualified dually enrolled high school student must be allowed to earn an unlimited number of college or university credits for dual credit.

(10) *Qualifications of dual credit instructors.* A dual credit academic instructor must meet the requirements set forth by the regional accrediting association (Southern Association of College and Schools). University and community and junior college personnel have the sole authority in the selection of dual credit instructors. A dual credit career and technical education instructor must meet the requirements set forth by the Mississippi Community College Board in the qualifications manual for post secondary career and technical personnel.

(11) *Valedictorian/Salutatorian* – Students in Collegiate Academy will not be considered for Valedictorian/Salutatorian.

The superintendent and/or designee shall develop procedures to support this policy.

MS Code	Description
37-106-85	37-106-85
37-106-87	37-106-87
37-106-89	37-106-89
37-106-91	37-106-91
37-106-93	37-106-93
37-151-200	Title

Cross References	Description
IN	Vocational /Career Technical Education

Policy IDCAB: Credit Recovery Program

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

CREDIT RECOVERY PROGRAM

As a means of helping students get back on track toward graduation and to encourage students to remain in school, the Harrison County District School Board shall offer a "Credit Recovery Program" which allows students within the school district to earn credit for a course that was previously failed.

"Credit Recovery" shall be defined as a course-specific, skilled-based learning opportunity for students who have previously been unsuccessful in mastering content / skills required to receive course credit or earn promotion. In order to be eligible for credit recovery, a student must have:

1. Be a current student, and
2. Have completed the entire course and received a failing grade for the course, and/or
3. Have earned at least 5 credits

Credit recovery courses are to be used only for graduation requirements. Students must have had a grade of 50 or above in the course to participate in a credit recovery course. A student who failed a course (such as English) may take the Credit Recovery Class in addition to the next level (of English) during the same school year. Credit recovery cannot be used by a student who has passed the course in order to improve the student's assigned course grade. Students are limited to four (4) credit recovery courses and may only be enrolled in one course at a time. A student must complete the course by May 15th of the school year he/she is enrolled in the course.

A student who has passed an EOC class but failed the EOC assessment may enroll in credit recovery for remediation only. The grade earned for the EOC class remains unchanged.

Credit recovery courses shall be delivered via computer and online. All credit recovery courses must be on the Mississippi Online Course Approval (MOCA) list. Teachers shall be trained to facilitate the online courses and the classes shall be asynchronous (students don't have to be online at a certain time). Certified staff shall be used to facilitate online credit recovery.

The school district shall allow time during the school day and after school so that students may work on course materials. At the principal's discretion, students shall be allowed to log on and work on course materials from home. In grades 9–12, credit recovery programs may also be held in the summer, similar to extended school.

The credit recovery program shall include an assessment of an individual student's strengths and weaknesses in regard to course content, and based on this assessment, the students shall complete instruction only on the course objectives which have not been mastered. Parents shall be counseled about providing resources and motivation for their children. Upon mastery of the objectives, the student shall receive credit for the course.

A student who selects credit recovery to earn a Carnegie unit may only earn the minimal passing grade on the district's grading scale.

Beginning in school year 2024-2025, credit recovery is only available to students within a calendar year from which the student fails the course.

ADMISSION TO AND REMOVAL FROM THE CREDIT RECOVERY PROGRAM

Each participant shall complete an application process that requires—at a minimum—teacher recommendations, an outline of the course objectives that will be covered, mastery criteria, timelines for completion of the program and parental consent.

Last Review Date: **September 22, 2025**

Review History: [06/06/16] [06/20/16] [05/15/17] [06/05/17] [02/05/18] [02/19/18] [03/25/19] [04/01/19] [02/03/20] [02/17/20] [05/03/21] [05/24/21] [05/02/22] [05/16/22] [11/07/22] [11/14/22] [5/15/23] [6/5/23] [08/19/24] [09/09/24] [09/22/25]

Policy IDDC: Homebound Instruction Program

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Students may be enrolled in the homebound program, which is the result of an illness diagnosed by a physician, provided that all requirements for homebound enrollment are met. Parents are asked to contact the school principal to arrange for up to 30 days of homebound instruction.

School Board approval is needed for additional days of homebound thereafter with documented medical information.

Last Review Date: **September 22, 2025**

Review History:[06/06/16] [06/20/16][02/05/18][02/19/18][03/25/19][04/01/19][02/03/2020][02/17/2020]
[07/20/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24][09/22/25]

Exhibit IDDC-E(1): Homebound Instruction Program

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 05/09/2025 | **Last Reviewed Date:** 05/09/2025

See PDF on the next page.



Medical Homebound Application

The Harrison County School District Policy (IDDC) – Homebound Instruction, is for students with a severe, documented medical condition that results in the student needing to be absent for more than six consecutive days. One period of thirty days of homebound instruction can be approved by the principal. Any requests beyond thirty days must be approved by Harrison County School District School Board. To request homebound instruction, parents must: 1. Complete this application 2. Contact the school office to schedule a meeting with the administration.

Date: _____ School: _____

Name of Student: _____ Grade: _____

Student ID# _____

Date of Birth: _____

Names of Other Students in the Household at This School: _____

Names of Other Students in the Household at Other Schools (please list the school they attend): _____

Requested Dates for Homebound Instruction: _____ (30 days maximum per application)

Student or household member's diagnosed medical condition: _____

Date of student or household member's medical condition: _____

For a student to qualify for Medical Homebound Instruction, all the following must be true:

- The student is unable to attend school due to a medically diagnosed condition of the student or a household member.
- The medical condition must be documented by a licensed physician, and the documentation must be in the form of a letter from the physician stating the student is unable to attend school or any activities outside of the home due to the medical condition. [Letter from doctor must include the doctor's name, license number and patient's diagnosis, as well as an explanation of why the school setting is not appropriate for the student.

Medical Homebound Application

If a student is placed on Medical Homebound, the following requirements must be followed:



- The student must follow the learning plan designed by the school.
- The student must adhere to the district attendance policies.
- The student must adhere to all discipline and Code of Conduct policies.
- The student must participate in all district and state assessments. (This will be arranged with the principal as needed.)
- The parent is responsible for “recertifying” the Medical Homebound approval for every 30-day period.

If a student is placed on Medical Homebound, the student must adhere to the following restrictions:

- The student may not take part in any extracurricular clubs, activities, and/or athletics.
- The student may not attend any school events.

If the student does not meet the above requirements, the homebound instruction will immediately end, and the student will be required to return to school.

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

For Office Use Only:

o Doctor’s Letter confirmed by: _____ Date: _____

o Homebound Instruction **Denied**: _____ Date: _____

o Homebound Instruction **Granted** for the following dates: _____

Principal Signature: _____ Date: _____

Notes:

Policy IDDCA: Guidance Services

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

The district will operate an organized student support program in Grades K-12. The function of this program will be to provide support personnel to work cooperatively with teachers to promote the optimum educational development of each student. Teachers and students shall have access to a student support program which offers information, counseling, and referral services. Each school shall operate a comprehensive student support program which provides services to students and teachers in a planned, active, ongoing system.

Guidance services constitute an integral part of the educational program. These services should be under the professional direction and coordination of qualified school counselors, social workers and the administrative leadership of the school's principal. These services seek to help the student focus on his/her needs and goals and to use the educational processes to serve the individual student.

The guidance program seeks to assist all students to mature in self-understanding, self-responsibility, decision-making ability, development of values, and attainment of skills and attitudes required for productive citizenship.

The program consists of specialized services, including evaluative, information, inventory, placement, counseling, research, and follow-up services. These services entail participation by all members of the schools' staff. In addition, these services are an integral phase of the school system's program of student-personnel services. It is essential that the guidance program be coordinated with and make full use of the resources of the home and the community.

Last Review Date: **September 22, 2025**

Review History:[06/06/16] [06/20/16] [05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy IDDE: Driver Training

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

DRIVER TRAINING

The superintendent shall develop the driver education and training curriculum according to the rules and regulations established by the state board of education which will provide driver education training to eligible students of the district. Said program shall include both classroom instruction and behind-the-wheel instruction.

This school district shall prescribe regulations determining who can best profit by and who shall receive instruction under this program. It is provided, however, that any student receiving instruction under this chapter shall be:

1. Fourteen years of age or above;
2. A regularly enrolled student in the ninth, tenth, eleventh or twelfth grades; AND
3. A full-time student in the respective secondary school.

The state driver education and training program in secondary schools of this state shall include a program of study for distracted driving, alcohol, drug and safety education as it pertains to driver and highway safety and shall also include instruction relating to organ and tissue donation and organ and tissue donation procedures, and shall include instruction on the litter laws of the state and the responsibilities of the driver and all passengers to dispose of litter in the proper container. The state driver education and training program shall also include a program of study on how persons should properly respond when stopped by law enforcement officers. 37-25-5

Any driver education student shall not be required to possess a learner's permit or driver's license while the student is under the direct supervision of a driver education instructor and is actually enrolled in an approved course of driver education. 37-25-7

Upon satisfactory completion of the state driver education training program, a driver's education student shall be issued a Certificate of Completion. A copy of said certificate shall be delivered by the school to the Driver Service Bureau of the Department of Public Safety. 37-25-8

The Mississippi Public School Accountability Process Standard for this policy is Standard 17.

MS Code	Description
37-25-5	Promulgation of rules and regulations; contents of program; budget; administration of program.
37-25-7	Student eligibility for instruction; learners' permits.
37-25-8	37-25-8
Other References	Description
MPSAS	Public School Accountability Standards
Cross References	Description
IB	Instructional Goals

Policy IDDF: Special Education Programs

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

SPECIAL EDUCATION PROGRAMS

Special Education Programs shall be provided in accordance with provisions of the Mississippi Code, and with applicable federal legislation and regulations, including the Education of All Handicapped Children Act of 1975, the Rehabilitation Act of 1973 and the State Department of Education Plan for special education.

PURPOSE

Mississippi law mandates free appropriate public educational services and equipment for exceptional children in the age range three (3) through twenty (20) for whom the regular school programs are not adequate and to provide, on a permissive basis, a free appropriate public education, as part of the state's early intervention system in accordance with regulations developed in collaboration with the agency designated as lead agency under Part C of the Individuals with Disabilities Act.

Children who are potentially in need of special education and related services must be considered for the services on an individual basis.

The educational programs and services provided for exceptional children in state law shall be designed to provide individualized appropriate special education and related services that enable a child to reach his or her appropriate and uniquely designed goals for success.

As provided by law, educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations.

DEFINITIONS

An exceptional child shall be defined as any child as herein defined, in the age range birth through twenty (20) years of age with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities and, by reason thereof, needs special education and related services. Such children shall be determined by competent professional persons in such disciplines as medicine, psychology, special education, speech pathology and social work. Such professional persons shall be approved by the State Department of Education.

As defined by state law, the following definitions apply:

1. "Free appropriate public education" (FAPE) means special education and related services provided by local educational agencies that:
 1. Have been provided at public expense, under public supervision and direction, and without charge;
 2. Meet the standards of the State Department of Education;
 3. Include an appropriate preschool, elementary, or secondary education; and
 4. Are provided in conformity with the individualized education program required under IDEA, applicable federal and state regulations and relevant court cases.
2. "Individualized education program" or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with the requirements under IDEA, applicable federal and state regulations and relevant court cases.
3. "Related services" means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical

services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.

4. "Special education" means specially designed instruction provided by local educational agencies, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. This term also includes instruction in physical education.
5. "Supplementary aids and services" means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the least restrictive environment requirements under IDEA, applicable federal regulations and relevant court cases.
6. "Consent" means agreement in writing from the parent of a child with a disability pertaining to the activities as required under IDEA and the Family Educational Rights and Privacy Act. This school district shall ensure that the parent:
 - a. Has been fully informed of all information relevant to the activity for which consent is required;
 - b. Understands the activity for which consent is required; and
 - c. Understands that the granting of consent is voluntary and may be revoked at any time prior to the time the activity is conducted.
7. "Transition services" means a coordinated set of activities for a student with disability that:
 - a. Is designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - b. Is based upon the individual student's needs, taking into account the student's preferences and interests;
 - c. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

The Mississippi Public School Accountability Standard for this policy is Standard 17.

MS Code	Description
37-16-11	Special diploma or certificate of completion for handicapped students; occupational diploma for students with disabilities.
37-23-1	Purpose of §§ 37-23-1 through 37-23-159; design of programs and services; accountability system.
37-23-133	37-23-133
Other References	Description
1973 Rehabilitation Act, Section 504	1973 Rehabilitation Act, Section 504
MPSAS	Public School Accountability Standards
P. L. 94-142 as cited	P. L. 94-142 as cited
Cross References	Description
IAAB	Staff Conduct on Virtual Meetings
IAC	Virtual Learning Days
IAC-E(1)	Virtual Learning Days
IB	Instructional Goals

Cross References

IDDH

IDDHA

IDDHB

IFB

IHE

IHF

II

IK

JCD

Description[Section 504 -- Americans With Disabilities Act -- Non Discrimination](#)[Section 504 -- Americans With Disabilities Act Procedures \(Employees and School Visitors\)](#)[Section 504 Procedures \(Students\)](#)[Instructional Services](#)[Promotion and Retention](#)[Graduation Requirements](#)[Testing Program](#)[Limited English Proficiency Instruction](#)[Alternative School Program](#)

Policy IDDF: Special Education Programs

Status: DRAFT

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

SPECIAL EDUCATION PROGRAMS

Special Education Programs shall be provided in accordance with provisions of the Mississippi Code, and with applicable federal legislation and regulations, including the Education of All Handicapped Children Act of 1975, the Rehabilitation Act of 1973 and the State Department of Education Plan for special education.

PURPOSE

Mississippi law mandates free appropriate public educational services and equipment for exceptional children in the age range three (3) through twenty (20) for whom the regular school programs are not adequate and to provide, on a permissive basis, a free appropriate public education, as part of the state's early intervention system in accordance with regulations developed in collaboration with the agency designated as lead agency under Part C of the Individuals with Disabilities Education Act.

Children who are potentially in need of special education and related services must be considered for the services on an individual basis.

The educational programs and services provided for exceptional children in state law shall be designed to provide individualized appropriate special education and related services that enable a child to reach his or her appropriate and uniquely designed goals for success.

As provided by law, educational services for children with disabilities who have been suspended or expelled from school shall be provided based on the requirements of IDEA, applicable federal regulations and state regulations.

DEFINITIONS

An exceptional child shall be defined as any child as herein defined, in the age range ~~birth~~ **three (3)** through twenty (20) years of age with an intellectual disability, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities and, by reason thereof, needs special education and related services. Such children shall be determined by competent professional persons in such disciplines as medicine, psychology, special education, speech pathology and social work. Such professional persons shall be approved by the State Department of Education.

As defined by state law, the following definitions apply:

1. "Free appropriate public education" (FAPE) means special education and related services provided by local educational agencies that:
 1. Have been provided at public expense, under public supervision and direction, and without charge;
 2. Meet the standards of the State Department of Education;
 3. Include an appropriate preschool, elementary, or secondary education; and
 4. Are provided in conformity with the individualized education program required under IDEA, applicable federal and state regulations and relevant court cases.
2. "Individualized education program" or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with the requirements under IDEA, applicable federal and state regulations and relevant court cases.
3. "Related services" means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical

services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.

4. "Special education" means specially designed instruction provided by local educational agencies, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. This term also includes instruction in physical education.
5. "Supplementary aids and services" means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the least restrictive environment requirements under IDEA, applicable federal regulations and relevant court cases.
6. "Consent" means agreement in writing from the parent of a child with a disability pertaining to the activities as required under IDEA and the Family Educational Rights and Privacy Act. This school district shall ensure that the parent:
 - a. Has been fully informed of all information relevant to the activity for which consent is required;
 - b. Understands the activity for which consent is required; and
 - c. Understands that the granting of consent is voluntary and may be revoked at any time prior to the time the activity is conducted.
7. "Transition services" means a coordinated set of activities for a student with a disability that:
 - a. Is designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - b. Is based upon the individual student's needs, taking into account the student's preferences and interests;
 - c. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

The Mississippi Public School Accountability Standard for this policy is Standard 17.

MS Code	Description
37-16-11	Special diploma or certificate of completion for handicapped students; occupational diploma for students with disabilities.
37-23-1	Purpose of §§ 37-23-1 through 37-23-159; design of programs and services; accountability system.
37-23-133	37-23-133
Other References	Description
1973 Rehabilitation Act, Section 504	1973 Rehabilitation Act, Section 504
MPSAS	Public School Accountability Standards
P. L. 94-142 as cited	P. L. 94-142 as cited
Cross References	Description
IAAB	Staff Conduct on Virtual Meetings
IAC	Virtual Learning Days
IAC-E(1)	Virtual Learning Days
IB	Instructional Goals

Cross References

IDDH

IDDHA

IDDHB

IFB

IHE

IHF

II

IK

JCD

Description[Section 504 -- Americans With Disabilities Act -- Non Discrimination](#)[Section 504 -- Americans With Disabilities Act Procedures \(Employees and School Visitors\)](#)[Section 504 Procedures \(Students\)](#)[Instructional Services](#)[Promotion and Retention](#)[Graduation Requirements](#)[Testing Program](#)[Limited English Proficiency Instruction](#)[Alternative School Program](#)

Policy IDDFAAA: Confidentiality of Data of Students with Disabilities

Status: ADOPTED

Original Adopted Date: 12/07/2015 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

The Harrison County School District will protect the confidentiality of any personally identifiable data, information and records collected and maintained relative to students with disabilities as required under IDEA, Part B, and the Family Educational Rights and Privacy Act (FERPA). The procedures for implementation of the policy are those issued by the State Board of Education.

Last Review Date: **September 22, 2025**

Review History:[11/16/15] [12/07/15] [06/06/16] [06/20/16][05/15/17][06/05/17][02/05/18][02/19/18]
[03/25/19][04/01/19][02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23]
[08/19/24][09/09/24][09/22/25]

Policy IDDGA: Child Find

Status: ADOPTED

Original Adopted Date: 12/07/2015 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

The Harrison County School District participates in an ongoing effort to identify, locate and evaluate all children from birth through 21 years of age who may have disabilities and may need special education and related services as defined by the State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act (IDEA) of 2004 (State Board Policy 7219). This applies to, but is not limited to homeless children, wards of the State, private school children, children advancing from grade and highly mobile and/or migrant children who reside within the district jurisdiction. Requests for evaluations are not limited by the number per year or time of year a request is received. The district will adhere to the relevant policies and procedures for the implementation of the Child Find requirements for local school districts under State Policies Regarding Children with Disabilities under the Individuals with Disabilities under the Individuals with Disabilities Education Act (IDEA) of 2004 (State Board Policy 7219).

Last Review Date: **September 22, 2025**

Review History: [11/06/15] [12/07/15] [06/06/16] 06/20/16][05/15/17][06/05/17][02/05/18][02/19/18]
[03/25/19][04/01/19][02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23]
[08/19/24][09/09/24][09/22/25]

Policy IDDH: Section 504 -- Americans With Disabilities Act -- Non Discrimination

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 07/17/2025 | **Last Reviewed Date:** 09/22/2025

SECTION 504 -- AMERICANS WITH DISABILITIES ACT -- NONDISCRIMINATION

The Harrison County School District will not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities to the extent provided by law.

The following person has been designated as the Section 504 /Americans with Disabilities Act Coordinator and will handle inquiries regarding the Harrison County School District nondiscrimination policies, the filing of grievances, and requests for copies of grievance procedures covering discrimination on the basis of disability.

Name of Coordinator, Section 504/ADA----- Dr. Jennifer Griffin

School District Name: -----Harrison County School District

School District Address -----16049 Orange Grove Road, Gulfport, MS 39503

Telephone: -----228-832-9344

Fax: -----228-831-1761

Other References

1973 Rehabilitation Act, Section 504

Description

1973 Rehabilitation Act, Section 504

Cross References

IB

IDDF

JAA

Description

[Instructional Goals](#)

[Special Education Programs](#)

[Equal Educational Opportunities](#)

Policy IDDH: Section 504 -- Americans With Disabilities Act -- Non Discrimination

Status: DRAFT

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 07/17/2025 | **Last Reviewed Date:** 09/22/2025

SECTION 504 -- AMERICANS WITH DISABILITIES ACT -- NONDISCRIMINATION

The Harrison County School District will not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities to the extent provided by law.

The following person has been designated as the Section 504 /Americans with Disabilities Act Coordinator and will handle inquiries regarding the Harrison County School District nondiscrimination policies, the filing of grievances, and requests for copies of grievance procedures covering discrimination on the basis of disability.

Name of Coordinator, Section 504/ADA----- ~~Dr. Jennifer Griffin~~ Shannon Banashak

School District Name: -----Harrison County School District

School District Address -----16049 Orange Grove Road, Gulfport, MS 39503- 15309
Community Road

Telephone: -----228-832-9344

Fax: -----228-831-1761

Other References

1973 Rehabilitation Act, Section 504

Description

1973 Rehabilitation Act, Section 504

Cross References

IB

Description

[Instructional Goals](#)

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[Equal Educational Opportunities](#)

**Policy IDDHA: Section 504 -- Americans With Disabilities Act Procedures
(Employees and School Visitors)**

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Reviewed Date:** 09/22/2025

SECTION 504 -- AMERICANS WITH DISABILITIES ACT PROCEDURES (EMPLOYEES AND SCHOOL VISITORS)

Any person who believes that he/she or any class of individuals have been subjected to discrimination as prohibited by Section 504 of the Rehabilitation Act of 1973 or the Americans With Disabilities Act may file a complaint pursuant to the procedures set forth below, on his/her own behalf, or on behalf of another person or on behalf of handicapped persons as a class. All persons are encouraged to file grievances to resolve any disputes arising under these laws. Your filing a complaint will not subject you to any form of adverse action, reprimand, retaliation or otherwise negative treatment by school district personnel.

1. Within ten (10) days of when a complainant knew or should have known of discriminatory conduct, a complaint shall be given in writing to the Section 504/ADA Coordinator. The complaint shall describe specifically the time, place and nature of, and the participants in the alleged discriminatory acts. The Section 504/ADA Coordinator shall, within ten (10) days of receipt of the complaint, conduct or cause to be conducted a thorough investigation including questioning of all parties involved in the complaint. A written record shall be made of the statements by all parties involved. After the investigation is complete, the Section 504/ADA Coordinator shall meet with the complaining party and give a full report of the findings.
2. If the grievance or complaint is not satisfactorily resolved at Step 1, the complainant shall have ten (10) days to appeal the Step1 findings to the Superintendent. The complainant shall present his complaint in writing, describing the reasons for his/her dissatisfaction with the results of Step 1. The Superintendent or his/her designee shall review all aspects of the complaint and complete an additional investigation if necessary. The Superintendent shall respond to the complainant in writing within ten (10) days of receipt of the written appeal.
3. If the complainant is not satisfied with the results of Step 2, the complaining party shall have fifteen (15) days from receipt of the Superintendent's decision to appeal the complaint to the school board. The appeal shall be in writing, describing the reasons for complainant's dissatisfaction with the results of Steps 1 and 2. The complainant shall have the opportunity to present an oral statement to the board before the board makes its decision. The board's decision shall be rendered within fifteen (15) days after receipt of the appeal.

Other References

1973 Rehabilitation Act, Section 504

Description

1973 Rehabilitation Act, Section 504

Cross References

IB

IDDF

JAA

Description

[Instructional Goals](#)

[Special Education Programs](#)

[Equal Educational Opportunities](#)

Policy IDHDB: Section 504 Procedures (Students)

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

SECTION 504 PROCEDURES (STUDENTS)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap in any program receiving federal financial assistance. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices of the school system. To ensure the district's compliance with Section 504 as it applies to students with handicaps, the following procedures have been adopted.

1. If a student claims that he/she has been subjected to discrimination on the basis of a handicapping condition, in violation of Section 504 of the Rehabilitation Act of 1973, or if the district has reason to believe that a student has a handicap which substantially limits one or more of the student's major life activities, the district shall convene a team of people who are knowledgeable of the student's educational needs to review and consider all pertinent information related to the suspected handicap. This meeting shall be convened within fifteen (15) calendar days after the district receives a written statement describing the specific discriminatory conduct or the district becomes aware of the student's handicap affecting the student's ability to learn.
2. The team described in paragraph 1 above shall determine whether the student is handicapped under Section 504 and whether that handicap substantially limits one or more major life activities. If such a determination is made, the team must further determine what accommodations are required on behalf of the district to allow the student an equal opportunity to participate in school and school-related activities. If the student's parents disagree with the district's conclusion and recommendations, the parents shall be informed of their right to ask for a Grievance Procedure or an impartial hearing to decide the matter. The Grievance Procedure does not prevent a parent or guardian from requesting an Impartial Hearing at any time. Grievance or Hearing requests shall be made in writing to the Section 504 Coordinator or the Superintendent giving specific reasons describing the discriminatory actions by the district.
3. If an Impartial Hearing is requested, it shall be held within thirty (30) days of receipt of the written request. The district shall obtain as a hearing officer an individual who is not an employee of the district and who is knowledgeable of Section 504. The parent and student may take part in the hearing and have an attorney represent them at their own expense. The district also may be represented by counsel.
4. The hearing officer shall conduct the hearing so as to give the parents an opportunity to present evidence supporting their claim that their child has been subjected to discriminatory treatment in violation of Section 504. The district shall be given the opportunity to present evidence supporting its position with respect to the student. A tape recording of the hearing will be made by the district, a copy of which will be provided the parents.
5. The hearing officer shall make a decision within forty-five (45) days after the conclusion of the hearing. The decision shall be given in writing to the district's 504 coordinator and the parents.
6. If either party is aggrieved by the action of the Hearing Officer, an appeal may be taken to the board of trustees of the district at its next regularly scheduled meeting. The board, in its discretion, may allow a statement to be made by the parents and a representative of the district. The decision of the board shall be final.
7. The district shall publish its policy of nondiscrimination on the basis of handicap and shall inform parents of their rights under Section 504, including the right to examine records relevant to their child, the right to an impartial hearing with representation by legal counsel at their expense, and the district's review procedure.
8. The Section 504 Coordinator for the district may be contacted at phone number 228-832-9344.

Other References

1973 Rehabilitation Act, Section 504

Description

1973 Rehabilitation Act, Section 504

Cross References

IB

IDDF

JAA

Description[Instructional Goals](#)[Special Education Programs](#)[Equal Educational Opportunities](#)

Policy IDHHC: Placement of Special Education Students

Status: ADOPTED

Original Adopted Date: 12/07/2015 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

PLACEMENT OPTIONS FOR DELIVERY OF SERVICES FOR STUDENTS WITH DISABILITIES

Children with disabilities must be provided educational services through a continuum of placement options, beginning with supportive age-appropriate regular education classes. A continuum of placement alternatives must be available to meet the needs of children with disabilities for special education and related services. The continuum required must make provisions for supplementary aids and services, such as a general classroom with consultative services, itinerant instructional in general classrooms, co-teaching with general educators and resource rooms with instructional support. To the extent necessary to implement a child's IEP, there are, in addition to general class placement, various placement alternatives in the continuum, including resource classes, self-contained classes, special schools, home instruction, and instruction in hospitals and institutions.

Placement is based on the child's needs as outlined in the IEP. The following program options for delivery of services must be considered when the IEP Committee determines placement(s):

General Classroom with Consultative Services	The special education teacher and /or specialized support personnel provide regularly scheduled, ongoing assistance through effective consultative collaboration with the general classroom teacher (s) to assist in assessing and altering /redesigning the instructional modifications and support services provided for a student.
Itinerant Instruction in the General Classroom	Itinerant instruction means that instruction or support services are provided to a student in the general education environment. A special education teacher can provide or assist with instruction in the general education class, or support personnel, such as paraprofessionals and/or related services personnel, can provide supportive services in the general education classroom. If support personnel are utilized, then the special education teacher(s) must consult or collaborate with the general education teacher(s). Services are provided within the general classroom environment versus "pull-out" situations.
Coteaching with the General Educator	Special education teachers are paired with general education personnel to provide educational services in the general education environment.
Resource Room Instructional Support	Special instruction is provided to students who receive the majority of their educational program in the general education environment. This is considered a supplementary service to the student in conjunction with general classroom placement.
Part -Time Special Class	Students are provided their instruction only a minor portion of the day in a self-contained environment or class.
Full- Time Special Class	Students are provided their instruction for the majority of a day in a self-contained environment or class.
Community-Based Services	Students are provided their instruction or a portion of their instruction in a community-based environment.
Special School	This type of program is located in a school which has a separate administration from the general education program and is designed to serve students with one or more types of disabilities.
Residential Facilities	In addition to a special school that provides special education and related services, this type of placement provides room and board.

Last Review:
September 22, 2025

Review History:
[11/16/15]
[12/07/15]
[06/06/16]
[06/20/16]
[05/15/17]

Home/Hospital	Individualized special education and related services are provided in the home or in the hospital.	[06/05/17] [02/05/18] [02/19/18]
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[03/25/19] [04/01/19] [02/03/20] [02/17/20] [05/03/21]
[05/24/21] [05/02/22] [5/15/23][6/5/23][08/19/24]09/09/24][09/22/25]

Policy IDDHE: Service Animal Policy

Status: ADOPTED

Original Adopted Date: 03/14/2016 | **Last Revised Date:** 10/07/2019 | **Last Reviewed Date:** 09/22/2025

Service Animal Policy

The Harrison County School District does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Mississippi and federal law concerning the rights of persons with guide or assistance dogs.

With proof of current vaccinations, the District will permit such animals on school premises and on school transportation. For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability."

The federal regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability."

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets, but

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;"
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

Animals whose sole function is to provide comfort or emotional support **DO NOT** qualify as service animals under the Americans with Disabilities Act. Any animal not considered a service animal under this policy is strictly prohibited from being present on campus unless approved in writing by the principal.

The District shall not assume or take custody or control of, or responsibility for, the care or feeding of any service animal. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up and stain removal.

If, in the opinion of the building Principal or his or her designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately.

In providing accommodations for students, the parent of a child with such illness or disability, the teacher or teachers of the student and the appropriate school administrator shall meet and develop a written 504 Plan consistent with the provisions of Chapter 23, Title 37, Mississippi Code of 1972, that would permit the use of service dogs in the school facility. Also, in providing accommodations for students, the teacher or teachers of the student and the appropriate school administrator shall develop a plan designed to educate other students of the appropriate behavior in the presence of such dogs, as well as the proper handling of such dogs in the presence of those students who may have an allergic reaction to the dog and the reasonable care to be taken in efforts to prevent contact by students who are allergic with such dogs.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the building Principal or his or her designee and an alternative plan will be developed with appropriate District staff.

Such plan could include the reassignment of the person having custody and control of the animal to a different classroom. If an individual on school transportation suffers an allergic reaction to a service animal, an alternate transportation plan will be developed in coordination with appropriate school, District, and transportation staff and the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, the staff member assigned to the student's classroom, the student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal, will be required to sign a document stating that they have read and understood this policy.

The Superintendent or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance dog in District facilities and on school transportation vehicles.

MS Code	Description
37-7-342	Use of service or assistance dogs trained to alert to symptoms of illness or disability authorized in all district facilities
Other References	Description
28 CFR Part 35	Federal regulations under the Americans with Disabilities Act

Policy IDE: Gifted Education Program

Status: ADOPTED

Original Adopted Date: 08/05/2024 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Under Mississippi law, each school district within the state must provide gifted education programs for intellectually gifted students in grades 2–6. Through these programs, the Harrison County School District will ensure that gifted children who demonstrate unusually high potential are identified and offered an appropriate education based on their exceptional abilities.

In grades two through six, intellectually gifted students are served 300 minutes per week in a pull-out gifted program. In grades seventh and eighth, the intellectually gifted students are served 240 minutes per week in a "one-class period per day" gifted program aligned with the bell schedule. Harrison County gifted students spend the rest of their school week in general education classes. At no time are the gifted education students denied the opportunity to attend activity or elective course due to time spent in Journey.

HCSD shall electronically submit schedules of all gifted education program teachers to the MDE by February 1 and September 1 each year. To preserve the integrity of the program, Harrison County School District will aim to keep Journey class sizes 8–12 and no more than 15 students. If, at any time, more than 15 students are exceeded, written justification must be submitted to the MDE.

DEFINITIONS

Intellectually Gifted Children – Those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.

Gifted Education Programs (GEP) – Special programs of instruction for intellectually gifted children in grades 2–12, in the public elementary and secondary schools of this state. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district.

Although the State of Mississippi recognizes permissive programming for academically gifted students in grades 9–12; artistically gifted children in grades 2–12; and creatively gifted children in grades 2–12, only intellectually gifted programs in grades 2–6 are mandated by law.

IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the inclusion of students who may be at a disadvantage for identification.

All data collected as part of the identification process shall be recorded on the Gifted Eligibility Form (GEF) in documenting relevant data inclusive of demographic information for the purpose of enrollment and registration and will be protected by the Family Educational Rights and Privacy Act (FERPA). Access to this information is restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to access. Parents of gifted students shall be notified in writing about their rights under FERPA.

The student identification processes are separated into six stages. The six stages are:

1. Referral,
2. Local Survey Committee (LSC) review of referral data,
3. Parental permission for testing,
4. Assessment,
5. Assessment report,
6. LSC eligibility determination stage.

REQUIREMENTS FOR REFERRAL

Intellectual ability and academic ability are two distinct and separate areas of performance. Accordingly, while grades and/or achievement test scores might be an indicator of giftedness, neither grades nor achievement test scores shall

eliminate a student from the identification process for the intellectually gifted program.

There are two types of gifted referral processes:

Type 1 – Mass Screening – Mass screening is conducted in first grade annually. The district will use a normed group measure of intelligence in the mass screening referral process.

Type 2 – Individual – Individual referrals for students in second through sixth grade are accepted throughout the school year. A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted.

A referral must be initiated by written request to the teacher of the gifted. Once a referral process has been initiated with a dated and signed referral form, only the Local Survey Committee (LSC) or parents can stop the identification process. The 90-day assessment timeline begins on the date that a signed and dated student referral is submitted by anyone believing that the student may be intellectually gifted.

Referral must include documentation of three of the following:

1. A group measure of intelligence administered within the past twelve (12) months with a minimum score at or above the 90th percentile;
2. Published measure of characteristics of giftedness at the superior range;
3. Published measure of creativity at the superior range;
4. Published measure of leadership at the superior range;
5. A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies or the composite on a normed achievement test;
6. A score at or above the 90th percentile on a formed measure of cognitive abilities;
7. A score at or above the 90th percentile on an existing measure of individual intelligence administered within the past twelve (12) months; and /or
8. Other measures that are documented in the research on identification of intellectually gifted students and approved by the MDE on the Harrison County Gifted Education Program Proposal.

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy the minimal acceptable criteria on the individual test of intelligence shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 90th percentile on the nonverbal scale, or who in the opinion of the reviewing committee would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

Students with special considerations for gifted assessment, who scored at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered ONE of the following additional measures to determine eligibility:

1. A test of cognitive abilities with a minimal score at the 90th percentile
2. A group intelligence measure with a minimal score at the 90th percentile
3. A district-developed matrix approved by the MDE

Identification criteria, as approved by the MDE on the local district's Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

LSC REVIEW OF REFERRAL DATA

Once the referral data have been compiled, the LSC shall review all data and make one of the following recommendations:

1. The student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage;
2. The student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that

- additional data should be collected and the student reconsidered at that time; OR
3. The student has not satisfied minimal criteria on at least three measures and the identification process should stop.

PARENTAL PERMISSION FOR TESTING

If a student meets the criteria for referral, the Local Survey Committee (LSC) will recommend individual assessment to determine eligibility for an "Intellectually Gifted" ruling. Written parental permission for testing must be obtained before any individual testing is initiated and parents will be notified in writing of their rights under the Family Rights to Privacy Act (FERPA).

ASSESSMENT

District personnel shall review all relevant data and shall make such data available to a licensed examiner. If a student meets criteria for referral, LSC will recommend individual assessment to determine eligibility for an "Intellectually Gifted" ruling. The individual test of intelligence shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested.

The student must meet identification criteria as approved by the MDE at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) to satisfy eligibility criteria. If a student meets criteria, the LSC will grant an "Intellectually Gifted" eligibility ruling.

Students who have been assessed by licensed examiners outside of the school district shall have their results considered for referral criteria and reviewed for gifted eligibility.

- Districts shall collect private testing data to meet the requirements of the objective measure of the referral criteria. Additional data shall be collected, and students moved to Stage 4: Assessment.
- Districts shall collect private testing data to meet all requirements from Stage 1 – Stage 5 of the identification process. Once collected, the LSC shall meet and determine an eligibility ruling.

ASSESSMENT REPORT

District personnel shall write an Assessment Report containing all the Mississippi Department of Education (MDE) required components:

1. Student's name
2. Name of at least three individual measures from Stage 1
3. Results of each measure
4. Name of person who completed each measure and the date administered/completed
5. Test behaviors for any individually administered test(s)
6. Interpretation of the results of individually administered test(s)
7. Name of the person administering the individual test of intelligence and the date the test was administered
8. Qualifications of the person who administered the individual test of intelligence
9. Results of the individual test of intelligence to include scores on all subtests and identified strengths and weaknesses
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position
11. Date of the Assessment Report

LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finalized, the LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.

District personnel shall notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under FERPA.

After a student has been ruled eligible for one of the gifted programs, written parental permission for placement shall be obtained before the student is placed in the program.

IN-STATE GIFTED STUDENT TRANSFERS

Students who have a valid Mississippi gifted eligibility ruling do not have to be re-evaluated. A Mississippi eligibility determination in any of the four areas shall be accepted by all school districts within the state provided the district has a program in the area for which the student has eligibility. Before serving a transfer student in the local gifted education program, districts shall collect a copy of the student's Gifted Eligibility Form, assessment reports, and parental permission to serve.

OUT-OF-STATE ELIGIBILITIES

Intellectually gifted students from out of state will be accepted into the MS GEP if they have met the 91st percentile on an IQ test. These students will no longer be required to be reassessed for the GEP in the state of Mississippi. This includes students from military families based on the Military Interstate Children's Compact.

GIFTED STUDENT FILES

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Parents must be notified of their rights under FERPA. It is the obligation of the local district to ensure that parents understand these rights.

All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student. These files and the information contained therein shall not be placed in the student's cumulative record folder. The files shall be maintained in a separate locked storage facility/file cabinet in a central location within the district, and access to the information shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or who have a documented need to know.

Once the referral process begins, parents must be informed of the information/data that is collected. Parents shall have access to these records. Each district shall have a policy that establishes the process that parents shall adhere to when requesting access to these files. Parents shall be made aware of their rights to an explanation of the results of the Assessment Team Report.

Parents/Guardians may obtain a copy of their child's test results through written request.

Gifted student files shall be required to contain the following information:

1. Gifted Eligibility Form (GEF) INCLUDE:
 - a. Parent Signature
 - b. Eligibility/ineligibility mark
 - c. Signed by LSC (minimum 2 signatures)
 - d. Eligibility date
2. Permission for Gifted Service Form INCLUDE:
 - a. Parent Signature
3. Assessment Report
4. Referral Documentation
5. Original Protocols INCLUDE:
 - a. Objective measure(s)
 - b. Subjective measure(s)
 - c. Individual assessment(s)

Intellectually gifted student files shall be held for three (3) years after high school graduation. Prior to shredding, notice will be posted that these records are available to parents or students eighteen (18) years of age or older with proper identification. These records may include information on referral, assessment, placement, and participation in the gifted education program, including authorizations and evidence of eligibility.

ANNUAL REASSESSMENT FOR CONTINUED PLACEMENT

A committee shall meet at least annually to reassess each gifted student's continuation in the gifted program. The committee must include, at a minimum, the student's teacher of the gifted and a designated administrative representative. Since participation in the gifted education program is an entitlement under the law, students shall remain in the gifted program if they are being successful in the program. Grades and/or success in the general education program are the responsibility of the general education teacher and shall not be considered as a reason for removal from the gifted program.

In the event a student fails to make progress or exhibits unsatisfactory participation in the gifted program, a meeting of the reassessment committee will be held to consider the student's continued placement. If the committee determines that the student is failing to make progress, the student may be placed on probation for the next 9-weeks term. Parents shall be included in the process and notified in writing of all actions taken by the committee. Documentation of all decisions and actions will be collected and maintained in LSC minutes.

If the student's performance in the gifted program does not improve within a designated period of time, the student may be removed from the program. If the parents are not in agreement with the school-based committee decision to remove the student from the gifted program, they may present their concerns, orally or in writing, to the principal of the school. The principal and parents will attempt to resolve the matter informally.

APPEALS PROCESS/HEARING

Should the parents not agree to the removal of the student from the program, the parents have the right to a hearing to appeal the decision and determine how the lack of agreement will be resolved.

Within five (5) school days of the meeting with the principal, the parents may put their concerns in writing and present them to the Harrison County School District Gifted Contact Person. A meeting of the Gifted Student Assistance Team composed of the parents, Gifted Contact Person, administrator, counselor, and teacher of the gifted will be held within five (5) days or a timeframe agreed upon by the parent. The team will render a written decision based on information shared during the meeting. Documentation of all decisions and actions will be collected and maintained in LSC minutes.

REINSTATEMENT PROCEDURES

Students removed from the gifted program will be considered for reinstatement in the gifted program at the request of the parents and with the recommendation of classroom teachers. Consideration and arrangements for reinstatement in the program will be made through the LSC and documented in the minutes. Written notification of the student's eligibility for reinstatement will be forwarded to the parents and teachers of the student. Written parental permission must be obtained before the student can be placed in the program.

GIFTED STUDENTS IN ALTERNATIVE SCHOOL SETTINGS

The district is responsible for ensuring that intellectually gifted services continue for students who are placed in an alternative school setting. The amount of time and the way services are provided shall be determined by the district.

GIFTED OUTCOMES AND STANDARDS

In compliance with MDE Gifted Regulations, activities in gifted education classes shall develop and enhance the skills established in the Gifted Outcomes document, the Gifted Teaching Strategies notebook, and required components of the Gifted Education Program Standards document. The activities shall enhance the integration of advanced content and individual student interests by utilizing higher-level thinking skills, creative problem-solving, critical thinking skills, research skills, personal growth, human relations exercises, leadership skills, and creative expression. Activities shall also create an appreciation for the multicultural composition of the school and community.

As gifted students work under specific gifted outcomes, process skills, and standards, withholding permission to attend gifted classes shall not be used as a disciplinary measure.

HOMEWORK/CLASSWORK

Intellectually gifted students shall not be required to make up classwork missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. Homework assigned to the general education classroom students for the evening of the gifted education day must be completed.

MAINTENANCE AND DESTRUCTION OF GIFTED STUDENT FILES

In alignment with Harrison County School District procedures for maintenance and destruction of special education files, intellectually gifted student files shall be held for three (3) years after high school graduation. Prior to shredding, notice will be posted that these records are available to parents or students eighteen (18) years of age or older with proper identification. These records may include information on referral, assessment, placement, and participation in

the gifted education program, including authorizations and evidence of eligibility.

MS Code

37-23-173

Description

[Legislative findings and declarations; purpose](#)

Other References

07.96 MISS ADMIN CODE

MDE Rule 35.1

Description

07.96 MISS ADMIN CODE

MDE Rule 35.1

Policy IDE: Gifted Education Program

Status: DRAFT

Original Adopted Date: 08/05/2024 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

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Type 2 – Individual – Individual referrals for students in second through sixth grade are accepted throughout the school year. A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted.

A referral must be initiated by written request to the teacher of the gifted. Once a referral process has been initiated with a dated and signed referral form, only the Local Survey Committee (LSC) or parents can stop the identification process. The 90-day assessment timeline begins on the date that a signed and dated student referral is submitted by anyone believing that the student may be intellectually gifted.

Referral must include documentation of three (3) criteria. The following criteria are required by the Harrison County School District:

1. A group measure of intelligence administered within the past twelve (12) months with a minimum score at or above the 90th percentile.

In addition to the required group measure of intelligence, the student must satisfy at least two (2) additional criteria from the following:

2. Published measure of characteristics of giftedness at the superior range;
3. Published measure of creativity at the superior range;
4. Published measure of leadership at the superior range;
5. A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies or the composite on a normed achievement test;
6. A score at or above the 90th percentile on a normed measure of cognitive abilities;
7. A score at or above the 90th percentile on an existing measure of individual intelligence administered within the past twelve (12) months; and /or
8. Other measures that are documented in the research on identification of intellectually gifted students and approved by the MDE on the Harrison County Gifted Education Program Proposal.

All students referred through this process must meet the district -required group intelligence criterion and at least two (2) additional criteria, for a minimum of three (3) qualifying referral criteria.

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy the minimal acceptable criteria on the individual test of intelligence shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 90th percentile on the nonverbal scale, or who in the opinion of the reviewing committee would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

Students with special considerations for gifted assessment, who scored at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered ONE of the following additional measures to determine eligibility:

1. A test of cognitive abilities with a minimal score at the 90th percentile
2. A group intelligence measure with a minimal score at the 90th percentile
3. A district-developed matrix approved by the MDE

Identification criteria, as approved by the MDE on the local district's Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

LSC REVIEW OF REFERRAL DATA

Once the referral data have been compiled, the LSC shall review all data and make one of the following recommendations:

1. The student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage;
2. The student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time; OR
3. The student has not satisfied minimal criteria on at least three measures and the identification process should stop.

PARENTAL PERMISSION FOR TESTING

If a student meets the criteria for referral, the Local Survey Committee (LSC) will recommend individual assessment to determine eligibility for an "Intellectually Gifted" ruling. Written parental permission for testing must be obtained before any individual testing is initiated and parents will be notified in writing of their rights under the Family Rights to Privacy Act (FERPA).

ASSESSMENT

District personnel shall review all relevant data and shall make such data available to a licensed examiner. If a student meets criteria for referral, LSC will recommend individual assessment to determine eligibility for an "Intellectually Gifted" ruling. The individual test of intelligence shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested.

The student must meet identification criteria as approved by the MDE at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) to satisfy eligibility criteria. If a student meets criteria, the LSC will grant an "Intellectually Gifted" eligibility ruling.

Students who have been assessed by licensed examiners outside of the school district shall have their results considered for referral criteria and reviewed for gifted eligibility.

- Districts shall collect private testing data to meet the requirements of the objective measure of the referral criteria. Additional data shall be collected, and students moved to Stage 4: Assessment.
- Districts shall collect private testing data to meet all requirements from Stage 1 – Stage 5 of the identification process. Once collected, the LSC shall meet and determine an eligibility ruling.

ASSESSMENT REPORT

District personnel shall write an Assessment Report containing all the Mississippi Department of Education (MDE) required components:

1. Student's name
2. Name of at least three individual measures from Stage 1
3. Results of each measure
4. Name of person who completed each measure and the date administered/completed
5. Test behaviors for any individually administered test(s)
6. Interpretation of the results of individually administered test(s)
7. Name of the person administering the individual test of intelligence and the date the test was administered
8. Qualifications of the person who administered the individual test of intelligence
9. Results of the individual test of intelligence to include scores on all subtests and identified strengths and weaknesses
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position
11. Date of the Assessment Report

LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finalized, the LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.

District personnel shall notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under FERPA.

After a student has been ruled eligible for one of the gifted programs, written parental permission for placement shall be obtained before the student is placed in the program.

IN-STATE GIFTED STUDENT TRANSFERS

Students who have a valid Mississippi gifted eligibility ruling do not have to be re-evaluated. A Mississippi eligibility determination in any of the four areas shall be accepted by all school districts within the state provided the district has a program in the area for which the student has eligibility. Before serving a transfer student in the local gifted education program, districts shall collect a copy of the student's Gifted Eligibility Form, assessment reports, and parental permission to serve.

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GIFTED STUDENT FILES

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Parents must be notified of their rights under FERPA. It is the obligation of the local district to ensure that parents understand these rights.

All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student. These files and the information contained therein shall not be placed in the student's cumulative record folder. The files shall be maintained in a separate locked storage facility/file cabinet in a central location within the district, and access to the information shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or who have a documented need to know.

Once the referral process begins, parents must be informed of the information/data that is collected. Parents shall have access to these records. Each district shall have a policy that establishes the process that parents shall adhere to when requesting access to these files. Parents shall be made aware of their rights to an explanation of the results of the Assessment Team Report.

Parents/Guardians may obtain a copy of their child's test results through written request.

Gifted student files shall be required to contain the following information:

1. Gifted Eligibility Form (GEF) INCLUDE:
 - a. Parent Signature
 - b. Eligibility/ineligibility mark
 - c. Signed by LSC (minimum 2 signatures)
 - d. Eligibility date
2. Permission for Gifted Service Form INCLUDE:
 - a. Parent Signature
3. Assessment Report
4. Referral Documentation
5. Original Protocols INCLUDE:
 - a. Objective measure(s)
 - b. Subjective measure(s)
 - c. Individual assessment(s)

Intellectually gifted student files shall be held for three (3) years after high school graduation. Prior to shredding, notice will be posted that these records are available to parents or students eighteen (18) years of age or older with proper identification. These records may include information on referral, assessment, placement, and participation in the gifted education program, including authorizations and evidence of eligibility.

ANNUAL REASSESSMENT FOR CONTINUED PLACEMENT

A committee shall meet at least annually to reassess each gifted student's continuation in the gifted program. The committee must include, at a minimum, the student's teacher of the gifted and a designated administrative representative. Since participation in the gifted education program is an entitlement under the law, students shall remain in the gifted program if they are being successful in the program. Grades and/or success in the general education program are the responsibility of the general education teacher and shall not be considered as a reason for removal from the gifted program.

In the event a student fails to make progress or exhibits unsatisfactory participation in the gifted program, a meeting of the reassessment committee will be held to consider the student's continued placement. If the committee determines that the student is failing to make progress, the student may be placed on probation for the next 9-weeks term. Parents shall be included in the process and notified in writing of all actions taken by the committee. Documentation of all decisions and actions will be collected and maintained in LSC minutes.

If the student's performance in the gifted program does not improve within a designated period of time, the student may be removed from the program. If the parents are not in agreement with the school-based committee decision to remove the student from the gifted program, they may present their concerns, orally or in writing, to the principal of the school. The principal and parents will attempt to resolve the matter informally.

APPEALS PROCESS/HEARING

Should the parents not agree to the removal of the student from the program, the parents have the right to a hearing to appeal the decision and determine how the lack of agreement will be resolved.

Within five (5) school days of the meeting with the principal, the parents may put their concerns in writing and present them to the Harrison County School District Gifted Contact Person. A meeting of the Gifted Student Assistance Team composed of the parents, Gifted Contact Person, administrator, counselor, and teacher of the gifted will be held within five (5) days or a timeframe agreed upon by the parent. The team will render a written decision based on information shared during the meeting. Documentation of all decisions and actions will be collected and maintained in LSC minutes.

REINSTATEMENT PROCEDURES

Students removed from the gifted program will be considered for reinstatement in the gifted program at the request of the parents and with the recommendation of classroom teachers. Consideration and arrangements for reinstatement in the program will be made through the LSC and documented in the minutes. Written notification of the student's eligibility for reinstatement will be forwarded to the parents and teachers of the student. Written parental permission must be obtained before the student can be placed in the program.

GIFTED STUDENTS IN ALTERNATIVE SCHOOL SETTINGS

The district is responsible for ensuring that intellectually gifted services continue for students who are placed in an alternative school setting. The amount of time and the way services are provided shall be determined by the district.

GIFTED OUTCOMES AND STANDARDS

In compliance with MDE Gifted Regulations, activities in gifted education classes shall develop and enhance the skills established in the Gifted Outcomes document, the Gifted Teaching Strategies notebook, and required components of the Gifted Education Program Standards document. The activities shall enhance the integration of advanced content and individual student interests by utilizing higher-level thinking skills, creative problem-solving, critical thinking skills, research skills, personal growth, human relations exercises, leadership skills, and creative expression. Activities shall also create an appreciation for the multicultural composition of the school and community.

As gifted students work under specific gifted outcomes, process skills, and standards, withholding permission to attend gifted classes shall not be used as a disciplinary measure.

HOMEWORK/CLASSWORK

Intellectually gifted students shall not be required to make up classwork missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. Homework assigned to the general education classroom students for the evening of the

gifted education day must be completed.

MAINTENANCE AND DESTRUCTION OF GIFTED STUDENT FILES

In alignment with Harrison County School District procedures for maintenance and destruction of special education files, intellectually gifted student files shall be held for three (3) years after high school graduation. Prior to shredding, notice will be posted that these records are available to parents or students eighteen (18) years of age or older with proper identification. These records may include information on referral, assessment, placement, and participation in the gifted education program, including authorizations and evidence of eligibility.

MS Code

37-23-173

Description

[Legislative findings and declarations; purpose](#)

Other References

07.96 MISS ADMIN CODE

MDE Rule 35.1

Description

07.96 MISS ADMIN CODE

MDE Rule 35.1

Exhibit IDE-E(1): Gifted Education Program

Status: ADOPTED

Original Adopted Date: 08/05/2024 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

See PDF on the next page.

SUPERINTENDENT’S MESSAGE

Dear Parents:

It is with pleasure that I welcome you and your children to Gifted Education in the Harrison County School District. The program described within this handbook is designed to enrich the academic day of the gifted student through challenge and motivation. Students who qualify and choose to enter the gifted curriculum must exhibit confidence, independence, and ability in meeting the requirements of the program. The district appreciates your support and effort in assisting your children in achieving academic excellence.

I anticipate an exceptional year for this program. You may be assured of my commitment to Gifted Education and continued support for these very capable students.

William Bentz
Superintendent of Education

COUNTY ADMINISTRATION

William Bentz	Superintendent of Education
Kelly Fuller	Assistant Superintendent, Curriculum
Dr. Laretta Marks	Assistant Superintendent, Student Services
Dr. Michael Weaver	Assistant Superintendent, Operations

**HARRISON COUNTY
BOARD OF EDUCATION**

District I Board Member.....	Steven Ramsey
District II Board Member.....	Betty Daniel
District III Board Member.....	David Ladner
District IV Board Member.....	Dr. Barbara Thomas
District V Board Member.....	95Eric Simmons

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WELCOME TO GIFTED EDUCATION

Welcome to the Harrison County School District Gifted Education Program. This handbook is designed to support parents, students, teachers, and administrators by providing helpful information about our gifted program, including how students are identified, the services provided, and what families can expect throughout the school year.

Our gifted education programming follows the guidelines and outcomes set by the Mississippi Department of Education. During the 2026–2027 school year, we will serve approximately 1,400 gifted students across the district in grades 2-8. These students are the heart of our program, and meeting their needs is our top priority.

We value your input and encourage open communication and partnership as we work together to support your child's growth and success. We are honored to serve your child and look forward to an exciting and rewarding year of learning.

If you have any questions or need assistance, please feel free to contact me at the Central Office at **228-539-6500**.

Stephanie Schepens

Gifted Education Coordinator
Harrison County School District

All procedures, Mississippi Codes, Mississippi Public School Accountability Standards for enactment of policy and procedures are available online through links provided on the Harrison County School District website. <http://harrison.msbapolicy.org/>

PHILOSOPHY OF GIFTED EDUCATION

It is the belief of the Harrison County School District that gifted students have the ability and potential to excel with the benefit of a challenging instructional program provided to them based on their exceptionalities. It is for this reason, the District, will strive to provide a gifted educational program that meets the unique needs of the intellectually gifted student with educational experiences beyond those of the general education classroom. The District believes gifted students have an exceptional potential for academic achievement that must be tapped and enhanced. Through identification of the gifted student's strengths, needs, and interests, it is possible to develop strategies of instruction that will serve as motivational factors in the gifted child's academic progress. These strategies of instruction can afford the gifted student skills in higher-level thinking, objective decision-making, critical thinking, leadership, and a creative approach to problem solving. These teaching strategies can simultaneously broaden the student's scope of knowledge and afford the student with independent study skills that will serve the student throughout his or her academic life. The Harrison County School District is committed to the motivation and guidance of gifted students through enriched, quality education.

PURPOSE

The Mississippi Gifted Education Act of 1989, as amended in 1993, mandates that each public school district within the state provide gifted education programs for intellectually gifted students in grades 2-6. All local public-school districts may have gifted education programs for intellectually gifted students in grades 7-12, artistically gifted students in grades 2-12, creatively gifted students in grades 2-12, and/or

academically gifted students in grades 9-12. The purpose of the Regulations for the Gifted Education Programs (2023) in Mississippi is to ensure that gifted children who demonstrate unusually high potential are identified and offered an appropriate education based on their exceptional abilities. Because of their unusual capabilities, they require uniquely qualitatively different educational experiences not available in the regular classroom. These uniquely different programs are required to enable gifted students to realize their abilities and potential contributions to self and society.

PROCESS OF ENTERING GIFTED EDUCATION PROGRAM

Based on the guidelines set by MDE in the gifted education regulations, the following process is used in selecting students in grades 2 through 8 for Intellectually Gifted Programming.

There are six stages to the identification process: 1) Referral 2) Local Survey Committee (LSC) review of referral data 3) parental permission for testing 4) assessment 5) assessment report 6) LSC eligibility determination

REFERRAL

- Mass Screening Referral Process or
- Individual Referral Process
A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted.
- Rescreening will not be done with the same screener within a one- year period.
- Data gathered to substantiate and document referral criteria (Objective and Subjective measures).
- Results of three measures recorded on Assessment Report.
- LSC to review data of the referral.
 - _____ A. Student meets the minimal criteria on at least three approved measures as outlined in the gifted proposal and is eligible for I.Q. testing to determine eligibility.
 - _____ B. Student does not meet the minimal criteria on at least three of the above measures as outlined in the gifted proposal and is ineligible for further testing.
- Written parental permission for testing obtained. Parents are notified of their rights under FERPA.

ASSESSMENT PHASE

- Folder forwarded to district office for Phase II of assessment.
- District LSC met to review assessment data and recommends the following:
 - _____ A. Student meets the minimal criteria on the assessment measures and the I.Q. test and is eligible for placement in the gifted program.
 - _____ B. Student is Twice Exceptional. Student should be granted provisional eligibility for one year.
 - _____ C. Student does not meet the minimal criteria on the assessment measures and is ineligible for gifted class placement.
- Notification to parents of eligibility/ineligibility
- Permission for placement.

OUT OF STATE GIFTED ELIGIBILITIES

Intellectually gifted students from out of state will be accepted into the MS GEP if they have met the 91st percentile on an accepted IQ test. These students will no longer be required to be reassessed for the GEP in the state of Mississippi. This includes students from military families based on the Military Interstate Children's Compact.

IN STATE GIFTED STUDENT TRANSFERS

Students who have a valid Mississippi gifted eligibility ruling do not have to be re-evaluated. A Mississippi eligibility determination shall be accepted by all school districts within the state provided the district has a program in the area for which the student has eligibility. Before serving a transfer student in the local gifted education program, districts shall collect a copy of the student's Gifted Eligibility Form, assessment reports, and parental permission to serve.

BASIS FOR PROGRAM DESIGN & EVALUATION

The Outcomes for Gifted Education MDE document is the basis of study for the students in the GEP, in grades 2-8. The Scope & Sequence is flexible in that it recognizes the strengths, needs, and interests of the student and provides challenging learning opportunities reflecting these areas. Students are provided an Interest Inventory in the Gifted Education class and the GEP teacher analyzes this inventory, the psycho-educational profile, in-pup from the parent, achievement test scores, and the characteristics checklists. Development of individualized project-based learning opportunities is then provided for the student within the process skills of the Scope & Sequence.

In 2nd through 6th grades, a documentation of the student's progress is made a minimum of once each nine-week term. This documentation reflects the General Preparatory Experiences, Group Training Experiences, and Experiences in Investigation of Real Problems in which the student has participated. Areas of social and creative growth are also assessed. This report is sent home to the parent each term. It is signed by the parent and returned to the Gifted Education Teacher. 7th and 8th grade student's progress will be assessed twice each 9 weeks as a numerical grade on their progress report and report card.

In accordance with the Mississippi Department of Education recommendations, the Gifted Program is evaluated annually by parents, students, and teachers through surveys. The information gathered is used to improve and strengthen the program and to provide ongoing training for Gifted Education teachers in order to ensure quality services for intellectually gifted students.

The Local Survey Committee, as well as the parent, has the authority to withdraw the student from the GEP based on performance in the GEP. The GEP teacher completes an annual assessment of student progress in the GEP and recommendation for return to the GEP is approved or denied.

ANNUAL REASSESSMENT

A committee shall meet at least annually to reassess each gifted student's continuation in the program. The Committee must include at least the student's teacher of the gifted and a designated administrative representative.

Since participation in the Gifted Program is an entitlement under law, the student should remain in the program as long as they are being successful in the program. Grades and/or success in the regular education program is the responsibility of the regular classroom teacher and shall not be considered as a reason for removal from the gifted program.

If the Committee recommends that a unsuccessful student be removed from the gifted program, the student's parents must be notified and given an opportunity to discuss the decision before the student is removed. Should parents not agree to the removal of the student, the local district shall grant the parents a hearing.

APPEAL FOR EXITING PROGRAM

Parents/Legal Guardians may appeal a decision by submitting a written letter to the gifted education coordinator requesting a review. Once appeal is received, the individual student's file will be reviewed by the coordinator, building principal and a district survey committee member. The subsequent decision will be either of the following:

- A. Reaffirm the original decision
- B. Need to collect additional information to be documented in student's folder.

Following a decision, a conference will be held with parent/guardian to discuss and review recommendation. In case of no resolution the committee decision will be reviewed by the superintendent.

PERFORMANCE-REGULAR CLASSROOM

In the event a student has difficulty keeping up regular classwork, a conference will be held with the parent, classroom teacher, teacher of the gifted, and the student to discuss the problem and to determine an appropriate course of action. The conference and plan of action will be documented, and follow-up conferences will be held as needed.

As the academic progress and welfare of the students are the prime consideration, special situations will be handled on an individual basis.

THE INTELLECTUALLY GIFTED PROGRAM

Instruction is based on targeted process skills and the Enrichment Triad Model of Joseph Renzulli, as adapted for the Harrison County School District.

PROGRAM GOAL

The program goal is dualistic.

1. To provide a differentiated curriculum, which systematically exposes the student to many fields of learning, provides process skills for advanced levels of thinking, and allows the learner the opportunity to become a producer rather than a consumer.
2. To incorporate the interests, strengths, and preferred learning styles of the student into the differentiated curriculum, producing motivation for learning.

Objective 1 To instruct the student's gaining knowledge (*Type I Activities*) through General Preparatory Experiences.

Levels of Activities: Knowledge,¹⁰³ Comprehension, and Application

Sequence of Implementation: General Preparatory Experiences will be an initial part of all units of study. These experiences will follow a topic of study pre-test.

Method of Group Instruction or Independent Study: Lecture, tapes, filmstrips, movies, resource people, field trips, interviews, research reading, research writing, reference materials: journals, magazines, resource books, reference books, software, Internet, etc.

Methods of Evaluation: Teacher and student rubrics, checklists that identify the level of the activity, type of activity, and grade earned for the activity, tests, aural and visual observations, and others.

Objective 2 To guide the students through Group (*Type II Activities*) Training Activities in processing to include:

- a) Units of study based on the process of Benjamin Bloom's Taxonomy (Cognitive Domain, Levels 1,2,3,4,5, &6.).
- b) Studies of experimentation based in The Scientific Method of Study.
- c) Problem solving in at least one of three modes: creative, real life, or future.
- d) Activities in creativity enhancement (fluency, flexibility, elaboration, originality).
- e) Suggested Mississippi State Department of Education (MDE) strategies to meet MDE Recommended Outcomes.
- f) Use of technology in research and product development

Levels of Activities: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Sequence of Activities: Group Training Activities absorb General Preparatory Experiences at the initial stages of the process. Group Training Activities then build further.

Method of Instruction: Teacher-made or published units of study which provide activities written on and identified as the six cognitive Domain Levels of Benjamin Bloom's Taxonomy; working science experiments based in the five sequential steps of the Scientific Method of Study; solving problems from real life situations of possible situations using the creative activities related to the unit of study as well as, independent creative activities in fluency, flexibility, originality, and elaboration; methodological skill development; affective learning experiences; suggested MDE Outcomes activities, and demonstration of technology uses for research and product development.

Method of Evaluation: Post-tests for overall unit evaluations, grading of level activities, teacher and student rubrics, checklists that identify the type of activity, and the grade earned for the activity, aural and visual observations.

Objective 3 To guide the student through risk-taking (*Type 3 Activity*) experiences as the student becomes involved in problem-based learning and investigates real life problems related to student interests.

Levels of Activities: Analysis, Synthesis and primarily Evaluation

Sequence of Activities: Investigation of Real Problems presupposes that General Preparatory Experiences have given the student basic knowledge. Investigation of Real Problems further presupposes the student is capable of methodological skills and thinking at the higher levels of analysis, synthesis, and evaluation that are the result of Group Training Activities. Therefore, Investigation of Real Problems is a product level that must follow the two preceding objectives.

NOTE: Objective 3 should entail a long term, self-motivated, all absorbing study, primarily performed by the student. The activities maintain a high level of demand regarding research, risk-taking, and commitment. They place the student in the role of the professional.

Method of Instruction: Activities from the Evaluation Level of the Bloom Unit of Study may produce these activities. Placement of a science project or a writing or artistic endeavor in an area of competition can produce these activities. Writing for publication, speeches, debates or displays of original work may produce these activities. Activities in which the student studies, takes a position, and allows that position to be in a climate of adult or peer criticism may constitute Real Problem Investigation. This level of work reflects leadership, creativity, tenacity, and above average ability to research and develop products.

Method of Evaluation: Evaluation at this level is subjective and is primarily based upon observation of the student's overall effort, not the position or solution chosen by the subject. The investment of the student in the adopted solution, belief, position, product, etc., and the demonstration of professional performance are the primary methods of evaluation.

GIFTED CURRICULUM

Intellectually gifted curriculum can be described as interest and strength-based curriculum that is "in addition to and different from" the regular curriculum offered for gifted eligible students. Students are routinely pre-tested and moved ahead to appropriate instructional and/or interest levels based on this assessment and/or interest inventories. GEP teachers are available to assist regular classroom teachers

TIME AND MAKE-UP PROCEDURES

The GEP student is taken from the regular classroom a *minimum* of 300 minutes a week and the middle school student minimum class schedule is 240 minutes per week on a bell schedule. This is usually scheduled in blocks of time that vary according to each school's schedule. Due to scheduling difficulties, this hour may be the same hour daily, or it may be a floating hour. There are also conditions that dictate unique scheduling procedures.

Gifted students in grade 2-6 may not be required to make-up class work when they are scheduled to be in the gifted classroom. The teacher should provide the student with the information in the form of a handout or by posting the page numbers covered in a designated place in the classroom.

The Gifted Education student must accept the challenge of reviewing and learning the information provided. In the general education classroom, the student must be responsible for checking the designated area for posted information or hand out information. Actual paperwork handed-in during the student's Gifted Education period will not be required to be turned in.

GEP class is a required part of the student's academic week. Students are assessed, instruction is planned based on the results of the assessment and teaching and active participation in assignments follows. Students are then assessed to determine progress. *Absences negatively affect the progress students can make in the GEP class. Students may not be held from the GEP class as punishment for behavior, incomplete assignments, etc.*

State and District Assessments: Each district is responsible for ensuring that students are being serviced during the administration of state and district assessments. A modified or alternate schedule is permitted and made available to the MDE upon request.

ANNUAL PROGRAM EVALUATION

The Harrison County School District Gifted Education Program conducts a yearly program evaluation each spring to help us reflect, improve, and better serve our gifted students. As part of this process, surveys are provided to parents, students, and staff to gather valuable feedback on the effectiveness of the program.

Your input is important and helps guide future planning and program improvements. If you have any questions about the spring survey or the evaluation process, please contact the gifted teacher at your child's school of attendance.

NOTICE OF NONDISCRIMINATION

Harrison County School District (HCSD) does not discriminate on the basis of race, color, national origin, sex, disability, or age in any of its programs or activities, and provides equal access.

JOURNEY ADVISORY COMMITTEE

This committee will be consulted for program design, evaluation, student activities and act as a support group in promoting the advancement of Gifted Education. Parents, teachers, administrators and/or community members are part of the advisory committee.

MISSISSIPPI ASSOCIATION FOR GIFTED CHILDREN

MAGC is the state organization supporting gifted students, parents and teachers. Visit the website for information on gifted in the state of Mississippi at www.magcgifted.org

MS Code

37-23-173

Description

[Legislative findings and declarations; purpose](#)

Other References

07.96 MISS ADMIN CODE

MDE Rule 35.1

Description

07.96 MISS ADMIN CODE

MDE Rule 35.1

Policy IDF: Extracurricular Activities Participation

Status: ADOPTED

Original Adopted Date: 12/17/2018 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Extracurricular Activities Participation

A student who is enrolled in any grade higher than Grade 6 in a school district in this state must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below a 2.0 on a 4.0 scale. The suspension from participation in extracurricular or athletic activities may not be removed until the student's cumulative grade point average in a succeeding semester is 2.0 or higher on a 4.0 scale. A student with a cumulative grade point average below a 2.0 on a 4.0 scale at the semester of an academic school year shall be suspended from participation in extracurricular or athletic activities in the succeeding academic school year until the student's cumulative grade point average is 2.0 or higher on a 4.0 scale.

Students will not be allowed to attend extracurricular activities if they are serving a suspension or if they are currently enrolled in the Alternative School.

"Extracurricular" is defined as, organization-sponsored student activities which require administrative provision and student involvement outside the time allocation for instruction. This would specifically apply to organized practice or competition which requires additional inputs of students' time outside the normal school day. Extracurricular activities will be those activities presently governed by the Mississippi High School Activities Association.

Last Review: **September 22, 2025**

Review History: [12/03/2018][12/17/2018][02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22]
[05/16/22][5/15/23][6/5/23][08/19/24][09/09/24][09/22/25]

MS Code

37-11-65

Description

[Students in grades 7-12 to be suspended from participation in extracurricular or athletic activity for failure to maintain certain cumulative grade point average](#)

Policy IDFA: Intramural/Interscholastic Athletics

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 08/21/2025 | **Last Reviewed Date:** 09/22/2025

INTERSCHOLASTIC ATHLETICS

This school board has the power, authority, and duty to provide athletic programs and other school activities and to regulate the establishment and operation of such programs and activities. ' 37-7-301(q) (1996)

This district shall not permit any student in grades K-6 to participate in any interschool competitive sports program of a varsity pattern with scheduled games and a championship.

Furthermore, said district or school shall not allow the school name to be used by others in designating the identity of such a team.

Athletic contests shall in all respects comply with the current rules and regulations of the Mississippi High School Activities Association.

Any athletic team or sport that is sponsored by the district shall be expressly designated as one of the following based on biological sex:

1. Males, men or boys;
2. Females, women or girls; or
3. Coed or mixed.

Athletic teams or sports designated for females, women or girls shall not be open to students of the male sex.

The Mississippi Public School Accountability Process Standard for this policy is Standard 21.

MS Code	Description
37-11-9	Payment by school board of medical expenses for injuries sustained in athletic activities; purchase of hospitalization insurance.
37-7-301	General powers and duties.
Other References	Description
MPSAS	Public School Accountability Standards
Cross References	Description
IB	Instructional Goals
JAA	Equal Educational Opportunities

Policy IEB: Speech - Language Screening

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

SPEECH LANGUAGE SCREENING

Speech, Language Screening, Voice and Fluency Disorders

This school district ensures that students will be screened for articulation, language, voice, and fluency disorders before the end of Grade 1.

1. If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
2. If a student fails the screener, the school district, in its discretion, may perform a comprehensive speech-language evaluation

If a parent or a legal guardian of a student who fails the speech-language screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by a 215 endorsed speech-language pathologist. The subsequent evaluation obtained by the parents shall be considered by the school district for eligibility in the area of speech-language in accordance with the procedures mandated by the federal Individuals with Disabilities Education Act (IDEA) for a placement in a speech-language program within the current school or to apply for a Mississippi speech-language therapy scholarship for placement in a speech-language program in a nonpublic special purpose school.

A parent or legal guardian may provide written notification to the local school district opting out of the mandatory screening provided by the district. The provisions of this section shall not apply to home-schooled students.

Last Review Date: **September 22, 2025**

Review History:[06/06/16][06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

MS Code

37-173-15

Description

[Dyslexia Screening](#)

Policy IEB: Speech - Language Screening

Status: DRAFT

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

SPEECH LANGUAGE SCREENING

Speech, Language Screening, Voice and Fluency Disorders

This school district ensures that students will be screened for articulation, language, voice, and fluency disorders before the end of Grade 1.

1. If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
2. If a student fails the screener, the school district, in its discretion, may perform a comprehensive speech-language evaluation

If a parent or a legal guardian of a student who fails the speech-language screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by a 215 or 216 endorsed speech-language pathologist. The subsequent evaluation obtained by the parents shall be considered by the school district for eligibility in the area of speech-language in accordance with the procedures mandated by the federal Individuals with Disabilities Education Act (IDEA) for a placement in a speech-language program within the current school or to apply for a Mississippi speech-language therapy scholarship for placement in a speech-language program in a nonpublic special purpose school.

A parent or legal guardian may provide written notification to the local school district opting out of the mandatory screening provided by the district. The provisions of this section shall not apply to home-schooled students.

Last Review Date: **September 22, 2025**

Review History:[06/06/16][06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/2020][02/17/2020][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

MS Code

37-173-15

Description

[Dyslexia Screening](#)

Policy IEBA: Dyslexia Policy

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Dyslexia Screening and Therapy

It is the policy of this district to comply with all requirements of the dyslexia screening and therapy required by law and the Mississippi Department of Education.

Therefore, this district will ensure that students will receive dyslexia screening by a screener approved by the State Board of Education in the spring of kindergarten and the Fall of Grade 1.

The component of the screening must include:

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

If a student fails the screener, the parent or legal guardian will be notified of the results of the screener. Subsequent dyslexia evaluations may be administered by licensed professionals, including: psychologists, psychometrists, and speech language pathologists licensed in accordance with law and the Mississippi Department of Education where applicable.

If a student fails the screener, the school district, in its discretion, may perform a comprehensive dyslexia evaluation; such evaluation must be administered by any of the licensed professionals identified above.

If a parent or legal guardian of a student who fails the dyslexia screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by any of the licensed professionals identified above.

The resulting diagnosis of the subsequent evaluation shall be accepted by the school district for purposes of determining eligibility for placement within a dyslexia therapy program within the current school or to receive a Mississippi Dyslexia Therapy Scholarship for placement in a dyslexia program in another public school or nonpublic school. Dyslexia Scholarships are available for students in grades 1 through 12 who have been properly screened and diagnosed with dyslexia.

The district shall make an initial determination of whether a student diagnosed with dyslexia meets the eligibility criteria under the Individuals with Disabilities Education Act (IDEA) to have an Individualized Education Program developed and to receive services. If a student's diagnosis of dyslexia does not result in an IDEA eligibility determination then the district will proceed with the process for determining if the student is eligible for a 504 Plan under the Rehabilitation Act based on the presumption that proficiency in spelling, reading and writing are essential for the student to achieve appropriate educational progress. The district shall develop interventions and strategies to address the needs of those students diagnosed with dyslexia which provide the necessary accommodations to enable the student to achieve appropriate educational progress.

The district will conduct four (4) hours of in-service training in dyslexia and related disorder awareness education every three (3) years for all licensed educators and paraprofessionals responsible for the instruction. The training shall be delivered in accordance with the State Department of Education.

The superintendent or designee shall establish procedures to support this policy.

MS Code	Description
37-173-15	Dyslexia Screening

Policy IEC: Class Size / Enrollment Requirements

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 08/21/2025 | **Last Reviewed Date:** 09/22/2025

CLASS SIZE / ENROLLMENT REQUIREMENTS

It is the intent of the Board of Education to allocate staff in a manner that will be educationally sound, instructionally appropriate, and fiscally responsible.

Conditions which impact class size decisions include classroom, facility, or supply constraints; funding and financial crises; availability of licensed staff; curriculum and instructional considerations; and, student enrollment and demographics.

The superintendent, or designee, shall keep the Board informed of elementary and secondary class size and learner/teacher ratio through regular reports.

The Mississippi Public School Accountability Process Standard for this policy is Standard 28.

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Cross References

IB

Description

[Instructional Goals](#)

Policy IFB: Instructional Services

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Reviewed Date:** 09/22/2025

INSTRUCTIONAL SERVICES

This school district shall provide services to support the district's program of instruction. The board directs the superintendent to develop and maintain instructional services for the benefit of students and staff.

ALTERNATIVE SCHOOL PROGRAM

The school board of this district shall establish, maintain and operate, in connection with the regular programs of said school district, an alternative school program. This district will comply with all applicable provisions of the Mississippi Code of 1972, Annotated including but not limited to § 37-13-92 as amended, and with all other applicable federal and state laws and the Mississippi Public School Accountability Standards.

SPECIAL EDUCATION PROGRAM

The State Department of Education shall establish goals for the performance of children with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates shall be developed. Every two (2) years, the progress toward meeting the established performance goals shall be reported to the public. '37-23-133 and ' 37-23-1

The educational programs and services provided for exceptional children in Sections 37-23-1 through 37-23-15, 37-23-31 through 37-23-35, 37-23-61 through 37-23-75 and 37-23-77 shall be designed to provide individualized appropriate special education and related services that enable a child to reach his or her appropriate and uniquely designed goals for success. The State Board of Education shall establish an accountability system for special education programs and students with disabilities. The system shall establish accountability standards for services provided to improve the educational skills designed to prepare children for life after their years in school. ' 37-23-1

The Mississippi Public School Accountability Process Standards for this policy are Standards 2, 18, 19, and 22.

MS Code

37-13-92

Description

[Alternative school program for compulsory-school-age students; transportation of students; expenses.](#)

37-23-1

[Purpose of §§ 37-23-1 through 37-23-159; design of programs and services; accountability system.](#)

37-23-133

37-23-133

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Cross References

GBRC

Description

[Professional Personnel Work Load](#)

IB

[Instructional Goals](#)

IDDF

[Special Education Programs](#)

JCD

[Alternative School Program](#)

Policy IFBA: Assistant Teachers

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

IFBA

ASSISTANT TEACHERS

The utilization of assistant teachers shall be individually determined and shall require a detailed written recommendation by the principal and approval by the superintendent. The use of assistants will permit teachers more time to devote to instruction, more effective grouping for instructional purposes, and greater individualized attention for meeting pupil needs. Assistants may not have direct responsibility for or supervision of student instruction or activities, but shall be under the supervision of a licensed staff member.

MINIMUM SALARY

Please refer to MS Code Section 37-21-7 (6) for the minimum salary of assistant teachers.

BASIC OBJECTIVES

Teacher assistants are employed so that the professional teachers may direct their energies to the students' education. The superintendent and/or staff development committee shall develop an appropriate in-service training program for teacher assistants. The basic objectives for the use of teacher assistants are:

1. To make it possible for teachers to use more variety in structuring classroom activities which will result in more meaningful education for children and youth.
2. To enable the teacher to do more creative teaching, and to use a greater variety of instructional media.
3. To enable the teacher to develop effective programs focusing upon the individual needs of each student.
4. To provide increased time for individualizing instruction, evaluating learning situations, student counseling and guidance for other instructional activities that will improve educational opportunities for boys and girls.
5. To relieve teachers of the numerous semi- and non-professional tasks which have become cumulative and which have come to consume a disproportionate amount of the teacher's time and energies.

DUTIES AND RESPONSIBILITIES

Teacher assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4)

conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher.

Teacher assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

The principal and supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to an assistant. Assistants are not to discipline children. Classroom discipline shall be left to the certified teacher or building principal.

The Mississippi Public School Accountability Standard for this policy is standard 17.

MS Code	Description
37-21-7	Mississippi Elementary Schools Assistant Teacher Program.
Cross References	Description
GAR	Professional Personnel Records
GAR-E(1)	Professional Personnel Records
GBA-E	Teacher Salary Scale
GBA-E-E(1)	Teacher Salary Scale
GBBA	Professional Personnel Qualifications
GCD	Classified Personnel Hiring
GCD-E(1)	Classified Personnel Hiring
IB	Instructional Goals

Policy IFBB: Use of Cell Phones by Teachers/Staff

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

USE OF CELL PHONES BY TEACHERS

The Board of Trustees of the Harrison County School District believes that the school district was created for the primary purpose of effectively educating the children attending school within the school system. The Board further believes that to accomplish this mission, it is imperative that classroom instructional time be protected. Therefore, it shall be the policy of the Harrison County School District that employees may carry their cell phones during school hours. Employees must adhere to the following: Phones are to be turned off and not visible during class except for school emergencies or with the permission of the principal. Harrison County School District employees are prohibited from wearing blue tooth devices while on campus.

VIOLATIONS

Alleged violations of this policy shall be discussed in a conference between the employee and the building principal. If the principal finds the violation(s) to be factual, the principal shall issue a written reprimand to the employee(s) involved. This reprimand shall become a part of the employee's personnel file. Repeated violations may result in non-renewal of an employee's contract or dismissal.

Cross References

IB
IFBC

Description

[Instructional Goals](#)
[District Cellular Telephones](#)

Policy IFBC: District Cellular Telephones

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 08/18/2025 | **Last Reviewed Date:** 09/22/2025

DISTRICT CELLULAR TELEPHONES

This board recognizes that the use of cellular telephones may be appropriate to provide for the effective and efficient operation of the District and to help ensure safety and security of District property, staff and others while on District property or engaged in District-sponsored events and activities. The Board authorizes the purchase and employee use of cellular telephones, as deemed appropriate by the Superintendent.

It is the intent of the District to limit the issuance of District -owned cellular telephones to only those positions where such devices are demonstrably essential for the performance of assigned duties and where no reasonable alternative exists.

District-owned cellular telephones will be used for authorized District business purposes, consistent with the District's mission and goals. Personal use of cellular telephones is prohibited except in emergency situations. Any expense incurred for such personal use will be reimbursed to the District.

Employees shall utilize District-provided devices (e.g., iPad), email, messaging applications, or landlines for official communications wherever feasible. Cellular phone use shall be reserved for situations where such alternatives are impractical or unavailable.

Use of cellular phones in violation of Board policies, administrative regulations, and/or state and federal laws will result in discipline up to and including dismissal and referral to law enforcement officials, as appropriate.

The Superintendent is directed to develop administrative regulations for the implementation of this policy, including a uniform and controlled system for identifying employee cellular telephone needs, monitoring use and reimbursement. Provisions may also be included for staff use of privately owned cellular phones for authorized District business.

The Superintendent shall conduct an annual audit of district-issued cellular phones to ensure continued necessity and alignment with fiscal responsibility. Devices deemed non-essential shall be collected and decommissioned.

Prior to the issuance of any cellular telephone, the Superintendent or designee shall document the cost-effectiveness of the assignment compared to alternative communication options.

Students and staff are encouraged to use any available cellular telephone in the event of an emergency that threatens the safety of students, staff or other individuals. A school bus driver is prohibited from operating a school bus while using a cellular telephone except: (1) during an emergency situation; (2) to call for assistance if there is a mechanical breakdown or other mechanical problem; and (3) when the school bus is parked.

AUTHORIZATION

Cellular telephones may be assigned or made available on a temporary basis by the Superintendent when it is determined that:

1. The assignment of a cellular telephone to the employee is a prudent use of District resources;
2. The employee's job responsibilities require the ability to communicate frequently and access to a District or public telephone is not readily available.
3. The employee's job involves situations where immediate communication is necessary to ensure the security of District property or safety of students, staff or others while on District property or engaged in District-sponsored activities.

Authorization may be rescinded if the employee's role or responsibilities change, if alternative communication methods are deemed adequate, or if the cost of the phone no longer justifies the operational benefit.

Cross References

IFBB

Description[Use of Cell Phones by Teachers/Staff](#)

Policy IFBD: School Libraries

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 08/21/2025 | **Last Reviewed Date:** 09/22/2025

SCHOOL LIBRARIES

This board recognizes that school libraries are essential to academic development and high levels of student achievement.

The Mississippi Public School Accountability Process Standards for this policy are Standards 2, 5, and 18.

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Cross References

IB

Description

[Instructional Goals](#)

Policy IFBD: School Libraries

Status: DRAFT

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 08/21/2025 | **Last Reviewed Date:** 09/22/2025

SCHOOL LIBRARIES

This board recognizes that school libraries are essential to academic development and high levels of student achievement.

Libraries will meet state requirements for library-media services:

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

The Mississippi Public School Accountability Process Standards for this policy are Standards 2, 5, and 18.

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Cross References

IB

Description

[Instructional Goals](#)

Policy IFCB: Field Trips and Excursions

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Field trips are made by students only with the permission of the parents. Permission slips will be sent home to be signed by the parent. All field trips will be supervised by regular classroom teachers.

Field trips must be planned in advance and designed to augment lesson plans of the teacher. Field trips must have the approval of the principal. All out-of-state field trips must be approved by the School Board prior to the event. It should be clearly understood that field trips are educational in nature and not recreational.

1. The principal must be notified in writing at least fifteen (15) days in advance.
2. Request for a field trip must be in writing.
3. Permission blanks are to be signed by the parents of each person making the trip.
4. A field trip must be related specifically to the instructional program.
5. Overnight field trips are not permitted.
6. No field trips will be permitted during testing periods.
7. Field trip request form must be filled out completely and signed by the principal.
8. All request forms must be turned in to the transportation department five (5) days prior to the field trip.
9. If requesting off-site meals, the cafeteria must be notified in writing at least ten (10) days in advance for food/supply orders to be placed.

Last Review Date: **September 22, 2025**

Review History:[06/06/16][06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy IFG: Early Graduation

Status: ADOPTED

Original Adopted Date: 12/17/2018 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Early Graduation

Early graduation involves the completion of all high school academic requirements in less than a traditional four-year program. Any high school student who will complete the number of Carnegie units and other existing standards required by both the state and the district prior to completing eight (8) semesters of high school work may petition to graduate early.

Students who are one or more years behind their kindergarten cohort who wish to graduate early are eligible to graduate with a traditional diploma.

Students who are not behind their kindergarten cohort must pursue an endorsement (academic, JROTC, CTE, or distinguished) in order to qualify for early graduation.

The student must submit the early graduation request to the principal at least one (1) semester in advance in which the student wishes to graduate.

The Board authorizes the superintendent to establish administrative procedures consistent with this policy.

A student's plan may be terminated at any time due to academic, behavioral, or attendance issues.

Last Review: **September 22, 2025**

Review History: [12/03/2018] [12/17/2018] [02/03/20] [02/17/20] [05/03/21] [05/24/21] [05/02/22]
[05/16/22][05/15/2023][06/05/2023][08/19/24][09/09/24][09/22/25]

Policy IG: Prayer in the Schools

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 02/06/2017 | **Last Reviewed Date:** 09/22/2025

PRAYER IN THE SCHOOLS

It is the policy of the Harrison County School District Board of Education not to prevent, or otherwise deny participation in, constitutionally protected prayer in the district's schools, consistent with current guidance issued by all state and federal laws and regulations. Under federal guidelines, students have the following rights:

1. To engage in private, non-disruptive activity such as prayer or bible reading while at school;
2. To participate in before or after school events that have a religious content;
3. To study about religion when appropriate to the curriculum;
4. To produce written expressions of religious beliefs in home work, art work, and other assignments;
5. To distribute in a non-disruptive manner, subject to reasonable restrictions as to time, place, and manner, religious literature;
6. To be excused for religious reasons from participation in school programs or activities;
7. To be granted release time to attend religious events;
8. To wear clothing that includes a non-disruptive religious theme or message;
9. To be given access to school media to announce religious events in the same manner as other organizations; and,
10. To be granted access to school facilities for religious activities in the same manner as other organizations.

Students shall not coerce or intimidate other students to listen or participate in their private exercise of religious activities. Likewise, no student shall be harassed or ridiculed because of his/her participation in religious activities.

Distribution of literature and materials, including those of a religious nature, shall be done in accordance with Board

policies regarding the distribution of literature and materials applicable to all groups. The school cannot endorse or sponsor the distribution of outside literature or an outside organization.

School administrators, teachers and staff shall take a neutral approach regarding the promotion of prayer or other religious activities in schools or at school-sponsored events. They cannot interfere with students exercising their religious rights as permitted by law and they cannot tell or suggest to students that they should pray or participate in religious activities. Prayer over the intercom or at school-related activities shall not be allowed except as specifically stated above.

Students may begin the school day with a brief period of quiet reflection of up to 60 seconds. This is not intended to be a religious service or exercise. Administrators, teachers and staff should not conduct themselves in any manner that would suggest that this period of quiet reflection is a time of prayer but should remain neutral in this activity.

The school board shall be permitted to open its meetings with a brief non-sectarian, non-proselytizing invocation to solemnize the occasion. Only board members shall be permitted to present these invocations.

The Board is committed to following the law and to protecting the freedoms of all students, both those who wish to exercise their religious freedoms and those who prefer not to exercise those rights.

This policy supersedes any other Board policy that might be inconsistent with it.

Cross References

IGAA
JAB

Description

[Student Religious Liberties](#)
[Equal Access Student Organizations](#)

Policy IGAA: Student Religious Liberties

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Reviewed Date:** 09/22/2025

STUDENT RELIGIOUS LIBERTIES

PROHIBITION AGAINST REQUIRING ANY PERSON TO PARTICIPATE IN PRAYER OR VIOLATING THE CONSTITUTIONAL RIGHTS OF ANY PERSON

This policy shall not be construed to authorize this district to do either of the following:

1. Require any person to participate in prayer or in any other religious activity; or
2. Violate the constitutional rights of any person.

STUDENT EXPRESSION OF RELIGIOUS VIEWPOINTS

The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

STUDENT SPEAKERS AT NON-GRADUATION EVENTS

The school district hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. If a student is to speak at an event, the district shall set a maximum time limit reasonable and appropriate to the occasion. The forum shall be limited in the manner provided by law.

Only those students in the highest two (2) grade levels of the school and who hold one (1) of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, captains of the football team, and other students holding positions of honor as the school district may designate.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the student council or other designated body during an announced period of not less than three (3) days. The announced period may be at the beginning of the school year, at the end of the preceding school year so student speakers are in place for the new year, or, if the selection process will be repeated each semester, at the beginning of each semester or at the end of the preceding semester so speakers are in place for the next semester.

The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn. Each selected student will be matched chronologically to the event for which the student will be giving the introduction.

For those events at which a student is to speak, each student may speak for one (1) week at a time for all introductions of events that week, or rotate after each speaking event, or otherwise as determined by the district. The list of student speakers shall be chronologically repeated as needed, in the same order. The district may repeat the selection process each semester rather than once a year.

The subject of the student introductions must be related to the purpose of the event and to the purpose of marking the opening of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

The subject must be designated, a student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd or indecent speech.

The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious

viewpoint expressed by the student on an otherwise permissible subject.

For as long as there is a need to dispel confusion over the non-sponsorship of the student's speech at each event in which a student will deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, *"The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position or expression of the school district."*

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions.

The school district shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

STUDENT SPEAKERS AT GRADUATION CEREMONIES

The school district hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the district shall set a maximum time limit reasonable and appropriate to the occasion. The forum shall be limited in the manner provided by law.

Only students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officers, class officers of the graduating class, the top three academically ranked graduates, or a shorter or longer list of student leaders as the school district may designate. A student who will otherwise have a speaking role in the graduation ceremonies shall be ineligible to give the opening and closing remarks.

The names of the eligible volunteering students will be randomly drawn. The first name drawn will give the opening and the second name drawn will give the closing.

The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

In addition to the students giving the opening and closing remarks, certain other students who have attained special positions of honor based on neutral criteria, including, without limitation, the valedictorian, will have speaking roles at graduation ceremonies. For each speaker, the school district shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the district creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The subject must be designated for each student speaker, the student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd or indecent speech. The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

A written disclaimer shall be printed in the graduation program that states, *"The students who will be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the school district or the board of trustees, or the district's administration, or employees of the district, or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the district*

refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects."

RELIGIOUS EXPRESSION IN CLASS ASSIGNMENTS

Students may express the students' beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the students' submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Students may not be penalized or rewarded on account of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded on account of its religious content.

FREEDOM TO ORGANIZE RELIGIOUS GROUPS AND ACTIVITIES

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during and after school to the same extent that students are permitted to organize other non-curricular student activities and groups. Religious groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination based on the religious content of the group's expression.

If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities may not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer the disclaimer in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

Other References	Description
MS Student Religious Liberties Act of 2013	MS Student Religious Liberties Act of 2013
Cross References	Description
IG	Prayer in the Schools

Policy IHA: Grading System

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 06/23/2025 | **Last Reviewed Date:** 09/22/2025

Grading System

The established grading system is to communicate to parents a periodic evaluation summarizing significant factors of the student's adjustment in the total education program. The grading system is based upon student achievement and performance, bearing in mind that any system incorporates both subjective and objective considerations in student evaluation.

Objectives

1. To motivate students to exert their best efforts in the learning process
2. To provide a uniform technique for converting numerical values to letter grades
3. To monitor each student's progress

Grading System

To evaluate student performance for the purposes of promotion, retention, or alternative programs. The following numerical values shall be used in determining letter grades.

ELEMENTARY SCHOOL	MIDDLE and HIGH SCHOOL
A (Excellent) Ex: <u>90-100</u>	A (Excellent) Ex: <u>90-100</u>
B (Above Average) Ex: <u>80-89</u>	B (Above Average) Ex: <u>80-89</u>
C (Average) Ex: <u>70-79</u>	C (Average) Ex: <u>70-79</u>
D (Below Average) Ex: <u>65-69</u>	D (Below Average) Ex: <u>65-69</u>
F (Failure) Ex: <u>64 and below</u>	F (Failure) Ex: <u>64 and below</u>

Grading Changes

1. No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teachers, coaches, or other administrative staff members of the school or the central staff of a local school board shall attempt, directly or indirectly, to change, alter, or otherwise affect the grade received by a student from his teacher.
2.
 1. A teacher's determination of a student's grade as a measure of the academic achievement or proficiency of the student shall not be altered or changed in any manner by any school official or employee other than the teacher.
 2. A school official or employee having authority provided under formally adopted written rules and procedures adopted by the local school board to change a student's grade can take such action only upon it being determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy.
3. Any local school district or personnel employed by the school district who violates the provisions of the law shall cause the local school district or school to be subject to losing its accreditation in the manner determined by the policies and procedures of the State Board of Education.

The grading system shall be included in all student handbooks.

The superintendent or designee shall establish procedures to support this policy.

MS Code

37-11-64

37-11-66

Description

[Prohibition against school administrators or other employees changing, altering or otherwise influencing grade received by student from teacher; exceptions; violation](#)

[Local school board adoption and implementation of written policy regarding school district's requirement for awarding a minimum grade](#)

Cross References

IHE

Description

[Promotion and Retention](#)

Policy IHB: Homework

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

The Board of Trustees recognizes the value of purposeful, well-planned, and properly motivated homework assignments that are: (1) appropriate to the grade level, age, and abilities of the student; (2) designed to stimulate initiative and independence or to reinforce and enrich classroom instruction; (3) in complete accord with the goals established for the development of the school curriculum; (4) carefully planned so that home assignments are not so lengthy as to be self-defeating nor so complicated as to require assistance or resource materials not available to the student; and (5) an extension of classwork that has already been introduced.

Teachers should try to make homework assignments meaningful – not mere busy work or punishment. It is important to make long-range assignments when possible, to remember that outside activities often lead to cheating, to vary homework assignments, and to individualize assignments when possible. Using part of the class period to begin work which is to be continued outside the classroom (when the teacher is available to answer questions) should be considered by the teacher. Homework assignments should be reasonable in terms of the age of the child, and home study or assignments should stem from classroom experiences and be an extension of classwork previously introduced by the teacher.

As in the assignment of in-school work, homework assignments must be left to the sound professional judgment of the teacher, who will be expected to interpret the needs and assess the abilities and interests of each student.

An Overview of Homework/Failure to Complete Homework Assignments

All teachers in the Harrison County School District will be expected to follow the guidelines listed below in regard to their handling of homework assignments.

Time Element of Homework

The time necessary to complete a homework assignment should vary from first grade to twelfth grade and the maximum length of time which the schools should expect an average student to devote to homework should be based on reasonable expectations of students so that combined homework assignments are not excessive.

Teachers must always consider that students in departmentalized situations have more than one (1) class and that it is possible for students to be overloaded with homework on a given night.

Teachers should not regularly assign homework over week-ends or holidays.

Checking or Grading of Homework

All written homework must be checked, although it is not necessary that all homework be graded and/or recorded. The teacher should make more than a cursory check of homework and should indicate errors or weaknesses so that the student may benefit from home activities. Evaluations and feedback should be given in a timely manner.

A student's failure to complete assigned homework may result in the student's being required to make-up the homework assignment either before or after school, at the discretion of the teacher and/or building administrator. A student required to make-up homework he/she failed to complete must be informed at least one day in advance. The teacher and/or the building administrator shall have the authority to set the time for make-up and the length of time required for the student to attend make-up work session.

Last Review Date: **September 22, 2025**

Review History:[06/06/16] [06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy IHE: Promotion and Retention

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 06/29/2026 | **Last Reviewed Date:** 06/29/2026

PROMOTION AND RETENTION

Promotion and retention shall be based upon the mastery of objectives.

1. The Harrison County School District School Board shall establish standards for graduation from its schools which shall include, as a minimum:
 - a. Mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education; and
 - b. Completion of a minimum number of academic credits, including a one-half Carnegie Unit credit course in personal finance or a full Carnegie Unit course where half the course standards are financial literacy as set forth under Mississippi law, and all other applicable requirements prescribed by the district school board.
2. A student who meets all requirements prescribed in subsection (1) of this section shall be awarded a standard diploma in a form prescribed by the state board.
3. The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. 37-16-7

KINDERGARTEN

Students may be retained if adequate progress is not demonstrated toward the mastery of the Kindergarten Standards. The decision to retain will be based on the best interest of the student as determined by a review of all data by the principal and teacher.

FIRST AND SECOND GRADES

Students must pass reading, mathematics, and language arts with a minimum average of 65.

THIRD GRADE STUDENTS

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. 37-177-9

Students must pass reading, mathematics, and language arts with a minimum average of 65. In accordance with the Literacy-Based Promotion Act, third grade students who are not reading on grade level by the end of the third grade will be retained unless they qualify for a Good Cause Exemption.

FOURTH THROUGH SIXTH GRADES

Students must pass English Language Arts, mathematics, science, and social studies with a minimum average of 65, or they will be retained.

MID-YEAR PROMOTION

Students in fourth and fifth grade that failed to meet the Harrison County School District's Promotion Policy and are one or more years behind are eligible for mid-year promotion if they meet the required criteria and are approved by the Superintendent or Assistant Superintendent of Curriculum. Please see Building Administrator for details. Third-graders are not eligible for mid-year promotion due to the Literacy-Based Promotion Act.

SEVENTH AND EIGHTH GRADE PROMOTION AND RETENTION

Students must pass each course taken with a minimum average of 65 or they will be retained.

SPECIAL EDUCATION STUDENTS

The State Department of Education shall establish goals for the performance of students with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for students established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, ~~186~~ assess the performance of students with disabilities on assessments, drop-out rates, and graduation rates shall be developed. Every two (2) years, the progress toward

meeting the established performance goals shall be reported to the public. 37-23-133 and 37-23-1

For information on the awarding of a special diploma, please refer to MS Code 37-16-11.

The Mississippi Public School Accountability Standard for this policy is standard 21.

MS Code	Description
37-16-11	Special diploma or certificate of completion for handicapped students; occupational diploma for students with disabilities.
37-16-7	Establishment of graduation standards established by district school boards; standard diploma.
37-177-9	37-177-9
37-23-1	Purpose of §§ 37-23-1 through 37-23-159; design of programs and services; accountability system.
37-23-133	37-23-133
Other References	Description
MPSAS	Public School Accountability Standards
Cross References	Description
IB	Instructional Goals
ICHI	Literacy Based Promotion
IDDF	Special Education Programs
IHA	Grading System
IHF	Graduation Requirements

Policy IHE: Promotion and Retention

Status: DRAFT

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 06/29/2026 | **Last Reviewed Date:** 06/29/2026

PROMOTION AND RETENTION

Promotion and retention shall be based upon the mastery of objectives.

1. The Harrison County School District School Board shall establish standards for graduation from its schools which shall include, as a minimum:
 - a. Mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education; and
 - b. Completion of a minimum number of academic credits, including a one-half Carnegie Unit credit course in personal finance or a full Carnegie Unit course where half the course standards are financial literacy as set forth under Mississippi law, and all other applicable requirements prescribed by the district school board.
2. A student who meets all requirements prescribed in subsection (1) of this section shall be awarded a standard diploma in a form prescribed by the state board.
3. The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. 37-16-7

KINDERGARTEN

Students may be retained if adequate progress is not demonstrated toward the mastery of the Kindergarten Standards. ~~The decision to retain will be based on the best interest of the student as determined by a review of all data by the principal and teacher.~~

FIRST AND SECOND GRADES

Students must pass reading, mathematics, and language arts with a minimum average of 65.

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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. 37-177-9

Students must pass reading, mathematics, and language arts with a minimum average of 65. In accordance with the Literacy-Based Promotion Act, third grade students who are not reading on grade level by the end of the third grade will be retained unless they qualify for a Good Cause Exemption.

FOURTH THROUGH SIXTH GRADES

Students must pass English Language Arts, mathematics, science, and social studies with a minimum average of 65, or they will be retained.

MID-YEAR PROMOTION

Students in fourth and fifth grade that failed to meet the Harrison County School District's Promotion Policy and are one or more years behind are eligible for mid-year promotion if they meet the required criteria and are approved by the Superintendent or Assistant Superintendent of Curriculum. Please see Building Administrator for details. Third-graders are not eligible for mid-year promotion due to the Literacy-Based Promotion Act.

SEVENTH AND EIGHTH GRADE PROMOTION AND RETENTION

Students must pass each course taken with a minimum average of 65 or they will be retained.

SPECIAL EDUCATION STUDENTS

The State Department of Education shall establish goals for the performance of students with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for students established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, ~~100~~ assess the performance of students with disabilities on assessments, drop-out rates, and graduation rates shall be developed. Every two (2) years, the progress toward

meeting the established performance goals shall be reported to the public. 37-23-133 and 37-23-1

For information on the awarding of a special diploma, please refer to MS Code 37-16-11.

Students enrolled in the Harrison County School District shall earn Carnegie units and course credit through courses offered and approved by the district. Student academic progress, course completion, and credit attainment shall be measured and evaluated based on the curriculum and courses available through Harrison County School District. A student currently enrolled in Harrison County School District shall not simultaneously enroll in an external online program, virtual school, or homeschool program for the purpose of earning Carnegie units, recovering course credit, or obtaining a passing grade for a course that is offered by HCSD and has not been successfully completed by the student. Any exception to this requirement must receive prior written approval from the appropriate Harrison County School District administration and comply with all applicable district policies and state regulations.

The Mississippi Public School Accountability Standard for this policy is standard 21.

MS Code	Description
37-16-11	Special diploma or certificate of completion for handicapped students; occupational diploma for students with disabilities.
37-16-7	Establishment of graduation standards established by district school boards; standard diploma.
37-177-9	37-177-9
37-23-1	Purpose of §§ 37-23-1 through 37-23-159; design of programs and services; accountability system.
37-23-133	37-23-133
Other References	Description
MPSAS	Public School Accountability Standards
Cross References	Description
IB	Instructional Goals
ICHI	Literacy Based Promotion
IDDF	Special Education Programs
IHA	Grading System
IHF	Graduation Requirements

Policy IHF: Graduation Requirements

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 06/29/2026 | **Last Reviewed Date:** 06/29/2026

Graduation Requirements

Students in this School District shall graduate from this district utilizing one Mississippi Department of Education (MDE) graduation option and by meeting all other requirements as defined by the Mississippi Department of Education.

Graduation/diploma options shall be listed in the student handbook. Students in Collegiate Academy will not be considered for Valedictorian/Salutatorian.

Any person who has withdrawn from high school before graduation may be granted a diploma from the Mississippi public high school that the person last attended if the person has:

- (a) Completed all requisite graduation course work requirements and has achieved the equivalent requirements: a passing score on an assessment reasonably comparable to the respective assessments that would qualify the person for high school graduation that as such assessments existed at the time that the student would have graduated;
- (b) Made a request to the public high school district that the person last attended in Mississippi that includes relevant transcripts of course work completed.

The superintendent or designee shall establish procedures to support this policy. Please refer to the student handbook for specific information regarding graduation.

The Mississippi Public School Accountability Process Standards for this policy are Standards 14 and 21.

MS Code

37-16-11

Description

[Special diploma or certificate of completion for handicapped students; occupational diploma for students with disabilities.](#)

37-16-7

[Establishment of graduation standards established by district school boards; standard diploma.](#)

37-23-1

[Purpose of §§ 37-23-1 through 37-23-159; design of programs and services; accountability system.](#)

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Cross References

IB

Description

[Instructional Goals](#)

IDDF

[Special Education Programs](#)

IHE

[Promotion and Retention](#)

Policy IHFC: Graduation Exercises

Status: ADOPTED

Original Adopted Date: 11/07/2016 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

The Harrison County School Board believes that earning a high school diploma from a high school in the Harrison County School District is a major individual, as well as community, achievement. Therefore, the Board wishes to recognize this achievement in a publicly celebrated graduation exercise, which is a school-sponsored event.

The Board finds and determines that a high school graduation ceremony is an important occasion to honor those who have fulfilled the requirements to graduate, which gives the District's faculty, administration, parents, family and the community as a whole the chance to publicly recognize the graduates' achievements.

The Board finds and determines that a high school graduation ceremony is an inspirational ritual that is intended to be surrounded with decorum, dignity, grace, solemnity, reverence, pomp and circumstance and reflect the mission and goals of the School District and generally accepted community standards.

In administering this graduation exercise policy, the School District follows the information in a graduate's cumulative folder and permanent record, which includes a copy of a graduate's original birth certificate, and Mississippi Department of Education Manual of Directions for information in cumulative folders and permanent records.

A commencement program is held annually for high school graduates in the Harrison County School District. Participation in the School District's formal graduation ceremony is limited to senior students who have successfully completed prescribed secondary school graduation requirements. Participation in the formal graduation commencement exercise is not a fundamental right but is a privilege subject to the School District's policies, including graduation dress code policies.

Participation by graduating seniors in the graduation commencement exercise is on a voluntary basis. However, since a graduation commencement exercise requires planning and rehearsal, it is required that graduates who wish to participate in the exercise be present at the rehearsal. The graduating student and parent are first required to sign a **Commencement Participation Agreement** as a condition to participate in the graduation ceremony, and are required to abide by the terms of this policy as a condition to receiving a diploma cover in the graduation exercise.

If a graduating student and parent do not sign and deliver to the School's principal a fully signed Commencement Participation Agreement by April 1 of the year of the graduation ceremony, the graduating student will not be eligible to participate in the graduation ceremony and will be entitled to make arrangements with the administration to receive his or her diploma cover and diploma after the graduation ceremony.

Student dress at graduation should reflect dignity, formality, and solemnity of the occasion, which reflects the goals and missions of the School District and generally accepted community standards. The mission and goals of the School District include imparting examples of discipline, courtesy, respect for others, respect for community, respect for authority, and unity of the graduating class.

Graduates must wear dress shoes, dress clothes (dresses or dressy black pant-suit or black pants for girls and black dress pants, white button-down shirt, and tie or bowtie for the boys). Boys must wear socks.

In deference to the dignity and solemnity of the graduation ceremony and the School District's mission and goals, graduates are prohibited from altering their cap or gown by adding any decoration or signage. The cap and gown must be worn in the manner intended.

Graduates whose attire does not meet the minimum dress requirements will not participate in the graduation exercises. School authorities will take appropriate measures to remove graduates from the facilities where

graduation is held. Earned diplomas to be mailed to any graduate excluded from graduation exercises may be picked up at the school.

The Board has the duty to ensure the safety of those attending the Harrison County School District graduation ceremonies and to make sure that the conduct of the participants in the graduation ceremony is consistent with the decorum of the ceremony, and the ultimate mission and goals of the schools in the District.

To assure the graduation ceremony is a safe, reverent occasion to honor and recognize the graduates of D'Iberville High School, Harrison Central High School, and West Harrison High School, any graduate participating in the graduation ceremony, who in the opinion of the administration, has engaged in any of the following described behavior before, during, or at the conclusion of the graduation ceremony, shall be removed from the graduation ceremony and will forfeit his/her claim to receive a diploma cover or diploma from the Harrison County School District that day in the graduation ceremony.

Types of prohibited behavior occurring before, during, or after the ceremony that would result in the forfeiture of a claim to receive the diploma cover or diploma that day in the graduation ceremony, include, but not limited to the following:

- A. Yelling, name calling, or other verbal outbursts;
- B. Vulgar language, profanity, or lewd speech;
- C. Possession or use of artificial noise makers;
- D. Possession or use of any device intended to disrupt the ceremony (i.e. spray confetti, spray string, fireworks, squirt guns, beach-balls, etc.)
- E. Throwing objects at any time;
- F. Any other form or instance of behavior which causes a disruption of the graduation ceremony or puts the safety of any person in question.

Any student who, in the opinion of the administration, has violated any of the above requirements or has behaved in any manner prohibited by the aforementioned rules and guidelines, will not participate in the graduation exercise or receive a high school diploma cover or diploma at the graduation exercise, and will be required to make arrangements with the administration to receive his or her diploma cover or diploma after the graduation ceremony.

The Harrison County School District High Schools will not deliver a diploma, signed or unsigned, to a student who fails to meet the graduation requirements. Any student who fails to meet graduation requirements will not be permitted to participate in graduation exercises.

Commencement Participation Agreement

I, (print name) , a member of the {SCHOOL} Senior Class of {DATE}, am aware that the Graduation Commencement Ceremony scheduled for {DATE} should reflect the standards of the Harrison County School District. I acknowledge that the Harrison County School District and its included communities expect this Ceremony to be dignified. I am aware that my participation in the Graduation Commencement Ceremony is voluntary and that receiving my diploma from Harrison County School District does not depend upon participation in the Graduation Commencement Ceremony.

Should I choose to participate in the Graduation Commencement Ceremony, I will follow the Commencement dress code and obey all school rules and School Board Policies. I agree and pledge that my personal conduct and dress will be appropriate, above reproach, and will appease both the ceremony and the expectations of the Harrison County School District and its community. Further, I pledge that I will neither support nor tolerate inappropriate behavior.

(Inappropriate behavior is that which calls undue attention to one student or group of students, while detracting attention from the Ceremony and/or the student on stage.)

I fully understand that the dress policy for graduations is:

*Boys will wear Black Dress pants, white button-down shirt, Black tie (bow tie or regular tie), black dress shoes/boots and socks. No tennis shoes, slides, crocs, etc. and NO JEANS.

*Girls will wear Dresses of any color unless it hangs lower than the hem of the gown or has a collar that is exposed. If this is the case, it must be black. Girls may also wear a dressy black pantsuit or black pants. Black dress shoes that you can walk in will be worn. No tennis shoes, slides, crocs, etc. NO JEANS

Any violation of the rules set forth in the Graduation Information Packet, Student Code of Conduct, Student Handbook and Graduation Exercises Policy IHFC, may result in serious consequences. Exemplary behavior between NOW and GRADUATION is mandatory. Please be aware that any discipline issue during the Graduation Commencement Ceremony will result in being removed from the graduation ceremony and you will forfeit your claim to receive a diploma cover or diploma from the Harrison County School District that day in the graduation ceremony.

By signing this agreement, I and my parents are acknowledging that we have read, understand, and agree to abide by the conditions set forth in this packet. Please return the signed agreement to {SCHOOL} Guidance Office by 1 April {YEAR}

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Letter

Dear Parents and Graduates,

First and foremost, we would like to congratulate you on this accomplishment. There are several important pieces of information that you will need to know regarding the Graduation Ceremony on [insert date and time].

1. All graduates must adhere to the Harrison County School District dress code (i.e. no piercings other than earlobes, etc.) and the District's Graduation Dress Code.

Boys will wear Black Dress pants, white button-down shirt, Black tie (bow tie or regular tie), black dress shoes/boots and socks. No tennis shoes, slides, crocs, etc. and NO JEANS.

Girls will wear Dresses of any color unless it hangs lower than the hem of the gown or has a collar that is exposed. If this is the case, it must be black. Girls may also wear a dressy black pantsuit or black pants. Black dress shoes that you can walk in will be worn. No tennis shoes, slides, crocs, etc. NO JEANS

2. Students are not allowed to alter the graduation cap or gown in any way. Do not decorate the cap, etc.

3. Honor stoles and medals will handed out at the Coliseum

4. Graduates will report to Hall C in the Convention Center through the South Arcade Lobby two hours prior to the start of the ceremony.
5. Graduates will have to pass through a metal detector to gain access to the Convention Center.
6. Parents cannot accompany Graduates inside the Convention Center.
7. Students should leave all belongings with their guests. There will not be a place to store personal belongings . Once we exit the Convention Center, we will not be allowed to return. Students are not allowed to bring purses, bags, etc. onto the Coliseum floor.
8. Guests may begin entering the Coliseum one hour prior to the start of the ceremony. All guests will have to pass through the metal detectors before entering the Coliseum.
9. No balloons, air horns, noise makers, beach balls, confetti, spray string, fireworks, squirt guns, etc. will be allowed inside the Coliseum.
10. Students will walk across the stage to receive their diploma cover. Any gesture (i.e. dancing, hand signals, etc.) could result in the graduate's diploma being held.
11. Once the graduation ceremony is over, students will meet their guests in the parking lot. There can be no loitering in the Coliseum or in the parking lot.
12. Graduates should pick up their diplomas at their high school on [insert date(s) and time(s)].

Last Review Date: **September 22, 2025**

Review History: [10/24/16][11/07/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][05/05/2023][07/10/2023][08/19/24]
[09/09/24][09/22/25]

Other References

MPSAS

Description

[Public School Accountability Standards](#)

Policy IHFD: Baccalaureate Service

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

In order to provide an atmosphere of continuity and brevity surrounding the commencement exercises, it is necessary to make adequate arrangements for planning and rehearsal of the program. The exercises shall be carried out on a date and at a time and place established by the Board of Education. The high school principal shall be responsible for arrangement of the program, conducting rehearsals, and providing for proper order commensurate with the dignity and importance of this event in the lives of Harrison County students.

Policies governing ceremonies, observances, and graduation are adopted by the School Board and published annually in student handbooks as official statements of district policy.

Last Review Date: **September 22, 2025**

Review History:[06/06/16] [06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy II: Testing Program

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 10/21/2024 | **Last Reviewed Date:** 09/22/2025

TESTING PROGRAMS

This school district shall periodically assess student performance and achievement in each school. Such assessment programs shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the state board of education.

Data from district assessment programs shall be provided to the state department of education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects.

This district may provide acceptable, compatible district assessment data to substitute for any assessment data needed at the state level when the state department of education certifies that such data is acceptable for the purposes of Section 37-16-3. 37-16-5

It is unlawful for anyone knowingly and willfully to do any of the following acts regarding mandatory uniform tests administered to students as required by the State Department of Education:

1. Give examinees access to test questions prior to testing;
2. Copy or reproduce all or any portion of any secure test booklet;
3. Coach examinees during testing or alter or interfere with examinees' responses in any way;
4. Make answer keys available to examinees;
5. Fail to account for all secure test materials before, during and after testing;
6. Participate in, direct, aid, counsel, assist in, encourage or fail to report any of the acts prohibited in this section.

Any person in violation of MS Code 37-16-4 is guilty of a misdemeanor and upon conviction shall be fined not more than One Thousand Dollars (\$1,000.00), or be imprisoned for not more than ninety (90) days or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

Any person submitting a false certification to the State Department of Education that each statewide test in a school was administered in strict accordance with the Requirements of the Mississippi Statewide Assessment System as adopted by the State Board of Education, and with willful intent, is guilty of a felony and upon conviction thereof shall be fined not more than Fifteen Thousand Dollars (\$ 15,000.00), or be imprisoned for not more than three (3) years, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

The State Board of Education shall establish statistical guidelines to examine the results of state mandated tests to determine where there is evidence of testing irregularities resulting in false or misleading results in the aggregate or composite test scores of the class, grade, age group or school district. When said irregularities are identified, the State Superintendent of Education may order that any group of students identified as being required to retake the test at state expense under state supervision. The school district shall be given at least thirty (30) days' notice before the next test administration and shall comply with the order of the State Superintendent of Education. The results from the second administration of the test shall be final for all uses of that data. 37-16-4

ELECTRONIC DEVICES

The district prohibits the possession and/or use of any prohibited electronic communication device during the administration of statewide assessments. A prohibited electronic device is any device that gives a student a possible

unfair advantage due to the capabilities it possesses.

The District Test Coordinator, designated technology support staff, and any other testing personnel, may have an electronic device in the testing environment to address emergency and/or technological related issues.

Each school principal shall ensure this policy has been properly disseminated to staff, students, and parents/guardians. Students and staff shall have a signed electronic device agreement on file.

TRANSFER STUDENTS

All students seeking to transfer from any school, public, private or homeschool within or outside of the boundaries of the State of Mississippi, to this school district 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.

The principal 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 the applicant not less than five days prior to the date of the administration of such test.

No transfer of a pupil shall be effected 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.

If any student is transferred or reassigned within the school district by order of the board of trustees of that school district as designated by law of the State of Mississippi and not at his own request, the requirement of that pupil's taking the standardized test shall be waived. Likewise, if a pupil shall transfer from one school district to another school district in the manner provided and required by the laws of the State of Mississippi, the requirement of such pupil taking the standardized test shall be waived. 37-15-33

SPECIAL EDUCATION STUDENTS

Students with disabilities shall be included in general statewide and district-wide assessments programs, with appropriate accommodations, where necessary. 37-16-9

The Mississippi Public School Accountability Standards for this policy are Standards 7, 14 and 16.

MS Code	Description
37-15-33	Testing of transfer students; assignment of students.
37-16-11	Special diploma or certificate of completion for handicapped students; occupational diploma for students with disabilities.
37-16-3	37-16-3
37-16-4	Violations of test security procedures; enforcement and penalties.
37-16-5	Assessment of student performance and achievement by district school boards.

MS Code

37-16-9

37-23-1

Description[Modification of testing instruments and procedures for students with identified handicaps or disabilities.](#)[Purpose of §§ 37-23-1 through 37-23-159; design of programs and services; accountability system.](#)**Other References**

MPSAS

Description[Public School Accountability Standards](#)**Cross References**

IB

IC

IDA

IDDF

IIA

IK

Description[Instructional Goals](#)[Curriculum Development](#)[Education Plan / Program Improvement](#)[Special Education Programs](#)[Testing and Student Surveys](#)[Limited English Proficiency Instruction](#)

Policy IIA: Testing and Student Surveys

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 02/06/2017 | **Last Reviewed Date:** 09/22/2025

TESTING AND STUDENT SURVEYS

The board of education recognizes surveys can be a valuable resource for schools and communities in determining student needs for educational services. Such collection on input from students and parents may be used to assist school staff in decision-making related to curriculum and instruction and in program development and operations. To this end, the board supports the use of appropriate surveys in accordance with the guidelines contained in these regulations.

DEFINITIONS

The term "surveys" includes or evaluations and other methods of gathering data for research purposes.

The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The term "personal information" means individually identifiable information; include a student's or parent's name, address, telephone number, or social security number.

The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

These terms do not include ordinary classroom activities or teaching techniques.

USE OF SURVEYS

Administrators, teachers, other staff members, and the board of education may use surveys for many purposes, which may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or unit. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

BOARD APPROVAL

Prior to administering a survey, the board of education must approve all those that are received by the superintendent that include reference to any of the factors listed below. No student may, without proper parental consent, take part in a survey, analysis, or evaluation in which the primary purpose is to reveal information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior and attitudes;
4. Illegal, antisocial, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. Religious practices, affiliation, or beliefs of the student's parents.

PARENTAL RIGHTS

Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior consent to any such survey, analysis, or evaluation means the prior written consent of the student's parent or guardian or, if the student is emancipated, of the student.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the superintendent of schools and the approval of the board of education as to content and purpose. The results of such approved surveys must be shared with the board of education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

PARENT/GUARDIAN NOTIFICATION

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to "opt the student out of participation," in writing, in the following activities:

1. The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for , or to students, such as:

- A. College or other post-secondary education recruitment, or military recruitment;
 - B. Book clubs, magazines, and programs providing access to low-cost literary products;
 - C. Curriculum and instructional materials used in schools;
 - D. Test and assessments;
 - E. Student recognition programs; and
 - F. The sale by students of products or services to raise funds for school-related activities.
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or
 3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

Cross References

II

JKB

JM

Description

[Testing Program](#)

[Solicitation by Students](#)

[Contests for Students](#)

Policy IIAAA: Opting-Out of State Testing

Status: ADOPTED

Original Adopted Date: 02/06/2017 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Opting Out of State Testing

The school board believes that state student assessments are a useful and valid tool in helping the school board assess the progress the school district is making in raising the level and quality of education throughout the district, and is so important that it has been codified in state law (Mississippi Code Section 37-16-1, et seq.). Mississippi law mandates that “basic skills test shall be completed by each student” and “in the event of excused or unexcused absences, make-up tests be given” [Mississippi Code Section 37-16-3(2)]. Whereas state law requires every school district within the state to “periodically assess student performance and achievement in each school” (Mississippi Code Section 37-16-5), student assessment therefore is not an option in the Harrison County School District, but rather a requirement.

The superintendent is required to develop procedures for students who arrive on campus on testing days whose parents refuse to allow the students to take state test. At a minimum, such procedures shall include:

- Ensuring students “opting out” of testing do not disrupt the administration of state test;
- Documenting the names grades, and actual assessments for students who refuse to be tested; and
- Providing a safe and orderly environment for all students in attendance each day.

The school district is not required to provide alternative activities on testing days for students whose parents refuse to allow their children to take state test.

Last Review Date: **September 22, 2025**

Review History: [02/05/18][02/19/2018][03/25/19][04/01/19][02/03/20][02/17/20][05/03/21]
[05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24][09/22/25]

MS Code	Description
37-16-1	37-16-1
37-16-3	37-16-3

Policy IJ: Technology and Instruction / Electronic Information Resources

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 10/07/2019 | **Last Reviewed Date:** 09/22/2025

TECHNOLOGY AND INSTRUCTION / ELECTRONIC INFORMATION RESOURCES

The Internet is a computer "network of networks" used by educators and others to gather and share information. When used to educate and inform, the Internet can be an effective, efficient classroom tool to promote student learning. Students should use the Internet to participate in distance learning activities, to ask questions of and consult with experts, to communicate with other students and individuals, and to locate additional educational resources.

This board believes that Library media specialists and teachers have a professional responsibility to work together to help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals. The Internet is a fluid, global environment in which information is constantly changing, thereby making it impossible to predict with certainty what information students might locate. Availability of information to students on the Internet does not imply endorsement by this school district.

Administrative guidelines for student exploration and use of electronic information resources shall address issues of privacy, ethical use of information with respect to intellectual property, illegal uses of networks, and conditions of usage. In developing such guidelines, the administration will strive to preserve student rights to examine and use information to meet the educational goals and objectives of this school district.

The guidelines shall include language affirming that:

1. Students have the right to examine a broad range of opinions and ideas in the educational process, using and exchanging information and ideas on the Internet.
2. Students are responsible for the ethical and educational use of their own Internet accounts.
3. Students have a responsibility to respect the privacy of other Internet users.

Failure to abide by board policy and administrative regulation governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violation may result in disciplinary action up to and including suspension or expulsion. Staff violation may also result in disciplinary action up to and including dismissal. Fees or other charges may be imposed.

The Mississippi Public School Accountability Standard for this policy is Standard 18.

Cross References

EFB

EFB-E(1)

EI

IJ-R

IJB

Description

[Application \(App\) Usage Policy](#)

[Application \(App\) Usage Policy](#)

[Computer Software Usage](#)

[Internet/Technology Acceptable Use Policy](#)

[CIPA Policy - Acceptable Use](#)

Exhibit IJ-E(1): Technology and Instruction / Electronic Information Resources

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

See PDF on the next page.

INTERNET NETWORK ACCESS AGREEMENT

I accept the responsibility to abide by this school district's board-approved policy on Internet Network Access and by procedures as stated below in this Agreement. I understand that the use of the Internet and access to it is a privilege and not a right. I agree:

- To use the Internet network for appropriate educational purposes and research;
- To use the Internet network only with permission of designated school staff;
- To be considerate of other users on the network and to use appropriate language for the school environment;
- To not intentionally degrade or disrupt Internet network services or equipment. This includes but is not limited to tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, or violating copyright laws;
- To report immediately any security problems or breeches of these responsibilities to appropriate staff;
- To comply with all rules and expectations included in the policies included under Internet Use By Students (Policy IJ-R) and with administrative procedures and guidelines; and,
- To not divulge personal information such as addresses and telephone numbers over the Internet.

I understand that I have no right to privacy when I use the school/district Internet network(s), and I consent to the monitoring of my communications over the Internet by school/district staff.

I also understand that any conduct that is in conflict with these responsibilities is inappropriate and may result in termination of Internet access and possible disciplinary action.

Cross References

EFB

EFB-E(1)

EI

IJ-R

IJB

Description[Application \(App\) Usage Policy](#)[Application \(App\) Usage Policy](#)[Computer Software Usage](#)[Internet/Technology Acceptable Use Policy](#)[CIPA Policy - Acceptable Use](#)

Exhibit IJ-E(2): Technology and Instruction / Electronic Information Resources

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

See PDF on the next page.

INTERNET PARENTAL CONSENT AGREEMENT

IMPORTANT NOTICE TO PARENTS

Due to the nature of the Internet, it is neither practical nor possible for the school district to enforce compliance with user rules at all times. Accordingly, parents and students must recognize that students will be required to make independent decisions and use good judgment in their use of the Internet. Therefore, parents must participate in the decision whether to allow their children access to the Internet and must communicate their own expectations to their children regarding its appropriate educational use.

As a parent/guardian of this student, I have read the board-adopted policies on Internet Use By Students, the administrative procedures, and the Internet Network Access Agreement.

- I understand that Internet access is designed for educational purposes and that the school/district will attempt to discourage access to objectionable material and communications that are intended to exploit, harass or abuse students. However, I recognize it is impossible for the school district to restrict access to all objectionable material, and I will not hold the school or school district responsible for materials acquired or contacts made on the Internet.
- I understand that a variety of inappropriate and offensive materials are available over the Internet and that it may be possible for my child to access these materials if he/she chooses to behave irresponsibly. I also understand that it is possible for undesirable or ill-intended individuals to communicate with my child over the Internet, that there is no practical means for the school/district to prevent this from happening, and that my child must take responsibility to avoid such communications if they are initiated. While I authorize the staff to monitor any communications to or from my child on the Internet, I recognize that it is not possible for the school to monitor all such communications. I have determined that the benefits of my child having access to the Internet outweigh potential risks.
- I understand that any conduct by the herein named student that is in conflict with these responsibilities is inappropriate, and such behavior may result in termination of access and possible disciplinary action.
- I have reviewed these responsibilities with my child, and I hereby grant permission to the school/district to provide Internet network access.

- I agree to compensate the school/district for any expenses or costs it incurs as a result of my child's violation of Internet policies or administrative procedures.

Cross References

EFB

EFB-E(1)

EI

IJ-R

IJB

Description[Application \(App\) Usage Policy](#)[Application \(App\) Usage Policy](#)[Computer Software Usage](#)[Internet/Technology Acceptable Use Policy](#)[CIPA Policy - Acceptable Use](#)

Policy IJB: CIPA Policy - Acceptable Use

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Reviewed Date:** 09/22/2025

Internet Safety Policy

CHILDREN'S INTERNET PROTECTION ACT (CIPA) POLICY

It is the belief of the Harrison County School District that the use of telecommunications, including the Internet, in instructional programs is an educational strategy which facilitates communication, innovation, resource sharing, and access to information. Use of the Internet must be in support of education and research and consistent with the educational mission, goals, and objectives of the school system.

It is the policy of Harrison County School District to:

1. prevent user access over its computer network to, or transmission of, inappropriate material via Internet and World Wide Web, electronic mail, or other forms of direct electronic communications;
2. prevent unauthorized access and other unlawful online activity;
3. prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
4. comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

The superintendent shall ensure that the school district computers and other technology resources with Internet access comply with federal requirements regarding filtering software, Internet monitoring and Internet safety policies. The superintendent or designee shall develop procedures for compliance with this policy.

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Harrison County School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the Harrison County School District staff to educate, supervise and monitor appropriate usage of minors using the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the superintendent or designee.

The superintendent or designee will provide age- appropriate training for students who use the district's Internet facilities. The training provided will be designed to promote the district's commitment to:

- 1. The standards and acceptable use of Internet services as set forth in the district's Internet Safety Policy;
- 2. Student safety with regard to:
 - 1. safety on the Internet;
 - 2. appropriate behavior while on online, on social networking Web sites, and in chat rooms;
 - 3. and cyber bullying awareness and response.
- 3. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training and will follow the provisions of the District's acceptable use policies.

Other References

Children's Internet Protection Act
Protecting Children in the 21st Century Act C

Description

Pub. L. No. 106-554 and 47 USC 254(h)
Protecting Children in the 21st Century Act C

Cross References

IJ
IJ-E(1)
IJ-E(2)
IJ-R
IJBD

Description

[Technology and Instruction / Electronic Information Resources](#)
[Technology and Instruction / Electronic Information Resources](#)
[Technology and Instruction / Electronic Information Resources](#)
[Internet/Technology Acceptable Use Policy](#)
[Responsible Use of District Issued Technology](#)

Policy IJBD: Responsible Use of District Issued Technology

Status: ADOPTED

Original Adopted Date: 01/19/2021 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Responsible Use of District Issued Technology

The Harrison County School District provides the privilege of technology for use in schools and distance learning situations. Use of any district technology, including the use of devices and other technology under the Mississippi Equity in Distance Learning Grant Program, shall only be used for its intended purpose and for school purposes.

Before being given permission to use district technology, each user, as well as a minor's parent(s) or guardian(s), is required to sign the Responsible Use of District Issued Technology Agreement.

Fines may be assessed for any intentional loss or damage of any school district devices.

Each user of district technology will:

1. Use school technology for school-related purposes only.
2. Treat school technology and devices with care and alert staff if there are any problems with operation.
3. Return district technology in the same manner as it was received, minus normal wear and tear.

The District shall assume the control of ownership and liability for personal devices and other equipment purchased under the Equity in Distance Learning Grant Program until the personal device or other equipment:

1. No longer serves the school or related school purposes for which it was acquired and is sold by public auction under Section 17-25-25;
2. Is traded in to a vendor as part of a subsequent purchase

The superintendent shall compile and maintain an inventory list of all devices purchased and issued to students, teachers and administrators, and other staff, as well as any supporting technology or equipment used to support the school's distance learning plan.

MS Code

17-25-25

37-68-11

37-7-459

Description[Uniform requirements for disposal of personal property belonging to county or municipality.](#)[Eligibility requirements.](#)[Sale of computers, peripheral equipment and adaptive devices to certain students; qualifications of students; disposition of proceeds.](#)**Cross References**

EI

IAC

IAC-E(1)

IJ-R

IJB

IJBC

Description[Computer Software Usage](#)[Virtual Learning Days](#)[Virtual Learning Days](#)[Internet/Technology Acceptable Use Policy](#)[CIPA Policy - Acceptable Use](#)[Student Purchase of District Issued Technology](#)

Policy IJC: Using Copyrighted Material

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

USING COPYRIGHTED MATERIAL

It is the intent of this school board that all students and staff adhere to the provisions of the copyright law (Title 17 of the U.S. Code). While the law identifies some "fair use" provisions, it also defines restrictions on the reproduction of copyrighted materials. A copyright is a property right; willful infringement of a copyright can result in criminal prosecution. It is the position of the Harrison County School District Public Schools that copyrighted materials, whether print or non-print, will NOT be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received. Illegal copies of copyrighted material may NOT be made or used on district equipment.

FAIR USE

Congress has identified four criteria to be balanced in considering questions of "fair use":

1. The purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use on potential market for or value of the copyrighted work.

EMPLOYEE LIABILITY FOR VIOLATION

In an effort to discourage violation of the copyright law and to prevent such illegal activities...

1. All employees will be advised of this policy; and
2. Employees who willfully disregard the district's copyright position are in violation of board policy; they do so at their own risk and assume all liability responsibility. The legal and/or insurance protection of the district will NOT be extended to anyone who violates the fair use standards of this policy.

Television/Video Programs

Part of the 1976 Copyright Act, ratified in 1981, GUIDELINES FOR OFF-AIR RECORDING OF BROADCAST PROGRAMMING FOR EDUCATION PURPOSES, outlines fair use. Instructional Television (ITV) programs have more liberal school recording and use rights than any other source of programming. All other video programs carry special, individual restrictions.

In order to comply with copyright laws, it is necessary for all employees of Harrison County Public Schools to abide by the following regulations:

- A television program may not be recorded at home from either a broadcast or cable transmission and used at school. Home taping must be for home use only.
- A videotape rented from a video store and marked "For Home Use Only" may not be shown at school.
- A purchased videotape may be used in the school only for face-to-face instruction by an individual teacher, not for entertainment, unless a public performance license has been obtained.
- Off-air recordings within schools are permissible only at the request of an individual teacher for classroom instructional purposes. The tape cannot be used by other teachers.
- Under Fair Use Guidelines, the above recording may be shown to students no more than two times within 10 school days of the broadcast date, and the second showing may only be instructional reinforcement. Most programs can be retained for a total of 45 days, and then must be erased.

- Students are not allowed to record programs at home and bring them to school for viewing in the classroom.
- Under no circumstances will a substitute teacher be allowed to show a video of any kind to fill up time because the teacher did not leave any lesson plans. If a video is scheduled for the day the teacher is absent, it must meet all of the above restrictions.
- If there is a question about the legality of the tape, the principal will make the final decision before the video is shown.
- Teachers who currently have a bank of video tapes at home and are considering showing them should make arrangements to get permission from the copyright holder before writing them into lesson plans. This permission must be in writing.

COMPUTER SOFTWARE

- Harrison County Public Schools computer equipment must not be used to make illegal copies of software.
- The use of illegally copied software is prohibited in schools or offices.
- Multiple loading of software is prohibited in schools or offices.
- Software licensing agreements of copyright holders must be observed.
- Use of computer software on a networked computer system is prohibited unless written permission is obtained.
- All software obtained from district site licensing is for classroom/office use only.

PRINT/GRAPHICS

- The reproduction of copyrighted, consumable materials such as workbooks, activity sheets, etc. is specifically prohibited by the copyright law. (Not even one page of a purchased ditto master may be copied when ditto ink is depleted.)
- One copy may be made of a transparency for use in the classroom.
- Teachers or students may not make multiple copies of copyrighted materials from a library or other reference, including out-of-print books.
- Copying from printed publication such as a poem, a chapter from a book, and a short article from a periodical is limited to a single copy for research use.
- Any syndicated comic strip or cartoon characters may not be reproduced for bulletin boards or other displays.

MUSIC

- Music recordings may not be reproduced from album to cassette.
- Music for use as background music of a slide presentation is permitted only if the presentation is required for instructional purposes and not for entertainment.
- Sheet music may not be copied unless the music is on order and has not yet been received by the teacher. A purchase order must have been issued. Any copies must be destroyed once the purchased materials are received.
- Recordings of music may not be transferred from a radio broadcast to tape.

NOTE: For sample forms and regulations for use with copyrighted works, contact MSBA.

Other References

Title 17 of the U.S. Code (Copyright Law)

Description

Title 17 of the U.S. Code (Copyright Law)

Cross References

ACC

EI

Description

[Trademark Policy](#)

[Computer Software Usage](#)

Policy IJLB: Library/Media Materials

Status: ADOPTED

Original Adopted Date: 03/14/2016 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

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

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

Responsibility for Selection of Materials:

The identification, selection and recommendation of library materials is primarily the function of the professional staff of the District. Selection of library materials will be guided by the instructional needs of the individual schools, the adequacy of recommended materials in meeting adopted curriculum goals, and the strengths and weaknesses within the existing collection of materials. While professional staff will be encouraged and supported in applying the listed guides to select and recommend library materials, the Board retains sole authority for approving the library materials utilized in the District.

Criteria for Selection of Materials:

The major criterion for the selection of resources is the educational suitability of the resource for its intended use. Media specialists will use educational criteria and professional judgment rather than personal opinions, values, or beliefs in the selection of resources. All materials purchased or accepted as gifts will be evaluated according to the following criteria:

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

- Cost

Gifts

Gifts of books or other materials may be accepted, but incorporation into the school library media center's collection is based on collection needs and the judgment of the media specialists. All gifts are subject to evaluation by the criteria for selection of materials. Commercially prepared materials are accepted if they meet the selection standards, are intended to inform and not to promote sales, and are free from excessive advertising.

Withdrawing Materials

Each media specialist will evaluate the collection on a continuing basis to identify materials in need of repair, replacement, or withdrawal. The following criteria are considered when withdrawing materials:

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

Replacement

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

The Board authorizes the superintendent to establish administrative procedures consistent with this policy. These procedures were approved by the Harrison County School Board on April 24, 2017.

Last Review Date: **September 22, 2025**

Review History: [03/07/16][03/14/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
 [02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
 [09/22/25]

Policy IJ-R: Internet/Technology Acceptable Use Policy

Status: ADOPTED

Original Adopted Date: 10/07/2019 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

INTERNET/TECHNOLOGY ACCEPTABLE USE POLICY

The Harrison School Board endorses student use of the internet and other district technology for learning and educational research. Use of district technology includes participation in distance learning activities, asking questions of and consulting with teachers, communicating with other students and individuals, and locating material to meet the educational needs of the student.

Students will be educated about appropriate and safe online behavior. All reasonable efforts will be made to ensure that students are not accessing inappropriate or unrelated material. Students are to utilize the district's computers, networks, and internet services and other district technology for school-related purposes only. Any student who uses district technology for personal or non-academic purposes will be subject to disciplinary action in accordance with district policy, the student code of conduct, and state law.

Students using the internet, district computers, networks, and/or other district technology shall comply with all applicable board policies and administrative procedures. The school board, through its administrative staff, reserves the right to monitor, without prior notice, all computer and internet activity by students. This includes filtering software along with other electronic monitoring systems. Any attempt to bypass Harrison County School District's internet filters using proxies or other methods may result in restricted or denied internet access. While teachers and other staff will make reasonable efforts to supervise and monitor student use of district technology, they must have student and parent cooperation in exercising and promoting responsible use. Staff and students should have no expectation of privacy in their use of district computers or other technology.

The Superintendent or his/her designee reserves the right to eliminate use of the district's computer systems or other district technology by any student at any time.

Inappropriate communications or other unacceptable uses or abuses of all district technology is prohibited. Specifically prohibited is any illegal use, or use that is a violation of board policies, procedures, or school rules including, but not limited to, those prohibiting harassment, discrimination, bullying, defamation, violence, threatening, infringement of copyright or trademark laws, use involving obscene or pornographic materials, or use that harms the reputation of the school district or its employees or disrupts the educational environment.

This board makes no assurances of any kind, whether expressed or implied, regarding any internet services provided. Neither the individual school nor school district is responsible for any damages the student/user suffers. Use of any information obtained via the Internet is at the student's own risk. This board and school district specifically denies any responsibility for the accuracy or quality of information or software obtained through its services.

PROHIBITION OF OBSCENE MATERIALS

All digital or online resources or any database provided in this district by a vendor or other entity shall contain technology protection measures that:

1. Prohibit and prevent a person from sending, receiving, viewing, or downloading materials that are inappropriate or obscene; and
2. Block, or otherwise prohibit and prevent, access to obscene and inappropriate materials as defined under MS Code 37-11-81.

INTERNET ACCESS AGREEMENT

In order for a student to gain access to the Internet, the student and student's parent(s) / guardian(s) must sign an Internet Access Agreement.

The superintendent is authorized to amend or revise the following board-approved initial administrative procedure as he/she deems necessary, appropriate and consistent with this policy. The superintendent is further authorized to amend or revise the Internet Network Access Agreement with the advice of board counsel.

It must be understood by all concerned that the global and fluid nature of the Internet network's contents make it extremely difficult for the board to completely regulate and monitor the information received or sent by students. As such, the board cannot assure parents that students will be prevented from accessing undesirable materials or sending or receiving objectionable communications.

MS Code	Description
37-11-81	State, agencies, school districts, and certain other schools may only offer digital or online resources to students in Kindergarten through Grade 12 under certain circumstances; requirements of vendors providing digital or online resources; non compliance by providers.
Cross References	Description
EFB	Application (App) Usage Policy
EFB-E(1)	Application (App) Usage Policy
EI	Computer Software Usage
IJ	Technology and Instruction / Electronic Information Resources
IJ-E(1)	Technology and Instruction / Electronic Information Resources
IJ-E(2)	Technology and Instruction / Electronic Information Resources
IJB	CIPA Policy - Acceptable Use
IJBD	Responsible Use of District Issued Technology

Policy IK: Limited English Proficiency Instruction

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Harrison County School Board of Education will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

IDENTIFICATION

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency. A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; **or**
2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency; **or**
3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; **and**
4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

REQUIREMENTS

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.
2. Students will participate in regular assessments in a manner that will yield an accurate measure of their progress. In cases where appropriate, alternate Mississippi Department of Education approved assessments may be administered to LEP students who qualify. All LEP students are required to participate in Mississippi Department of Education mandated assessments.
3. Certification that teachers in the program are fluent in English.
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
 - A. Their child's level of English proficiency and how such a level was assessed.
 - B. The status of their child's academic achievement.
 - C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.¹⁷¹

- D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
- E. Exit requirements for the program.
- F. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds. For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

ENROLLMENT

Every public school in the United States is required to provide a free and equitable education to all school age children who live within the boundaries of the Local Educational Agency (LEA), regardless of immigration status. Several laws protect the rights of English Learners (ELs) and their families, particularly during the enrollment process. These protections are provided because many EL students' levels of transiency and lack of English proficiency make them a particularly vulnerable population.

When enrolling students, LEAs may not request information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin.

Parent(s) or Legal Guardians(s) must be present when enrolling the child. A child will not be enrolled if a parent or legal guardian is not present at the time of enrollment.

Cross References

IDDF

II

Description

[Special Education Programs](#)

[Testing Program](#)

Policy IKBAA: Instructional Speakers

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

The use of resource persons from the community in the classroom can be an invaluable educational instrument. The Board wishes the professional staff to be concerned with locating and contacting people in various areas of interest and expertise who might serve as resource persons in particular units of study. All requests to use such resource persons shall be cleared with the principal of the school.

All outside speakers and other out-of-school personnel who are brought into the School District as resource personnel must be part of the instructional program and must not interfere with orderly instructional processes. Outside speakers and resource personnel not previously approved by the district must have district approval by the appropriate central office administrator. Requests for approval must be submitted to the administrator in writing at least five (5) school days before the activity, event, or program.

Last Review Date: **September 22, 2025**

Review History: [06/06/16] [06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy IKBB: Teaching About Controversial/Sensitive Issues

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Controversial issues are defined as those problems, subjects or questions about which there are major differences of opinion, for which there are no easy answers, and discussions of which generally create strong feelings among people.

Controversial issues, however, provide stimulation to learning by creating intellectual excitement and are thus an important part of the classroom environment. Free inquiry in a democratic society requires that controversial issues arising in the classroom be handled as a regular aspect of instruction and learning in such a way as not to inhibit the dignity, the personality, or the intellectual integrity of either the teacher or the students.

Last Review Date: **September 22, 2025**

Review History: [06/06/16] [06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy IKBC: Teaching Methods

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

The Board urges that the best available strategies and methods for bringing about learning be utilized in the district's schools. The instructional staff shall keep abreast of new and more promising instructional ideas and practices developed in schools throughout the nation and apply those which apparently have the potential for improving the learning program in the district's schools.

Methods shall be focused on individualized learning, including

1. Appraisal of individual learning style, abilities, disabilities;
2. Assessment of individual learning needs;
3. Development, implementation, and evaluation of individual learning programs; and
4. The modification and/or renovation of individual learning programs.

Last Review Date: **September 22, 2025**

Review History: [06/06/16] [06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy IKC: Teaching Religion in the Schools (A Historical Perspective)

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

No religious doctrine, sectarian or denominational teaching is permitted in the Harrison County School District. The Board of Education permits secular teaching about religion and the history of religion and comparative religions. The school should promote tolerance of religious diversity, encourage a spirit of cooperation, and cultivate harmony among persons of various religious beliefs.

The study and recitation of patriotic and historic documents having religious reference embedded is permitted.

This policy is not intended, nor shall it be interpreted, to interfere with the individual rights of students otherwise protected by law and the United States Constitution.

Last Review Date: **September 22, 2025**

Review History: [06/06/16] [06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

MS Code	Description
37-12-5	Religious expression in class assignments
37-13-161	Religious matters proper for inclusion in public school courses

Policy IKI : Lesson Plans

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

Each teacher will prepare lesson plans weekly, one week in advance, and in preparation for any period of absence. If a teaching assistant is assigned, the plan will include activities to be accomplished by this assistant.

At a minimum, lesson plans will include objectives, procedures, assignments, materials, and evaluation methods to be used in the teaching process for the period for which the plan is written.

In addition to the minimum components required, effective lesson plans should reflect long-range planning. They should provide a stimulus for effective teaching and the most efficient and effective use of time.

The principal should have a planned system for supervising the planning process and for ensuring compliance with this policy.

Last Review Date: **September 22, 2025**

Review History:[06/06/16] [06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy IKM: Veterans Diploma Program

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 09/22/2025 | **Last Reviewed Date:** 09/22/2025

This school board may award an honorary high school diploma in a form prescribed and supplied to the district by the State Board of Education to veterans of World War II and the Korean Conflict who were unable to complete their education due to their military service. The honorary diploma is available to any honorably discharged veteran residing in Mississippi who was scheduled to graduate between 1941 and 1955 but was inducted into military service before completing the necessary graduation requirements. Family members of deceased veterans may apply for the diploma to be awarded posthumously. Copies of the uniform application for such diplomas are available from the State Board of Education.

Last Review Date: **September 22, 2025**

Review History: [06/06/16] [06/20/16][05/15/17][06/05/17][02/05/18][02/19/18][03/25/19][04/01/19]
[02/03/20][02/17/20][05/03/21][05/24/21][05/02/22][05/16/22][5/15/23][6/5/23][08/19/24][09/09/24]
[09/22/25]

Policy IN: Vocational /Career Technical Education

Status: ADOPTED

Original Adopted Date: 09/17/2013 | **Last Revised Date:** 07/11/2022 | **Last Reviewed Date:** 09/22/2025

VOCATIONAL/CAREER TECHNICAL EDUCATION

The Harrison County School District is committed to providing a quality program of Vocational/Career Technical Education and shall adhere to applicable state and federal laws, rules, and regulations.

Notice will be provided to all incoming middle school and junior high students of the career technical education pathways offered by the district. Such notice shall include the career technical education pathways available, the course requirements of each pathway, how to enroll in the pathway and any other necessary information as determined by the State Board of Education.

Students who participate in the vocational/career technical program shall be required to complete all curriculum requirements for completion/graduation, as defined by the State Board of Education. These students shall be afforded the opportunity to dually enroll in a community or technical college or to participate in a business internship or work-study program, when such opportunities are available and appropriate. Please refer to student handbook or guidelines for vocational procedures.

The superintendent/designee shall develop procedures to support this policy.

MS Code

Description

37-16-17

[Career track programs for students not pursuing baccalaureate degree; curriculum; dual-enrollment and dual-credit options.](#)

37-31-69

37-31-69

Cross References

Description

IDAG

[Dual Enrollment](#)



September 14, 2026

To: Mr. William Bentz
Superintendent of Education

From: Natasha R. Williams, Ph.D.
Director of Research & Development

Re: Approval and Adoption of Policy LAA-E (1)- Title I Family and Community Engagement

Please find attached Policy LAA-E (1)- Title I Family and Community Engagement. The Harrison County School Board subscribes to the Mississippi School Board Association Policy Service, and it is up to each district that subscribes to this service to review, revise, and implement policy to ensure compliance with current practices.

Please advise if you have any questions or concerns regarding the attached policy. Thanks in advance for your consideration.



Harrison County School District

Board Policy Manual

Exhibit LAA-E(1): Title I Family and Community Engagement

Status: DRAFT

Original Adopted Date: Pending

See PDF on the next page.



2026-2027

District ~~Parent and~~ Family and Community Engagement (FACE) Policy **Harrison County School District**

Last Updated: **June 2026**

In support of strengthening student academic achievement, **Harrison County School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means of carrying out the requirements of The Every Students Succeeds Act (ESSA) Section 1116. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the parents and the school's changing needs. The policy establishes the school's or district's expectations for parent and family engagement and describes how the school will implement several specific parental and family engagement activities.

Harrison County School District understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning;
- Parents and families are encouraged to be actively involved in their child's education at school;
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Harrison County School District agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Harrison County School District will take the following actions to conduct an annual meeting at a convenient time and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the schoolwide plan, and the school-parent compact.

B. FLEXIBLE NUMBER OF MEETINGS

Harrison County School District will offer a flexible number of engagement meetings at school sites during convenient times for families, such as meetings in the morning or evening and/or recorded and shared on social media sites.

C. JOINTLY DEVELOPED

Harrison County School District will take the following actions to involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.

HCSD will present the Parent and Family Engagement Policy to stakeholders at the Annual Title I Planning Meeting for suggestions and approval. HCSD will also post the district/school Parent and Family Engagement Policies on the website and, to the extent practical, elicit feedback on these policies through a survey.

D. COMMUNICATION

Harrison County School District will provide parents of participating children timely information about programs under Title I, including:

- a) a description and explanation of the curriculum in use,
- b) forms of academic assessment used to measure student progress,
- c) achievement levels of the challenging state academic standards, and
- d) if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

Schools will distribute the Parent and Family Engagement Policies at the school level and post the approved policy on their website. The district will distribute the Parent and Family Engagement Policy to parents ~~at each district meeting in the handbook annually~~ and publish to the district's website once the Harrison County School Board has approved said policy. Schools

will use (but are not limited to) student planners, student folders, social media sites, phone calls, conferences, parent meetings, workshops, Parent Square, and the district web site to keep parents informed of information related to school and parent programs, students' expected proficiency levels, meetings, and other activities. The district and schools will use meetings, workshops, Facebook, Parent Square, and the district website to keep parents informed. To the extent practical, this information will be provided in a language that parents can understand and is free from educational jargon.

E. DISSENSATION PROCESS

Harrison County School District will submit any comments/concerns to the Harrison County School District Superintendent's office if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents.

Any comments/concerns can be sent to the Director of Federal Programs, Melissa Garrison, at mgarrison@harrison.k12.ms.us or by phone at 228-539-6500.

F. SCHOOL-PARENT COMPACT

Harrison County School District will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standards and how the plan is used, reviewed, and updated.

Schools accepting Title I A funds will convene an Annual Title I Schoolwide meeting annually within the first semester of the school year to jointly develop with parents and faculty a school-parent compact (if this is not completed the Spring prior). Upon parent approval, the schools will distribute to all parents this document. Administrators, teachers, and parents will use this document in ongoing, two-way conversations about student achievement and behavior. In the Spring of each year, the schools will review this document and revise it as necessary for the coming year. Using this method of updating the compact, schools will elicit feedback from students, faculty, and families annually in the spring.

G. BUILD CAPACITY OF PARENTS

Harrison County School District will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents work with their child to improve their child's achievement, such as literacy training content related activities, parent workshops, orientation activities and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments, including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children.

Assistance will be provided to schools to support parent and family engagement in the following ways the district will support the schools in parental involvement activities with both financial as well as personnel resources to meet the programming identified in school Parent and Family Engagement Plans. Assistance will be provided in areas such as the following:

- Training opportunities during scheduled parent nights;
- Parent/teacher conference trainings;
- Orientation activities;
- EL Parent and Family nights will also be planned throughout the year
- District Resources – a list of district resources appears on the district's website at www.harrison.k12.ms.us under the tab ~~"For Parents."~~ "Families."
- HCSD also maintains social media pages to highlight events in the school district.
- In addition, each Title I school must maintain a monthly parent workshop focused on helping parents help students at home (will be provided virtually, if needed).

H. DISTRICT SUPPORT, CROSS-PROGRAM COORDINATION, AND SCHOOL IMPROVEMENT The Harrison County School District Federal Programs Department provides ongoing coordination, technical assistance, and strategic support to ensure all Title I participating schools effectively plan and implement robust family engagement practices.

1. **School Improvement Planning:** The district office will ensure schools actively involve parents and family members in the joint development, review, and implementation of school improvement plans. This includes providing specific data, training, and collaboration opportunities for schools designated for **Comprehensive Support and Improvement (CSI)**, **Targeted Support and Improvement (TSI)**, and **Additional Targeted Support and Improvement (ATSI)** status under state and federal accountability models.

2. **Technical Assistance and Staff Development:** The district will conduct regular technical-assistance meetings and capacity-building sessions with school leadership teams. These sessions will focus on evidence-based engagement strategies, progress monitoring, and sharing best practices. Additionally, the district will support professional development for school faculty and staff rooted in cultural responsiveness, building community partnerships, and fostering a welcoming school environment.
3. **Cross-Program Coordination:** To maximize resources and reduce communication fatigue for families, the district will deliberately align and integrate its Family and Community Engagement (FACE) strategies across multiple federal, state, and local programs. This includes holding coordination meetings to streamline initiatives, share communication tools, and build a unified family support network among:
 - Title I, Part A (Basic Programs)
 - Title III, Part A (English Learners and Immigrant Students)
 - Individuals with Disabilities Education Act (IDEA / Special Education)
 - Early Childhood Education and Pre-K Programs (as available)
 - Career and Technical Education (CTE)
 - McKinney-Vento Homeless Assistance Act initiatives (as available)

I. ACCESSIBILITY

Harrison County School District, in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents understand.

Parent meetings will be offered at flexible times throughout the school year. All announcements, to the extent practical, will be available through the district/school website, Parent Square, and Facebook pages in a language that can be understood by parents. Progress reports, Report Cards, state assessment results, and other information regarding student achievement will be sent to parents in a timely manner. HCSD will also maintain a district data site for parents to access student grades at any time. All schools, as well as the district office, maintain normal business hours and welcome feedback in the form of personal visits, conferences, emails, and phone calls. Please note, appointments are preferred so that parents may be offered our full attention. In addition to HCSD Title I Parent Meetings, we will also hold parent meetings for parents of students in the English Learner Program.

J. ANNUAL POLICY EVALUATION AND BARRIER IDENTIFICATION The Harrison County School District will conduct a formal, comprehensive annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the academic quality of all Title I schools.

1. **Purpose:** The primary objective of this evaluation is to identify:
 - Barriers that hinder greater participation by parents (with specific attention given to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - The specific needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - Strategies and action steps that support successful school and family partnerships.
2. **Data Collection and Methodologies:** To ensure wide representation and authentic stakeholder input, the district will utilize an evaluation process each spring:
 - **Multi-Platform Surveys:** Distributing comprehensive annual family engagement surveys, made available in multiple languages, to gather quantitative and qualitative feedback.
3. **Policy Revision:** The district, will use the findings and data points from this evaluation to design evidence-based strategies for more effective parental involvement and to revise this district-level FACE policy.