

**MISSISSIPPI
NONPUBLIC SCHOOL
ACCOUNTABILITY
STANDARDS**

2016



**MISSISSIPPI
NONPUBLIC SCHOOL
ACCOUNTABILITY STANDARDS**

2016

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OFFICE OF ACCOUNTABILITY

OFFICE OF ACCREDITATION

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LAWS

MISS. CODE ANN. § 37-17-7. Accreditation of Nonpublic Schools.

Any nonpublic school may, through its governing body, request that the State Board of Education approve such institution. Approval shall be based upon a process promulgated by the State Board of Education; provided, however, that in no event shall the State Board of Education adopt more stringent standards for approval of nonpublic schools than the accreditation standards applied to public schools.

MISS. CODE ANN. § 37-17-9. Accreditation by Other Agencies.

This chapter shall not be construed to establish the only accrediting agency in the State of Mississippi, and nothing contained herein shall be construed to prevent any nonpublic school association or associations or group or groups from establishing its or their accrediting agency, unrelated to any such accrediting agency for public schools as established by this chapter. Nothing in the chapter shall prevent such nonpublic school accrediting agency or agencies from functioning in such capacity.

INTRODUCTION

Any nonpublic school may voluntarily request accreditation. Accreditation of a nonpublic school will be determined by the extent to which the school complies with each of the applicable requirements described in this document.

Some differences exist between public school boards and government agencies that have responsibilities for disbursing public funds and the governing body or policy-making authority of privately funded schools, which may delegate more fiscal freedom to the chief school administrator. Although the accreditation standards for nonpublic school are in many cases identical to the process standards for public schools, nonpublic schools do not participate in the accountability system and school performance model for public schools. Also, some exemptions and interpretations are allowed for special purpose schools serving special populations, church-related schools, and tribal schools. For the purposes of this nonpublic school accreditation process, the following definitions are used.

School: A school is defined as an institution that exists for the purpose of teaching school-age children, consists of one (1) physical plant located on one (1) school site, includes instructional staff members and students, and is in session each school year.

- Home schools and home schooling programs, including those that are affiliated with an accrediting agency, are specifically excluded from this definition and are not eligible to participate in the State Board of Education (SBE) accreditation process.
- Also excluded from this definition are day care centers, preschool programs {except for special preschool programs specifically designed to serve children with disabilities according to the Individuals with Disabilities Act (IDEA) and Preschool Grant regulations}, and post-secondary programs including adult education or vocational training programs specifically designed to serve an adult-age student population.

Nonpublic School: The term nonpublic school includes the following: (a) private schools, (b) parochial and other church-related schools, (c) special purpose schools either privately owned and operated or governed by a public agency other than the Mississippi Department of Education, and (d) tribal schools funded by the Bureau of Indian Education. Nonpublic schools may be operated either as a for profit organization or as a nonprofit, tax-exempt corporation.

Special Purpose School: A special purpose school is defined as one that is organized to serve a specific population(s) of students or to provide a special program of instruction for students.

A special purpose school that serves students with disabilities in accordance with IDEA and applicable state statutes and regulations must meet all relevant state and federal requirements for special education programs.

Church-Related School: A church-related school is defined as one that is governed and operated by a denominational, parochial, or other bona fide church organization or religious order.

Local Governing Body: A local governing body is defined as a policy-making entity, governing entity, advisory council, or a combination of such entities, as designated at the school level.

NONPUBLIC SCHOOL ACCREDITATION POLICIES OF THE STATE BOARD OF EDUCATION

Accreditation of nonpublic schools will be determined by the extent to which the school complies with each of the applicable requirements contained in this document. Information concerning each school's compliance with accreditation requirements and standards will be reported to the State Board of Education on an annual basis.

1.0 PARTICIPATION

Any nonpublic school serving school age students may, through its local governing body, request to be accredited by the State Board of Education. Accreditation shall be based on a process promulgated by the State Board of Education.

1.1 Definition of a Nonpublic School

The term *nonpublic school* includes private schools, parochial and other church-related schools, special purpose schools either privately owned and operated or governed by a public agency other than the Mississippi Department of Education, and Indian schools funded by the Bureau of Indian Affairs. Nonpublic schools may be operated either as a for profit organization or as a nonprofit, tax-exempt corporation.

1.2 Exclusions

Home schools and home schooling programs, including those that are affiliated with an approved accrediting agency, are specifically excluded and are not eligible to participate in the State Board of Education accreditation process. Also excluded are day care centers serving children below the age of 6, preschool programs (except those serving children ages 3-5 with disabilities), and adult education programs specifically designed to serve an adult-age population.

1.3 Initial Accreditation

Initial accreditation requires any newly applying school to be fully operational and to substantiate compliance with all accreditation requirements of the State Board of Education. Sufficient data necessary to substantiate compliance with all accreditation standards must be available at the time of the initial accreditation audit. Each nonpublic school voluntarily seeking initial accreditation must have conducted a program of educational services for a period of at least one (1) calendar year prior to the date of proposed State Board of Education accreditation. This one-year requirement is not applicable to educational programs under the jurisdiction of state agencies currently operating accredited school programs.

2.0 ACCREDITATION POLICY

The State Board of Education establishes and implements a process for accountability for nonpublic schools. Nonpublic schools are held accountable for Accreditation Policies and Process Standards and receive an annual accreditation status.

2.1 Assignment of Accreditation Statuses

Accreditation of a nonpublic school will be determined by the extent to which the school complies

with each of the applicable requirements contained in this document. Information concerning the school's compliance with accreditation requirements and standards will be reported to the State Board of Education on an annual basis.

The local governing body and school administration are responsible for ensuring that all data reported to the Mississippi Department of Education are true and accurate as verified by supporting documentation on file in the school. Reporting false information is a violation of the accreditation requirements set forth by the State Board of Education and may result in the downgrading of the school's accreditation status.

After the State Board of Education takes action on accreditation records presented, the school's local governing body and school administration are notified of the status assigned. The decision of the State Board of Education is final unless appealed by the local governing body of the school to the State Board of Education in accordance with the appeal procedures in Policy 6.0 of this document.

Annual accreditation statuses are assigned in December each school year and are determined by information verified during the previous school year. An assigned accreditation status remains in effect during that school year unless (a) the correction of deficiencies in meeting accreditation standards upgrades a status or (b) a verified report of noncompliance with accreditation requirements and/or standards is of such a nature that special State Board of Education action to downgrade a status is warranted.

2.2 Process Standards

Process (input) standards address accepted educational principles and practices that are believed to promote educational quality. Any verified violation of a process standard is noted on the record of a school at the time of discovery within any school year, but does not affect the current accreditation status of the school. If a noted violation of a process standard has not been corrected by the following school year when accreditation statuses are assigned, the violation is reported to the State Board of Education for appropriate action. The State Board of Education reserves the right to suspend school compliance of any accreditation process standard that is not directly mandated by state or federal law.

2.3 Annual Accreditation Statuses

Accreditation statuses assigned by the State Board of Education are (a) **TEMPORARY**, (b) **ACCREDITED**, (c) **ADVISED**, (d) **PROBATION**, and (e) **WITHDRAWN**.

TEMPORARY. A **TEMPORARY** status may be assigned to a satellite school or a school newly established by the local governing body of an accredited nonpublic school/system currently on record with the State Board of Education.

A special purpose school that serves students with disabilities may be assigned a **TEMPORARY** status when (a) the special purpose school is in compliance with IDEA and relevant state regulations and (b) is accredited by AdvancED or by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).

A **TEMPORARY** status will expire twelve (12) months from the date that the **TEMPORARY** status was assigned and is not renewable. During the twelve-month period, the school may apply to the State

Board of Education for an accreditation status.

ACCREDITED. A nonpublic school will be assigned an **ACCREDITED** status when the school is in compliance with each of the applicable accreditation requirements and standards as described in this document.

ADVISED. A nonpublic school will be assigned an **ADVISED** status the first year that the school fails to comply with all of the requirements as described in this document.

PROBATION. A nonpublic school will be assigned a **PROBATION** status if the school was assigned an ADVISED status the previous school year and the nonpublic school has not taken corrective actions or has not resolved the process standard deficiencies that resulted in the ADVISED status. The nonpublic school will be required to develop a Corrective Action Plan (CAP) to address the deficiencies. (See Accreditation Policy 2.4.2.)

WITHDRAWN. A nonpublic school will be assigned a **WITHDRAWN** status when the school has been previously assigned a status of **PROBATION** and the school fails to meet the goals and timelines for resolving identified deficiencies as stated in its approved Corrective Action Plan (CAP).

2.4 Notification of Deficiencies after Assignment of Status

The chief school administrator is informed in writing when information on file in the Mississippi Department of Education indicates that the school may be in violation of accreditation requirements. School officials are given thirty (30) days from the date of receipt of notification to provide a written response verifying accuracy or inaccuracy of the notice of possible noncompliance with the standard.

2.4.1 Correction of Deficiencies

During the thirty-day period, school officials may schedule a conference with appropriate Mississippi Department of Education staff members in order to discuss the deficiencies cited. If the school's written response includes appropriate evidence needed to resolve the deficiencies, these corrections will be made on the records of the school. If insufficient evidence is submitted or if the school verifies that the cited deficiencies do exist, the school's records will be presented to the State Board of Education for appropriate action. A school found in violation of federal and state regulations regarding special education will be provided specific timeframes for correction of deficiencies. If timelines are not met, the school's records will be presented to the State Board of Education for appropriate action.

2.4.2 Corrective Action Plan (CAP)

When a school receives official notification that it has a status of PROBATION, the school is required to file a Corrective Action Plan (CAP) within sixty (60) days. The plan must stipulate what will be done to resolve the deficiency and the timeline required. The plan must be approved by the local governing body as documented by official minutes or resolutions. As an indication of mutual agreement, the plan must bear the signatures of the chairperson, president, or presiding officer of the local governing body and the chief administrator of the school. The Corrective Action Plan (CAP) must be submitted to:

**Office of District Accreditation
Mississippi Department of Education
Post Office Box 771
Jackson, Mississippi 39205-0771**

The State Board of Education will designate Mississippi Department of Education staff to review the plan. After the plan is approved by the MDE, written notice is given to school officials. When corrective action has been implemented to resolve a citation, the school must submit documentary evidence confirming such. Assigned MDE staff may conduct follow-up visits as necessary to verify corrective action and compliance.

The school must provide a written account outlining the progress made toward eliminating each deficiency remaining on record prior to the next annual meeting of the State Board of Education to assign accreditation statuses. Based on the report, the State Board of Education will take appropriate action concerning the school's accreditation status. The final authority for judging the success of the Corrective Action Plan (CAP) is vested in the State Board of Education.

2.5 Resolving Accreditation Controversies

All controversies involving the accreditation statuses of schools are initially heard by a duly authorized representative of the State Board of Education in accordance with Miss. Code Ann. § 37-17-5 and Policy 6.0.

2.6 Removal of Accreditation Status

Before acting to remove a school's accreditation status, the school will be notified in writing of the option to voluntarily withdraw from the accreditation process without prejudice. **(See Nonpublic School Accreditation Policy 2.7.)** If school officials choose the option not to withdraw, the appeal procedures in Section 6.0 of this document will be followed.

The State Board of Education will take action to remove a nonpublic school's accreditation status only when:

- **the school fails to submit a Corrective Action Plan (CAP) as required,**
 - **the school fails to meet the goals and timelines for resolving identified deficiencies as stated in its Corrective Action Plan (CAP),**
 - **accumulated violations are of such a serious nature that special State Board of Education action is warranted, or**
 - **an intentional act of reporting false information is confirmed.**
- (Replaced a-d with bullets.)**

When the State Board of Education takes action to remove the accreditation status of a nonpublic school, the accredited status will be noted as **WITHDRAWN**.

When the accreditation status of a nonpublic school is removed for any of the reasons described in this section, the school may not be reconsidered for accreditation until one (1) full school year has passed. Prior to being reconsidered as an accredited nonpublic school, the school will be evaluated by a committee designated by the State Board of Education. If the committee confirms that the school is in compliance with all accreditation requirements and standards, then the reinstatement status of the school will be **PROBATION** for one (1) school year.

2.7 Voluntarily Withdrawing from Accreditation Process

A nonpublic school may voluntarily withdraw from the accreditation process at any time without prejudice by submitting a written request signed by the local governing body and the chief school administrator. When a nonpublic school voluntarily withdraws from the accreditation process, all school records are moved to the inactive files and remain on file with the Mississippi Department of Education as a previously State Board of Education accredited nonpublic school.

2.8 Reinstatement Process

A previously State Board of Education accredited nonpublic school whose school records are noted as **Inactive** may request to be reinstated using the same procedures and criteria for initial accreditation. (See **Nonpublic School Accreditation Policy 4.2.2.**)

3.0 ANNUAL REPORTING PROCEDURES

Each nonpublic school voluntarily seeking accreditation from the State Board of Education accreditation is required to submit certain information annually.

The four (4) required annual reports are:

- (1) Annual Application Form,
- (2) Annual Compliance Report,
- (3) Annual Personnel Data Report, and
- (4) Summer School/Extended Year Report.

All data reported to the State Board of Education must be true and accurate. All required data must be submitted within established timelines. Failure to submit required data within established timelines may affect the accreditation status of the school. The chief administrator of the nonpublic school is responsible for ensuring the accuracy and integrity of all data reported to the State Board of Education.

3.1 Annual Application Process

A nonpublic school voluntarily seeking Accreditation from the State Board of Education must request annual accreditation by direct application. The official request for State Board of Education accreditation must be signed by the chief school administrator and the local governing body. Completed applications **must** be received no later than **October 1** of each school year. Any changes or revisions of data on the application form should be reported immediately to the Office of District Accreditation. The application form includes the areas listed below.

3.1.1 Identifying Information

- Name, mailing address, and telephone number(s) of the school;
- Name of the chief school administrator; and
- Name, address, and phone number of the official designee of the local governing body.

3.1.2 Enrollment Data and Staffing

- Number of students currently enrolled by grade, race, and gender; and
- Number of instructional staff members by grade level and total.

3.1.3 Annual Calendar of School

3.1.4 Participation in Federal/State Funded Programs

3.1.5 Graduation Data

3.1.6 Preliminary List of School Staff

3.2 Annual Compliance Report

Each nonpublic school voluntarily seeking accreditation must complete the Annual Compliance Report. The Annual Compliance Report includes a questionnaire, a report of noncompliance with accreditation standards, and a statement of assurances signed by the chief school administrator. The compliance report must be completed and submitted by **October 1** with the application form.

3.3 Annual Personnel Data Report

Each accredited nonpublic school is required to complete and submit the personnel data report for each school employee. The personnel data report must be submitted each school year within the timelines established by the Office of Management Information Systems. Specific reporting requirements are outlined in the current edition of the *Mississippi Personnel/Accreditation Data Report Reference Manual*.

3.4 Summer School/Extended Year Report

Each accredited nonpublic school providing a Summer School and/or Extended Year Program must report those programs to the Mississippi Department of Education. This report is not required for special purpose schools providing twelve-month continuous educational programs.

4.0 ACCREDITATION MONITORING PROCEDURES

Staff in the Office of District Accreditation will continuously monitor nonpublic schools to evaluate and validate compliance with accreditation requirements. Evaluation and monitoring include analysis of data reported, annual compliance reports, and field audits. Documentation that confirms data reported must be on file and available for review if requested. Failure to provide requested documentation necessary to validate data reported may result in the assignment of a **PROBATION** status. Reporting false information is a violation of the requirements set forth by the State Board of Education and may result in the withdrawal of a school's accreditation status. All nonpublic schools voluntarily seeking accreditation are required to provide access to reports, correspondence, records, and any other documents necessary to validate compliance with accreditation requirements and standards. The State Board of Education will review all available accreditation information to determine the school's compliance with accreditation requirements and then assign the appropriate accreditation status to the school according to Accreditation Policy 2.1.

4.1 Annual Analysis and Validation of Data

The State Board of Education will designate Department of Education staff to review annual reports and direct audit teams, as needed, to validate the information. Upon review of the compliance report and application requesting accreditation, the staff will compare the information with any other data on file within the Mississippi Department of Education, notify the school of any inconsistency in reporting or any apparent deficiency in meeting accreditation requirements, and work with the school to clarify or eliminate said inconsistency or deficiency.

Information submitted by each school will be validated by auditors through in-house procedures and on-site audits. Based upon information received and reviewed, the staff will submit to the State Board of Education in writing the recommended accreditation status for each nonpublic school. The State Board of Education will review the staff recommendations and act on accreditation records, advising each chief school administrator and chairperson of the governing board in writing of the accreditation status assigned the school.

4.2 On-site Evaluations

The State Board of Education will designate staff in the Mississippi Department of Education to conduct field audits of nonpublic schools to determine compliance with accreditation requirements and standards. The results of all on-site audits will be compiled in a report and noted in each school's current accreditation records. If deficiencies are found in meeting accreditation standards or state and federal laws, the chief school administrator is notified in writing and given thirty (30) days from the receipt of notification to provide a written response. The report of findings is filed in the current accreditation records in the Office of District Accreditation.

4.2.1 Scheduled Site Visits

On-site accreditation audits of nonpublic schools will be scheduled on a five-year cycle and will be conducted by a team of trained evaluators under the supervision of a Mississippi Department of Education auditor or other designated staff. Staff from the Office of Special Education will determine compliance with state and federal special education regulations at no cost to the nonpublic school.

4.2.2 Initial Accreditation

The initial accreditation audit of a nonpublic school not previously on record with the Mississippi Department of Education must be conducted by a designated committee before an accreditation status is assigned. The purpose of the initial on-site visit is two-fold: (a) to confirm the information reported on the accreditation request application and (b) to verify compliance with all accreditation requirements and standards specified in this document.

A newly applying nonpublic school not previously on record with the State Board of Education must be fully operational at the time of the site visit. Each nonpublic school voluntarily seeking initial accreditation must have conducted a program of educational services for a period of at least one (1) calendar year prior to the date of proposed State Board of Education accreditation. (**See exemption for state agency schools in Nonpublic School Accreditation Policy 1.3.**) Sufficient data necessary to substantiate compliance with all accreditation requirements and standards must be available.

4.2.3 Summer School/Extended Year Audits

A percentage of schools providing summer school and extended year programs may be audited annually to verify information contained in the annual Summer School/Extended Year Report.

4.2.4 Investigative Audit

An investigative evaluation is conducted in response to a formal complaint. All formal complaints made against a school must be submitted to the Office of District Accreditation in writing and bear the signature of the individual(s) filing the complaint. When a written complaint is received that contains allegations of noncompliance with accreditation requirements, MDE staff will contact the school officials and provide assistance to resolve the complaint. If the complaint is not resolved, the school administrator will be notified in writing of the nature of the complaint and informed that the school is subject to an unannounced audit to investigate the allegations. Upon completion of the investigative audit, a written report is sent to the complainant, chief school administrator, and designee of the local governing body.

4.2.5 Other State/Federal Program Audits/Evaluations

When audits or evaluations of other state or federal programs reveal verified noncompliance with state or federal program regulations, the incidents of noncompliance are filed with the Office of District Accreditation and placed on the district's Accreditation Record.

5.0 COMPLAINTS

All formal complaints made against a nonpublic school must be submitted in writing to the Office of District Accreditation and must bear the signature of the individual(s) registering the complaint. The written complaint must include sufficient details concerning the school's alleged violation of accreditation requirements and standards. If the complaint addresses an area over which the State Board of Education has no authority, the individual filing the complaint will be informed in writing. Procedures for conducting an investigative audit are addressed in Accreditation Policy 4.2.4.

6.0 HEARING PROCEDURES

All controversies involving the accreditation of nonpublic schools are initially heard by a duly authorized representative of the State Board of Education before whom a complete record is made.

6.1 Request for Hearing

The local governing body of a nonpublic school may request a hearing by filing a written notice for such with the Office of District Accreditation within ten (10) calendar days of receipt of the decision of the State Board of Education.

6.2 Authorized Representative of the State Board of Education

Upon receipt of the written request for hearing from the local governing body, the chairman of the State Board of Education assigns, in writing, a duly authorized representative previously appointed by the State Board of Education to hear the controversy.

6.3 Hearing Procedures

6.3.1 The State Board of Education's representative sets the time, place, and date for a hearing and notifies all parties of the time, place, and date of the hearing by registered or certified mail, return receipt requested. All parties may be represented by counsel at the expense of the party. The hearing is conducted in such a manner as to afford all parties a fair and reasonable opportunity to present witnesses and other evidence pertinent to the issues and to cross-examine witnesses presented by the opposing party. The State Board of Education's representative may permit any portion of the evidence to be submitted in the form of depositions or affidavits; and in case affidavits are received, an opportunity to present counter-affidavits is provided.

6.3.2 It is the responsibility of each party at the hearing to secure the attendance of such witness or witnesses as the party deems necessary or appropriate, and any expense connected with the attendance of such witnesses is borne by the party responsible for the attendance of the witness.

6.3.3 In conducting the hearing, the State Board of Education’s representative is not bound by common law or by statutory rules of evidence or by technical or formal rules of procedure, provided, however, hearsay evidence, if admitted, is not the sole basis for the determination of facts by the State Board of Education’s representative.

6.3.4 After presentation by the executive secretary of the State Board of Education regarding recommended action and policy in support thereof, the party filing the written notice of hearing has the burden of going forward with the evidence, and at the conclusion of the hearing, the State Board of Education’s representative grants any party the opportunity to present a statement in such party's own behalf, either in person or by such party's attorney.

6.3.5 All hearings held before the State Board of Education’s representative are recorded and transcribed by a court reporter whose fees and costs of transcription are paid by the school involved within forty-five (45) days after having been notified of such costs and fees by the State Board of Education. Within thirty (30) calendar days of receipt of the transcribed record of the hearing, the State Board of Education’s representative files a written recommendation to the State Board of Education as to the resolution of the controversies. Upon consideration of the transcribed record and recommendation of its representative, the State Board of Education makes its decision and notifies all parties in writing by certified or registered mail, return receipt requested. The decision of the State Board of Education is final.

NONPUBLIC SCHOOL PROCESS STANDARDS

ADMINISTRATION AND PERSONNEL

1. The school is governed through official policies approved by the local governing body under which the school operates.

Note: Some differences exist between public boards and state agencies that have responsibilities for disbursing public funds and the privately funded local governing body, which may delegate more fiscal freedom to the chief administrator of the school. Advisory councils or boards of parochial and church-related schools must meet requirements of the church as established by the churches' religious leaders. For Catholic schools, the Bishop may veto any council action or, in extreme cases, may dissolve the council. The Choctaw Tribal Schools are governed by policies of the Tribal Council in accordance with the Constitution and Bylaws of the Mississippi Band of Choctaw Indians.

- 1.1 The local governing body maintains records of all official actions in minutes dated and signed or approved by the local governing body.

Note: The local governing body may be able to fulfill its leadership and policy roles with less than monthly meetings.

- 1.2 The official policies of the local governing body are in writing, on file in the school's administrative office, and ensure that rules and regulations are established under which the school is administered.
 - 1.3 School policy establishes written procedures for placement of students in the program and procedures for students to exit the program.
 - 1.4 School policy addresses the development of guidelines for school-wide student disciplinary practices.
 - 1.5 Employment and dismissal of all personnel follow written procedures and regulations established by the local governing body.
2. All professional positions are required to be filled by licensed staff that are properly endorsed as required by state law. {Miss. Code Ann. § 37-9-7} (7 Miss. Admin. Code Pt. 3, Ch. 80, R. 80.1, R. 80.2)

Note: Upon approval from the MDE Office of Licensure, teachers certified or working towards certification in a nationally recognized alternative licensure program, such as but not limited to, Alliance for Catholic Education (ACE), Teach for America, AmeriCorps, and Association of Christian Schools International, will be exempt from a Mississippi licensure for a maximum of three (3) years.

- 2.1 Each school is administered by a full-time, appropriately licensed, administrator (principal, superintendent, director, or headmaster) who is located at the school site and operates the school in accordance with established policies and procedures. {Miss. Code Ann. § 37-9-7, 37-9-15, and 37-151-5(g)} Waivers for full-time appropriately licensed on-site administrators for schools with less than or equal to 200 students may be requested. Administrators may have other roles such as lead teacher or coordinator of programs and limited to no more than one (1) program.

- 2.2 With the exception of academic core subjects, the professional staff in each school is comprised of no more than 10% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 10% FTE working outside their area of endorsement, provided that they do not act in the place of the principal.
 - 2.3 The school has access to library/media services.
Note: This may not apply to Special Purpose Schools which may be identified as schools that offer no regular high school diploma but offer other certifications of completion when completing their high school career.
 - 2.4 Each school will design and implement student support services appropriate to its particular situation and students. Student support personnel may include school guidance counselors and/or other appropriately licensed student support staff, including nurses, social workers, psychometrists, psychologists, etc. Student support personnel may only provide those services and activities in the area(s) that each individual is specifically qualified to provide. Qualified personnel may be defined as those professionals who provide a specialty service to those students aside from the regular classroom teacher. These specialty services include but may not be limited to areas such as appraisal, academic, and/or personal advisement and educational and/or career planning, etc.
- 3. The school implements an annual, formal personnel appraisal system for licensed staff that includes an assessment of employees' on-the-job performance. {Miss. Code Ann. § 37-3-46(b)}
 - 4. The school is operated under an annual budget or revision approved by the local governing body.
 - 4.1 The school has adequate written procedures describing its administrative and accounting controls, which ensures the accurate, current, and complete disclosure of the financial results of the school's operation and the effective control of and accountability for cash property and other assets.
 - 5. The local governing body budgets funds available for classroom supplies, materials, and equipment.

SCHOOL OPERATIONS

- 6. The school complies with state law and State Board of Education policy on enrollment requirements.
 - 6.1 Immunization requirements {Miss. Code Ann. §§ 37-7-301(i), 37-15-1, and 41-23-37}
 - 6.2 Age of entry requirements {Miss. Code Ann. § 37-15-9}
- 7. Any transfer student from a school or program not accredited regionally or by a state board of education (or its designee[s]) is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student within thirty (30) days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five (5) days prior to the date of the administration of such test. {Miss. Code Ann. § 37-15-33} (7 Miss. Admin. Code Pt. 3, Ch. 36, R. 36.1, R. 36.2, R. 36.3, R. 36.4)
- 8. Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with state law, the Family Educational Rights

and Privacy Act of 1974, and the Confidentiality Section of the Individuals with Disabilities Act, 1997 Amendments. (See Appendix E and the current edition of the *Mississippi Cumulative Folders and Permanent Records Manual of Directions*.) {Miss. Code Ann. § 37-15-1 through 3; 37-15-6; 37-15-10}

9. The school engages in annual strategic planning, such as the current School Improvement Plan, to review the educational status of the school and to address specific actions to improve the quality of its educational programs. (See Appendix G) {Miss. Code Ann. § 37-3-49(2)(e)}
10. The school implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law. {Miss. Code Ann. § 37-13-91} (7 Miss. Admin. Code Pt. 3, Ch. 30, R. 30.1, R. 30.2). The schools of the Choctaw Tribal School System will monitor and report student absences as specified by the Bureau of Indian Education and in the Choctaw Tribal Code. (Miss. Code Ann. § 3-3-36) This standard does not apply to correctional facilities.
11. The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the State Board of Education for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local governing body may request approval from the State Board of Education to operate the school(s) for less than one hundred eighty (180) days. {Miss. Code Ann. § 37-151-7(3)(d)} {Miss. Code Ann. §§ 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(c)}
 - 11.1 The teaching day must provide at least 330 minutes of instruction per day or 27.5 hours per five-day week. {Miss. Code Ann. § 37-13-67}
 - 11.2 The school must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half ($\frac{1}{2}$) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the State Board of Education.
 - 11.3 No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day. {Miss. Code Ann. § 37-151-5(j)}
 - 11.4 The school schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three (3) days prior to the end of the school year.
 - 11.5 The summer school/extended year program [not Extended School Year (ESY) provided through special education programs] meets all applicable requirements of the regular school program. {Miss. Code Ann. § 37-3-49}
 - 11.5.1 Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.
 - 11.5.2 Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. {Miss. Code Ann. § 37-3-49}
 - 11.5.3 Students enrolled in a summer program are limited to earning one (1) Carnegie unit of credit during a traditional summer school session, which does not apply to extended year programs and approved virtual courses.

- 12.** The school requires each student, in order to receive a high school diploma, to have met the requirements established by its local governing body and by the State Board of Education. {Miss. Code Ann. § 37-16-7} (7 Miss. Admin. Code Pt. 3, Ch. 36, R. 36.1, R. 36.2, R. 36.3, R. 36.4)
- 12.1** Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in **Appendix A** of the current edition of the *Mississippi Public School Accountability Standards*. (See Appendix A.) (7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3)
- 12.2** Each student who has completed the secondary curriculum for special education may be issued a certificate of completion, which states, “This student has successfully completed an Individualized Education Program.” {Miss. Code Ann. § 37-16-11(1)}
- 12.3** Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. {Miss. Code Ann. § 37-16-11(2)} (See Appendix G.)
- 12.4** The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.

Note: Carnegie units may be awarded in the seventh grade for the following courses: Algebra I, Biology I, ICT II (Information and Communication Technology), and first-year Foreign Language provided course content is the same as the high school course. Effective with 2014-15, Carnegie units may be earned for CCSS Compacted Math Grade 7, CCSS Math Grade 8, CCSS Compacted Math Grade 8 (with Integrated Math 1), and CCSS Math Grade 8 (with Algebra I/Traditional).

Note: Carnegie units may be awarded in the eighth grade for the following courses: Algebra I, Geometry, Mississippi Studies, Geography, Biology I, ICT II (Information & Communication Technology), STEM (Science, Technology, Engineering & Science), Introduction to Agriscience, first-year Foreign Language, and second-year Foreign Language provided course content is the same as the high school course. Carnegie units may be earned for CCSS Compacted Math Grade 7, CCSS Math Grade 8, CCSS Compacted Math Grade 8 (with Integrated Math 1), and CCSS Math Grade 8 (with Algebra I/Traditional).

- 13.** The school implements a professional development program {Miss. Code Ann. § 37-17-8} (7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1)

INSTRUCTIONAL PRACTICES

- 14.** The school is in compliance with state and/or federal requirements for the following programs:
- 14.1** Early Childhood Programs (kindergarten and teacher assistant) {Miss. Code Ann. § 37-21-1, et seq.} (7 Miss. Admin. Code Pt. 3, Ch. 42, R. 42.1, Ch. 62, R. 62.6) (Refer to the *Mississippi Kindergarten Guidelines*)
- 14.2** Pre-Kindergarten {Miss. Code Ann. § 37-7-301(ss)} (7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.4) (Refer to the Mississippi Early Learning Guidelines.)
- 14.3** Career-Technical Education {Miss. Code Ann. § 37-31-1, et. seq.} (7 Miss. Admin. Code Pt. 3,

- Ch. 83, Ch. 84, Ch. 85, Ch. 86, Ch. 87, Ch. 88, R Ch. 89, Ch. 90, Ch. 91, Ch. 92, Ch. 93, Ch. 94, Ch. 95, Ch. 96, and Federal Code)
- 14.4** Special Education {Miss. Code Ann. §§ 37-23-1 through 9} (7 Miss. Admin. Code Pt. 3, Ch. 74, R.74.1, R. 74.3, R. 74.4, R. 74.5, R. 74.6, R. 74.8, R. 74.10, R. 74.11, R. 74.12, R. 74.13, R. 74.14, R. 74.19, and Federal Code) [See State Policies Regarding Children with Disabilities Under the Individuals with Disabilities Education Act of 2004 (IDEA 2004)]
- 14.5** Child Nutrition {Miss. Code Ann. § 37-11-7} (7 Miss. Admin. Code Pt. 3, Ch. 17, R. 17.1, R. 17.2, R.17.4, R. 17.7, R. 17.9, and Federal Code)
- 14.5.1** School Wellness Policy
- 14.6** Elementary and Secondary Education Act: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants (7 Miss. Admin. Code Pt. 3, Ch. 80, R. 80.1, R. 80.2, and ESEA, and Federal Code)
- 14.7** Driver Education {Miss. Code Ann. § 37-25-1, et seq.} (7 Miss. Admin. Code Pt. 3, Ch. 29, R. 29.1)
- 14.8** Gifted Education {Miss. Code Ann. §§ 37-23-171 through 181} (Refer to the current edition of the Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards.)
- 15.** Each school has a library media center. Refer to the current edition of the Mississippi School Library Media Guide. {Miss. Code Ann. § 37-17-6(3)(a-e)}
- 15.1** 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. Special purpose schools provide library/media center services in conformity with the mission and curriculum of the school and as indicated on each student’s Individualized Education Plan (IEP).
- 15.2** The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.
- 16.** The school district is in compliance with state law and State Board of Education policies for state adopted textbooks. {Miss. Code Ann. §§ 37-43-1, 37-43-24, 37-43-31(2), 37-43-51, 37-9-14(2)(b), and 37-7-301(ff)} (7 Miss. Admin. Code Pt. 3, Ch. 79, R. 79.1, R. 79.2) (Refer to the current edition of the Textbook Administration Handbook Rules and Regulations.)
- 16.1** Each school district provides students in each school with access to current or otherwise appropriate textbooks that are in good condition. (See glossary for definition of textbook.) {Miss. Code Ann. §§ 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}
- 16.2** Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System. {Miss. Code Ann. § 37-43-51} (Refer to the current edition of the Textbook Administration Handbook Rules and Regulations.)
- 17.** The school curriculum is in conformity with the mission statement and is in keeping with the needs, aptitudes, and potential of the students enrolled.
- 17.1** The school has a written instructional management plan developed jointly by teachers and administrators and approved by the local governing body or an Individualized Educational

Plan (IEP) that has been developed for each student.

Note: Students with disabilities who are placed by a public educational agency in a nonpublic school in order to meet the public educational agency's obligation to provide a free appropriate public education, must have a current Individualized Education Program (IEP) that has been developed in accordance with IDEA and all State and Federal regulations pertaining to students with disabilities.

Note: Students with disabilities who have been placed by their parent(s) in a private school without the agreement of the public educational agency will not have an IEP. Students with disabilities who have been parentally-placed in a private school and for whom the public educational agency has elected to serve will have a Services Plan which describes the special education and related services to be provided to the private school student.

18. The school follows an established policy that defines criteria for the academic promotion, progression, and retention of students. Such criteria prohibit the retention of students for extracurricular activities.
 - 18.1 The school implements a uniform grading policy. {Miss. Code Ann. §§ 37-11-64 and 37-11-66} (7 Miss. Admin. Code Pt. 3, Ch. 2, R. 2.3)
 - 18.2 A student who is enrolled in any grade higher than Grade 6 in a school must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale in accordance with the Mississippi High School Activities Association (MHSAA). This portion of the standard will be jointly monitored and enforced by the State Board of Education and the MHSAA. {Miss. Code Ann. § 37-11-65}
 19. The school, in its discretion, may provide access to a GED Option program that meets the program guidelines outlined in Miss. Code Ann. § 37-13-92(4) and the guidelines established by the State Board of Education. (7 Miss. Admin. Code Pt. 3, Ch. 7, R. 7.2) (See guidelines for Alternative/GED Programs.)
 20. Each classroom teacher has an unencumbered period of time during the teaching instructional day to be used for individual or departmental planning.
 - 20.1 If the school utilizes a traditional six-period or seven-period day schedule, the instructional planning time for the secondary teachers is a minimum of 225 minutes per week, exclusive of the lunch period. If the school utilizes any form of a modular/block schedule, the instructional planning time provided is a minimum of either 225 minutes per week or an average of 225 minutes per week per instructional cycle, exclusive of the lunch period.
 - 20.2 Instructional planning time for the elementary school teacher is no less than 150 minutes per week, exclusive of the lunch period.
- Special Purpose School Exemption: Due to the individualized needs of students placed in special purpose school programs, planning time may be before and/or after the teaching day.**
21. Individual teachers (grades 9-12) teaching regular education courses are limited to three (3) course

preparations per scheduling cycle or five (5) in the same subject/content area. Any assignment of more than five (5) course preparations must be submitted in writing to the State Board of Education for review and action.

22. The curriculum of each diploma-granting secondary school (grades 9-12) consists of approved courses from *Approved Courses for the Secondary Schools of Mississippi* necessary to meet graduation requirements as specified in Appendix A and college entrance requirements as listed in Appendix C. {Miss. Code Ann. § 37-1-3(2)} (7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3)
23. The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher. {Miss. Code Ann. §§ 37-1-3(2) and 37-13-134}

Note: If the basic academic areas are deemed inappropriate for students with disabilities, a suitable curriculum meeting individual needs of students must be developed and implemented.

24. A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio. Student teacher ratios do not exceed the following: {Miss. Code Ann. § 37-151-77}
 - 24.1 Student teacher ratios do not exceed 24 to 1 in kindergarten, except in instances in which a full-time assistant teacher is in the classroom. If a full-time assistant teacher is employed, 27 may be enrolled. {Miss. Code Ann. § 37-151-77} (See Mississippi Kindergarten Guidelines.) (7 Miss. Admin. Code Pt. 3, Ch. 19, R. 19.1)
 - 24.2 Student teacher ratios do not exceed 27 to 1 in classrooms serving grades 1 through 4 unless approved by the State Board of Education. {Miss. Code Ann. § 37-151-77} (7 Miss. Admin. Code Pt. 3, Ch. 19, R. 19.1)
 - 24.3 Student teacher ratios do not exceed 30 to 1 in self-contained classes serving grades 5-8. {Miss. Code Ann. § 37-151-77}.
 - 24.4 Student teacher ratios do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. {Miss. Code Ann. § 37-151-77}.
 - 24.5 The total number of students taught by an individual teacher in academic core subjects at any time during the school year shall not exceed 150. A teacher who provides instruction through intra-district or inter-district distance learning or supervises students taking virtual courses will be exempt from the 150-student limitation. A lab facilitator or principal designee will be responsible for the assignment of grades and related activities at the receiving school.
 - 24.6 The caseload of each teacher in a special purpose school will be based on the needs of the student population and the mission of the school.

SAFE AND HEALTHY SCHOOLS

25. The school complies with the applicable policies of the State Board of Education and state and federal laws in the operation of its transportation program. The school implements Nathan's Law as a priority for promoting school bus safety. {Miss. Code Ann. §§ 37-41-53, 63-3-615, 63-1-73, 97-3-7, and 63-1-33} (7 Miss. Admin. Code Pt. 3, Ch. 81, R. 81.3, R. 81.4, R. 81.6, R. 81.7, R. 81.9)

- 25.1 All buses are inspected on a quarterly basis and are well-maintained and clean. (7 Miss. Admin. Code Pt. 3, Ch. 81, R. 81.9)
 - 25.2 Each bus driver has a valid bus driver certificate and a commercial driver's license and operates the bus according to all specified safety procedures. The school district has on file a yearly motor vehicle report on each driver and evidence that each driver has received two (2) hours of in-service training per semester. {Miss. Code Ann. § 63-3-615} (7 Miss. Admin. Code Pt. 3, Ch. 81, R. 81.3, R. 81.6)
 - 25.3 Bus schedules ensure arrival of all buses at their designated school sites prior to the start of the instructional day
 - 25.4 Emergency bus evacuation drills are conducted at least two (2) times each year. (7 Miss. Admin. Code Pt. 3, Ch. 81, R. 81.4)
26. The school district provides clean/sanitary facilities in a safe and secure environment. All classrooms in each school will be air conditioned. {Miss. Code Ann. §§ 37-7-301(c)(d)(j); 37-11-5, 49; and 45-11-101}
27. Each school has a comprehensive School Safety Plan on file that has been approved annually by the local governing body {Miss. Code Ann. §§ 37-3-81; 37-3-83(2); 37-11-67; and 37-11-69} (See the templates for MDE's School Safety Manual and the School Occupational Safety and Crisis Response Plan at <http://www.mde.k12.ms.us/safe-and-orderly-schools/school-safety>.)

ADDITIONAL STANDARDS FOR RESIDENTIAL FACILITIES

Boarding Schools and Residential Programs with Dormitory Facilities

28. Dormitory facilities meet the following criteria:
- 28.1 All state and local fire and safety codes/standards are enforced.
 - 28.2 Facilities are clean, comfortable, and adequately furnished for the personal and academic needs of the students.
 - 28.3 Continuous and responsible adult supervision is provided.

State Licensed Facility

29. A special purpose school operated in conjunction with a residential facility must meet minimum state requirements to operate a state licensed facility as verified by an appropriate and current license or certificate as follows:
- 29.1 Intermediate care facility for Individuals with Developmental Disabilities (ICF/IDD);
 - 29.2 Skilled nursing facility;
 - 29.3 Residential psychiatric treatment facility/nursing facility (RPTF); or
 - 29.4 Other required state license or certificate.

Note: When a special purpose school operated in conjunction with a residential facility is also designed to provide day treatment services as a specific program option, a license to operate a Therapeutic Day Treatment Facility is required. The requirement for a Therapeutic Day Treatment Facility license does not apply to the school when students placed in residential treatment facility are in the process of being transitioned from a residential treatment facility to an out-patient

treatment program.

APPENDICES

APPENDIX A-1

**GRADUATION REQUIREMENTS
Standard 12**

SCHOOL OPTION

Note: This option may be offered by schools, but it is not required.

Each student graduating from an accredited nonpublic secondary school will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi Curriculum Frameworks*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi* (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Enrollment in online and correspondence courses must have prior approval granted by the chief school administrator. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

Any student who completes the minimum graduation requirements as specified below and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma. The school may establish additional requirements approved by the local governing body as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4¹	English I English II
MATHEMATICS	4²	Algebra I or Integrated Math I
SCIENCE	3³	Biology I
SOCIAL STUDIES	3	1 World History⁴ 1 U.S. History⁴ ½ U.S. Government ½ Mississippi Studies⁵
HEALTH	½^{6&7}	Contemporary Health¹¹
TECHNOLOGY OR COMPUTER SCIENCE	1⁸	1 Information and Communication Technology (ICT) II or 1 Science, Technology, Engineering & Mathematics (STEM) or 1 Technology Foundations or ½ Keyboarding and ½ Computer Applications or Keystone or Computer Science¹²
THE ARTS	1⁹	Any approved 500.000 course
ELECTIVES	4½¹⁰	
TOTAL UNITS REQUIRED	21	

APPENDIX A-1 (Continued)

GRADUATION REQUIREMENTS STANDARD 12 SCHOOL OPTION

¹Compensatory English, Compensatory Reading, and Compensatory Writing may not be included in the four (4) English courses required for graduation; however, these courses may be included in the four and one-half (4½) general electives required for graduation. Beginning school year 2014-2015, Compensatory English may only be taken if a credit-bearing English course is taken in the same school year. MYP-English I and MYP English II are accepted in lieu of the English I and English II requirements for students enrolled in the IB program.

²Compensatory Mathematics and any developmental mathematics course may not be included in the four (4) mathematics courses required for graduation; however, these courses may be included in the four and one-half (4½) general electives required for graduation. Beginning school year 2014-2015, Compensatory Mathematics may only be taken if a credit-bearing Math course is taken in the same school year. Beginning school year 2004-2005 for all entering eighth graders, at least one (1) of the four (4) required mathematics courses must be higher than Algebra I or Integrated Math I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Integrated Math II, Algebra II, Integrated Math III, CCSS Advanced Math Plus, Algebra III, SREB Math Ready, Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics. Advanced Algebra, Trigonometry, Pre-Calculus, Discrete Mathematics, and Statistics meet this requirement if taken prior to the 2015-2016 school year. One (1) of the four (4) required mathematics units may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit. Pre-Algebra and Transition to Algebra are no longer available after the 2013-2014 school year. Carnegie units may be earned by seventh and eighth graders effective with school year 2014-2015 for the following courses: CCSS Compacted Math Grade 7, CCSS Math Grade 8, CCSS Compacted Math Grade 8 (with Integrated Math I), and CCSS Math Grade 8 (with Algebra I/Traditional). MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students.

³One (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences. The allowable lab-based physical science courses are Physical Science, Chemistry, AP Chemistry, Physics, AP Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Polymer Science II, and Robotics/Engineering II. IB-DP Physics I, IB-DP Physics II, MYP Chemistry, and IB-DP Chemistry may be accepted as allowable lab-based physical science courses for students enrolled in the IB program. MYP Biology and IB-DP Biology I may be accepted in lieu of the Biology I requirement for students enrolled in an IB program. Effective with school year 2013-14, up to two (2) of the three (3) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. One (1) credit allowed shall be awarded for Biology II, and one-half (½) credit shall be awarded for Botany, and one-half (½) credit shall be awarded for Field Experiences in Science. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

⁴**Based on the 2011 Mississippi Social Studies Framework**, A.P. World History can be accepted in lieu of the required World History from the Age of Enlightenment to Present course. A.P. United States History can be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A.P. Government and Politics: United States can be accepted in lieu of the required United States Government course. IB-DP History of the Americas I is accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government is accepted in lieu of the required Government course for students enrolled in the IB program.

⁵The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course. Effective with eighth graders of school year 2013-14, Mississippi Studies and Geography may be taken in the eighth grade for Carnegie unit credit.

⁶Credit earned in Healthcare & Clinical Services I/Health Science I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

⁷Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health beginning in the 2010-2011 school year and thereafter, when instruction includes all health components in the JROTC curriculum.

⁸Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one (1) unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational). Information & Computer Technology (ICT) II may be accepted in lieu of Computer Discovery. A Carnegie unit earned for Science, Technology, Engineering, & Mathematics (STEM) in the 8th or 9th grade meets this graduation requirement. Technology Foundations replaces Computer Discovery, Keyboarding and Computer Applications and meets this graduation requirement when taken in grades 8-12. MYP Computer Discovery may be accepted in lieu of Computer Discovery for students enrolled in an IB program.

⁹Beginning school year 2015-2016, and thereafter, Digital Media may be accepted in lieu of the art requirement.

¹⁰Elective units in physical education include participation in interscholastic athletic activities, band, performance choral, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

¹¹Comprehensive Health or Family and Individual Health meet this requirement if taken prior to the 2014-2015 school year.

¹²Computer Discovery meets this requirement if taken prior to the 2012-2013 school year.

APPENDIX A-2

GRADUATION REQUIREMENTS Standard 2 SENIORS OF SCHOOL YEAR 2011-2012 (and thereafter) (Entering ninth graders in 2008-2009 and thereafter)

Each student graduating from an accredited nonpublic secondary school will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi College- and Career-Ready Standards or Mississippi Curriculum Frameworks*. Course titles and identification numbers must appear in the current edition of the *Approved Courses for Secondary Schools of Mississippi*. (See 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3.) Enrollment in online and correspondence courses must have prior approval granted by the chief school administrator. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

Any student who completes the minimum graduation requirements as specified below is eligible to receive a high school diploma. The school may establish additional requirements approved by the local governing body as authorized under Miss. Code Ann. § 37-16-7.

Beginning school year 2008-2009 and thereafter, all entering ninth graders (seniors of school year 2011-2012 and later) will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-2 requirements in accordance with local governing body policy. Any student who is taken out of these requirements of Appendix A-2 will be required to complete the graduation requirements as specified in Appendix A-1 (School Option). The school may establish additional requirements approved by the local governing body as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II
MATHEMATICS	4 ²	Algebra I or Integrated Math I
SCIENCE	4 ³	Biology I
SOCIAL STUDIES	4	1 World History ⁴ 1 U.S. History ⁴ ½ Geography ⁴ ½ U.S. Government ½ Economics ⁵ ½ Mississippi Studies ⁴
HEALTH and PHYSICAL EDUCATION	1 ^{7&8}	½ Contemporary Health and ½ Physical Education ^{9&11}
BUSINESS and TECHNOLOGY	1 ¹⁰	1 Information and Communication Technology (ICT) II or 1 Science, Technology, Engineering & Mathematics (STEM) or 1 Technology Foundations or ½ Keyboarding and ½ Computer Applications ¹⁰
THE ARTS	1	Any approved 500.000 course
ELECTIVES	5 ¹¹	
TOTAL UNITS REQUIRED	24	

APPENDIX A-2 (Continued)

GRADUATION REQUIREMENTS STANDARD 12 SENIORS OF SCHOOL YEAR 2011-2012 (Entering ninth graders in 2008-2009 and thereafter)

¹Compensatory English, Compensatory Reading, and Compensatory Writing may not be included in the four (4) English courses required for graduation; however, these courses may be included in the five (5) general electives required for graduation. Beginning school year 2014-2015, Compensatory English may only be taken if a credit-bearing English course is taken in the same school year. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 and AP English Language Composition can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

²Compensatory Mathematics, Introduction to Engineering, and any developmental mathematics course may not be included in the four (4) mathematics courses required for graduation; however, these courses may be included in the five (5) general electives required for graduation. Beginning school year 2014-2015, Compensatory Mathematics may only be taken if a credit-bearing Math course is taken in the same school year. Math 8 cannot be taken after Algebra I or Integrated Math I. Beginning school year 2007-2008 for all entering eighth graders, at least two (2) of the four (4) required mathematics courses must be higher than Algebra I or Integrated Math I. Effective with ninth graders of 2010-2011, Survey of Mathematical Topics may not be included in the two (2) math courses higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I or Integrated Math I are: Geometry, Integrated Math II, Algebra II, Integrated Math III, CCSS Advanced Math Plus, Algebra III, SREB Math Ready, Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics. Advanced Algebra, Trigonometry, Pre-Calculus, Discrete Mathematics, and Statistics meet this requirement if taken prior to the 2015-2016 school year. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, and IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One (1) of the four (4) required mathematics units may be in Architecture & Drafting if the student completes the two-course sequence for Architecture & Drafting I & II. One (1) of the four (4) required mathematics units may be in Survey of Mathematical Topics; however, this course does not meet the mathematics requirement for admission to institutions of higher learning. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I may be taken in the eighth grade for Carnegie unit credit. Pre-Algebra, Transition to Algebra, and Survey of Mathematical Topics are no longer available after the 2013-2014 school year. Carnegie units may be earned by seventh and eighth graders effective with school year 2014-2015 for the following courses: CCSS Compacted Math Grade 7, CCSS Math Grade 8, CCSS Compacted Math Grade 8 (with Integrated Math I), and CCSS Math Grade 8 (with Algebra I/Traditional). Effective with the eighth graders of 2008-2009, Geometry may be taken in the eighth grade for Carnegie unit credit. Effective with 7th graders of 2012-13, Pre-Algebra, Algebra I, Biology I, ICT II (Information & Communication Technology), and first-year Foreign Language may be taken in the 7th grade for Carnegie unit credit provided the course content is the same as the high school course. Effective with 8th graders of 2012-2013, STEM (Science, Technology, Engineering, & Mathematics) and second-year Foreign Language may be taken in the 8th grade for Carnegie unit credit provided the course content is the same as the high school course. Effective with 8th graders of 2013-2014, Introduction to Agriscience may be taken for Carnegie unit credit provided the course content is the same as the high school course.

³One (1) unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing two (2) of the following three (3) courses: Science of Agriculture Plants, Science of Agriculture Animals, and Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the required course sequence ending with Healthcare & Clinical Services II, Aquaculture II, Forestry II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turf grass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences. Beginning school year 2008-2009 for all entering eighth graders, one (1) unit must be a lab-based physical

science. The allowable lab-based physical science courses are Physical Science, Chemistry, AP Chemistry, Physics, AP Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Polymer Science II, and Robotics/Engineering II. IB-DP Physics I, IB-DP Physics II, MYP Chemistry, and IB-DP Chemistry may be accepted as allowable lab-based physical science courses for students enrolled in the IB program. MYP Biology and IB-DP Biology I may be accepted in lieu of the Biology I requirement for students enrolled in an IB program. Effective with school year 2013-14, up to two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. One (1) credit allowed shall be awarded for Biology II, one-half (½) credit shall be awarded for Botany, and one-half (½) credit shall be awarded for Field Experiences in Science. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

⁴Based on the *2011 Mississippi Social Studies Framework*, A.P. World History can be accepted in lieu of the required World History from the Age of Enlightenment to Present course. A.P. United States History can be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A.P. Government and Politics: United States can be accepted in lieu of the required United States Government course. A.P. Macroeconomics or A.P. Microeconomics can be taken in lieu of the required Economics course. A.P. Human Geography can be accepted in lieu of the required Geography course. MYP World Geography is accepted in lieu of the required Geography course for students enrolled in the IB program. IB-DP History of the Americas I is accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government is accepted in lieu of the required Government course for students enrolled in the IB program. Effective with eighth graders of school year 2013-14, Mississippi Studies and Geography may be taken in the eighth grade for Carnegie unit credit.

⁵Credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics.

⁶The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half (½) unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other one-half (½) unit social studies course.

⁷Credit earned in Healthcare & Clinical Services I, Health Sciences I, or Theory and Application of Health Sciences I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health.

⁸Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health beginning in the 2010-2011 school year and thereafter.

⁹Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2014-2015 school year. The graduation requirement for one-half (½) unit in physical education may include participation in interscholastic athletic activities, band, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

¹⁰Evidence of proficiency in technology is accepted in lieu of the required courses if the student earns one (1) unit in a technology-rich academic or career technical course related to their program of study. Effective with school year 2012-2013, a Carnegie unit credit for ICT II (Information & Communication Technology) may be awarded to 7th grade students. Effective with school year 2012-2013, a Carnegie unit credit for STEM (Science, Technology, Engineering, & Mathematics) may be awarded to 8th grade students. ICT II may be accepted in lieu of Computer Discovery. A Carnegie unit earned for STEM in the 8th or 9th grade meets this graduation requirement. Technology Foundations replaces Computer Discovery, Keyboarding, and Computer Applications, and meets this graduation requirement when taken in grades 8-12. MYP Computer Discovery may be accepted in lieu of Computer Discovery for students enrolled in an IB

program. Computer Discovery meets this requirement if taken prior to the 2012-2013 school year.

¹¹Only one (1) elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements, they may award additional credits as outlined in the local Board policy.

APPENDIX A-3

**GRADUATION REQUIREMENTS
STANDARD 12**

**CAREER PATHWAY OPTION
SENIORS OF SCHOOL YEAR 2011-2012(and thereafter)
(Entering eleventh graders in 2010-2011 and thereafter)**

In 2010, Mississippi state policymakers passed legislation to create multiple pathways to a standard diploma. The 2010 legislative actions created a career pathway to a standard diploma, with the goal of improving Mississippi graduation rates and providing students with career and technical training that prepares students for postsecondary credential or certification programs and employable workplace skills. This legislative change created Miss. Code Ann. § 37-16-17, to provide for high school career option programs and career track curricula for students not wishing to pursue a baccalaureate degree.

Enrollment in online and correspondence courses must have prior approval granted by the chief school administrator. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4¹	English I English II
MATHEMATICS	3²	Algebra I or Integrated Math I
SCIENCE	3³	Biology I
SOCIAL STUDIES	3^{4&5}	1 U.S. History ½ U.S. Government ½ Mississippi Studies
HEALTH or PHYSICAL EDUCATION	½⁶	½ Contemporary Health or ½ Physical Education¹⁰
CAREER and TECHNICAL	4⁷	(Selected from Student’s Program of Study)
BUSINESS and TECHNOLOGY	1⁸	Technology Foundations, Information and Communication Technology (ICT) II, Science, Technology, Engineering, and Mathematics (STEM), or Computer Applications and Keyboarding
ELECTIVES	2½⁹	Courses selected from the student’s approved program of study
TOTAL UNITS REQUIRED	21	

NOTE: Mississippi’s Institutions of Higher Learning requirements differ from minimum graduation requirements for this diploma pathway.

APPENDIX A-3 (Continued)

GRADUATION REQUIREMENTS

STANDARD 12

CAREER PATHWAY OPTION

SENIORS OF SCHOOL YEAR 2011-2012 (and thereafter) (Entering eleventh graders 2010-2011 and thereafter)

¹Compensatory English, Compensatory Reading, and Compensatory Writing shall not be included in the four (4) English courses required for graduation. Beginning school year 2014-2015, Compensatory English may only be taken if a credit-bearing English course is taken in the same school year. The two (2) additional English credits must be from the student's program of study which includes Technical Writing, Creative Writing, English III, English IV, or any college-level dual credit courses.

²Compensatory Mathematics may not be included in the three (3) mathematics courses required for graduation. Beginning school year 2014-2015, Compensatory Mathematics may only be taken if a credit-bearing Math course is taken in the same school year. Math 8 cannot be taken after Algebra I or Integrated Math I. For students pursuing the Career Pathway Graduation Option, at least one (1) of the required mathematics courses must be above Algebra I or Integrated Math I and selected from the student's program of study. The allowable mathematics courses that can be taken which are higher than Algebra I or Integrated Math I are: Geometry, Integrated Math II, Algebra II, Integrated Math III, CCSS Advanced Math Plus, Algebra III, SREB Math Ready, Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics, or any college-level dual credit courses. Survey of Mathematical Topics, Advanced Algebra, Trigonometry, Pre-Calculus, Discrete Mathematics, and Statistics meet this requirement if taken prior to the 2015-2016 school year. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I may be taken in the eighth grade for Carnegie unit credit. Effective with the eighth graders of 2008-2009, Geometry may be taken in the eighth grade for Carnegie unit credit. Pre-Algebra and Transition to Algebra are no longer available after the 2013-2014 school year. Carnegie units may be earned by seventh and eighth graders effective with school year 2014-2015 for the following courses: CCSS Compacted Math Grade 7, CCSS Math Grade 8, CCSS Compacted Math Grade 8(with Integrated Math I), and CCSS Math Grade 8(with Algebra I/Traditional).

³For students pursuing the Career Pathway Graduation Option, at least one (1) of the required science courses must be above Biology I and selected from the student's program of study. If a student's program of study allows, one (1) unit may be in Concepts of Agriscience (AEST). A second science unit may be earned by completing a two-course sequence selected from the following options: Science of Agricultural Animals, Science of Agricultural Plants, or Science of Agricultural Environment. Two (2) units may be in the following courses if the student completes the two-course sequence: Healthcare & Clinical Services I & II, Health Science I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Polymer Science I & II; and Engineering I & II. Effective with school year 2013-14, up to two (2) of the three (3) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. One (1) credit allowed shall be awarded for Biology II, and one-half ($\frac{1}{2}$) credit shall be awarded for Botany, and one-half ($\frac{1}{2}$) credit shall be awarded for Field Experiences in Science. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

⁴AP U.S. History is accepted in lieu of the required U.S. History Post-reconstruction to Present. The third social studies credit should be selected based on the student's program of study.

⁵The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other one-half ($\frac{1}{2}$) unit social studies course may be accepted. An out-of-state

student who transfers after the junior year may substitute any other one-half (½) unit social studies course. Credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of one-half (½) unit in Economics. Effective with eighth graders of school year 2013-14, Mississippi Studies, Geography and Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

⁶Credit earned in Healthcare & Clinical Services I/Health Science I may be accepted in lieu of Contemporary Health to meet the graduation requirement for one-half (½) Carnegie unit in Health. Interscholastic athletic activities, band, and ROTC, if they meet the instructional requirements specified in the *Fitness through Physical Education Framework*, may also be accepted.

⁷Career and Technical Education (CTE) courses must be based on the student's program of study and should include dual credit/dual enrollment options as found in Miss. Code Ann. § 37-15-38.

⁸Evidence of proficiency in technology is accepted in lieu of the required courses if the student earns one (1) unit in a technology-rich academic or career technical course related to their program of study.

⁹Electives must be selected from courses related to the student's program of study. Credits earned not approved for that student's program of study will not be counted toward graduation requirements.

¹⁰Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2014-2015 school year.

APPENDIX A-4

**GRADUATION REQUIREMENTS
STANDARD 12**

**MISSISSIPPI EARLY EXIT DIPLOMA OPTION
SENIORS OF SCHOOL YEAR 2013-2014 (and thereafter)
(Entering ninth graders in 2011-2012 and thereafter)**

Qualification for a Mississippi Early Exit Diploma Option signifies to students that they are ready to do college-level work without remediation and opens up a variety of education and career pathways within and beyond high school.

In order to qualify for a Mississippi Early Exit Diploma Option, in addition to earning the Carnegie units listed below, students must meet college and career qualification scores in all core content areas on a series of end-of-course exams and/or the required benchmarks for college readiness on the ACT (18 in English Composition; 22 in Mathematics; 22 in Reading; 23 in Science) or Institutions of Higher Learning (IHL) approved college entrance exam.

Enrollment in online and correspondence courses must have prior approval granted by the chief school administrator. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	2	English II (equivalent Course)
MATHEMATICS	3	Algebra I (Equivalent Course)
SCIENCE	2	Biology I (Equivalent Course)
SOCIAL STUDIES	2½	1 World History 1 U.S. History (Equivalent Courses) ½ Mississippi Studies
HEALTH and PHYSICAL EDUCATION	1	Any combination of Health and Physical Education
BUSINESS and TECHNOLOGY	1	Technology Foundations; Information and Communication Technology (ICT) II; or Science, Technology, Engineering, and Mathematics (STEM)
THE ARTS	1	Any approved 500.000 course
ELECTIVES	5	(Should focus on college admission or national certification requirements)
TOTAL UNITS REQUIRED	17½	

Equivalency Chart for Innovative Programs
Authorized by the State Board of Education

Equivalency Curriculum Chart for MS Tested Areas

MS Curriculum	Cambridge	Innovative High School	Quality Core ACT
Algebra I or Integrated Math I	Cambridge IGCSE Mathematics I Or Cambridge IGSE Extended Sequence	Integrated Mathematics I	ACT Quality Core Algebra I
Biology I	Coordinated Science I Or Cambridge IGCSE Biology	Integrated Science II	ACT Quality Core Biology I
English II	Cambridge IGCSE English Language	Integrated English Language II	ACT Quality Core English II
US History	Cambridge IGCSE American History	Integrated History II	ACT Quality Core American History

Equivalency Test Chart for MS Tested Areas

MS Curriculum	Cambridge	Innovative High School	Quality Core ACT
Algebra I	Cambridge Mathematics End of Sequence Test	PLAN or ACT	ACT Quality Core Algebra I EOC Test
Biology I	Coordinated Science I or Cambridge IGCSE Biology End of Course (EOC) Test	PLAN or ACT	ACT Quality Core Biology I EOC Test
English II	Cambridge IGCSE English Language EOC Test	PLAN or ACT	ACT Quality Core English II EOC Test
US History	Cambridge IGCSE American History EOC Test	PLAN or ACT	ACT Quality Core American History EOC Test

APPENDIX B

**REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL
STANDARD 22**

Effective Beginning School Year 2014-2015

CURRICULUM AREA	COURSES	CARNEGIE UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV	1 1 1 1	4
MATHEMATICS	Algebra I or Integrated Math I Geometry or Integrated Math II Algebra II or Integrated Math III Elective Mathematics Courses	1 1 1 2	5
SCIENCE	Biology I Chemistry Physics ¹ Elective Science Courses ²	1 1 1 3 ²	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics Introduction to Geography	1 ½ ½ 1 ½ ½	4
BUSINESS & TECHNOLOGY	Technology Foundations; Information and Communication Technology (ICT) II; Science, Technology, Engineering, and Mathematics (STEM); or ½ Keyboarding and ½ Computer Applications ³ Personal Finance ³	1 ½ ³	1½
HEALTH/PHYSICAL EDUCATION	Contemporary Health ² Physical Education	½ ½	1
THE ARTS	Any approved 500.000 course	1	1
FAMILY & CONSUMER SCIENCE *	Family Dynamics	½	½
CAREER & TECHNICAL **	Any combination of courses ⁴	4 ⁴	4

ADVANCED PLACEMENT ^{5, 6}	At least one (1) advanced placement course in each of the four (4) core areas. AP course in Mathematics AP course in Science AP course in Language Arts AP course in Social Studies	 1^{5, 6} 1^{5, 6} 1^{5, 6} 1^{5, 6}	 4
ELECTIVES	Foreign Language (IHL) or Advanced World Geography (IHL) Any other Elective	 1 ½	 1½
TOTAL UNITS REQUIRED			 32½

APPENDIX B (Continued)

REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL STANDARD 22

Effective Beginning School Year 2014-2015

¹Includes Physics, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

²Two (2) of the three (3) elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, Science of Agricultural Environment, Healthcare & Clinical Services I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Agriculture and Natural Resources I & II, and Robotics/Engineering I & II.

³One-half ($\frac{1}{2}$) unit in Financial Technology, one-half ($\frac{1}{2}$) unit in Resource Management, or one-half ($\frac{1}{2}$) unit in National Endowment for Personal Finance may be offered in lieu of one-half ($\frac{1}{2}$) unit in Personal Finance.

⁴Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

⁵A school offering the International Baccalaureate program is exempted.

⁶Distance learning or approved MS Virtual Public School courses may be used as an appropriate alternative for the delivery of these required Advanced Placement (AP) courses.

*Family and Consumer Science is a part of the religious education program in the Catholic Schools.

**Career & Technical Education is only required if the Career Pathway Option is offered.

APPENDIX C-1

**REQUIREMENTS FOR ADMISSION TO
INSTITUTIONS OF HIGHER LEARNING (IHL) PUBLIC UNIVERSITIES IN MISSISSIPPI**

CURRICULUM AREA	COURSES	UNITS
ENGLISH		4 ¹
MATHEMATICS ²	Algebra I ^{3&8} Geometry Algebra II	3
SCIENCE	SELECT THREE (3) UNITS FROM THE FOLLOWING LIST: Physical Science ⁴ Biology Advanced Biology Chemistry Advanced Chemistry Physics Advanced Physics Or any other science course with comparable content and rigor as approved by MDE	3 (2 lab-based)
SOCIAL STUDIES	U.S. History World History U.S. Government (½) Economics (½) <i>or</i> Geography (½)	3
COMPUTER EDUCATION	Technology Foundations or Information and Communication Technology (ICT) II Science, Technology, Engineering, and Mathematics (STEM) Computer Applications ⁵	½
ADVANCED ELECTIVES	SELECT TWO (2) UNITS ⁶ FROM THE FOLLOWING LIST: Foreign Language ³ World Geography 4 th year lab-based Science 4 th year Mathematics	2
TOTAL UNITS REQUIRED		15½ ⁷

¹ Courses must require substantial communication skills. Compensatory English, Compensatory Reading, and Compensatory Writing may not be included.

² A fourth class in higher-level mathematics is highly recommended.

³ Pre-high school units: Algebra I or first-year Foreign Language taken prior to high school will be accepted for admission, provided course content is the same as the high school course.

⁴ One (1) Carnegie unit from a Physical Science course with content at a level that may serve as an introduction to Physics and Chemistry may be used.

⁵ This course should include use of application packages such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.

⁶ One (1) of the two (2) units must be in Foreign Language or World Geography.

⁷ Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

⁸ A secondary math equivalency chart is provided below.

Equivalency Curriculum Chart for Secondary Mathematics

Traditional Model	Integrated Model	Cambridge	Quality Core ACT
Algebra I	Integrated Mathematics I	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence	ACT Quality Core Algebra I
Geometry	Integrated Math II	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence	ACT Quality Core Geometry
Algebra II	Integrated Math III	Cambridge IGCSE Mathematics II or Cambridge Mathematics II Extended Sequence	ACT Quality Core Algebra II

APPENDIX C-2

COLLEGE PREPARATORY RECOMMENDED CURRICULUM FOR ADMISSION
TO INSTITUTIONS OF HIGHER LEARNING (IHL)
PUBLIC UNIVERSITIES IN MISSISSIPPI

CURRICULUM AREA	COURSES	UNITS
ENGLISH		4 ¹
MATHEMATICS	Algebra I ^{2&5} , Geometry, Algebra II, and any one (1) Carnegie unit of comparable rigor and content (e.g., Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, or AP Statistics)	4
SCIENCE	Biology I, Chemistry I, and any two (2) Carnegie units of comparable content and rigor as approved by MDE (e.g., Physics, Physical Science, Biology II, Chemistry II, AP Chemistry, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Botany, Microbiology, or Human Anatomy and Physiology)	4
SOCIAL STUDIES	World History, U.S. History, Introduction to World Geography, U.S. Government, Economics, and/or Mississippi Studies ² (Credit earned for a state/local government course in any other state may stand in lieu of Mississippi Studies.)	4
ARTS	Any visual and/or performing arts course(s), meeting the requirements for high school graduation.	1
ADVANCED ELECTIVES	Foreign Language I ² and II, Advanced World Geography and a Foreign Language I or any combination of English, mathematics, or lab-based science courses of comparable rigor and content to those required above.	2
COMPUTER APPLICATIONS	Technology Foundations or Information and Communication Technology (ICT) II Science, Technology, Engineering, and Mathematics (STEM) Computer Applications ³	½
TOTAL UNITS REQUIRED		19½⁴

¹ Courses must require substantial communication skills. Compensatory English, Compensatory Reading, and Compensatory Writing may not be included.

² Pre-high school units: Algebra I, first-year Foreign Language, or Mississippi Studies taken prior to high school will be accepted for admission provided the course content is the same as the high school course.

³ Course should emphasize the computer as a productivity tool. Instruction should include the use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.

⁴ Limited exceptions to high school unit requirements may be available. For more information, contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

⁵ A secondary math equivalency chart is provided below.

Equivalency Curriculum Chart for Secondary Mathematics

Traditional Model	Integrated Model	Cambridge	Quality Core ACT
Algebra I	Integrated Mathematics I	Cambridge IGCSE Mathematics I or Cambridge 9th Core Mathematics Extended Sequence	ACT Quality Core Algebra I
Geometry	Integrated Math II	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence	ACT Quality Core Geometry
Algebra II	Integrated Math III	Cambridge IGCSE Mathematics II or Cambridge Mathematics II Extended Sequence	ACT Quality Core Algebra II

APPENDIX D

Approved Courses for the Secondary Schools of Mississippi

- Refer to the current edition of *Approved Courses for the Secondary Schools of Mississippi*.
- For a complete listing of approved courses for all grade levels and other job code assignments, refer to the current edition of the *MSIS Reference Manual and User Guide*.

ADDITIONAL COURSES FOR ACCREDITED NONPUBLIC SCHOOLS

Course Code	Course Title	Endorsement	Carnegie Unit
Language Arts			
050202	Choctaw Language Literacy	None*	½
Social Studies			
450840	Choctaw History	192	½
Other Nonpublic			
380203	U-Bible (Grades K-12)	None*	0, ½, 1
380250	U-Catholic Religion I	None*	1
380251	U-Catholic Religion II	None*	1
380252	U-Catholic Religion III	None*	1
380253	U-Catholic Religion IV	None*	1

***Religious instruction provided by a religious order and its ordained members and cultural instruction provided by a tribal organization are not a matter of concern to the State; thus, certification by the Office of Teacher and Administrator Licensure is not required to teach such religious and cultural courses.**

APPENDIX E

STUDENT RECORDS

STANDARD 17

1. Student records are collected, maintained, and disseminated as required by Miss. Code Ann. §§ 37-15-1 through 37-15-3, as amended, the Family Educational Rights and Privacy Act of 1974, as amended, 20 USC Section 1231, and the Confidentiality Section of the *Individuals with Disabilities Act, 1997 Amendments*.
2. Permanent records are kept in perpetuity for every person who has enrolled or is enrolled in a school.
3. The permanent record contains (a) legal name and address of the student, (b) date of birth as verified by birth certificate, (c) courses taken and grades or proficiency level earned, (d) immunization record, (e) date of withdrawal or graduation, (f) social security number {optional}, (g) record of performance on the required graduation tests, and (h) any other information determined by the State Board of Education.
4. Active permanent records are maintained in a secure and fire-resistant location in each school until the student withdraws or graduates, at which time the record may be transferred and/or placed on photographic film or microfilm and then stored in a central, fire-resistant depository.
5. Cumulative records are maintained for each student currently enrolled in a school.
6. The cumulative record (folder) contains the same information as the permanent record, as well as results of standardized tests and other information required by school board policies or prescribed by the State Board of Education.
7. Active cumulative records are maintained in a secure, fire-resistant location in each school.
8. Cumulative records of students who transfer or who are promoted to another school are to be sent to the head of the school to which the student transfers.
9. Cumulative records may be destroyed by order of the school board or governing body or policy-making authority of the school in not less than five (5) years after the permanent record of the student has become inactive and has been transferred to the central depository of the school.
10. Permanent and active cumulative records of any school (public or nonpublic) that closes are transferred to the central depository of the school district wherein the closed school is located.

For further clarification or information, see the current edition of *Mississippi Cumulative Folders and Permanent Records Manual of Directions*. <http://www.mde.k12.ms.us/accred>

APPENDIX F

MISSISSIPPI OCCUPATIONAL DIPLOMA OPTION STANDARD 12

SENIORS OF SCHOOL YEAR 2008-2009 AND LATER (Entering ninth graders in 2005-2006 and thereafter)

In accordance with Miss. Code Ann. § 37-16-11(2), the State Board of Education has approved criteria for an occupational diploma for students with disabilities. The Mississippi Occupational Diploma provides an option for students with disabilities that emphasizes high expectations in both academics and work experiences that will assist students in acquiring and maintaining the necessary competencies and skills needed to secure and retain competitive employment. The primary postgraduate goal for these students is competitive employment.

- The decision regarding participation in the Mississippi Occupational Diploma program will be made by the student's Individualized Education Program (IEP) committee, which must include a school counselor. Instructional program and diploma options are to be reviewed annually by the IEP committee and revisions made as necessary.
- The Mississippi Occupational Diploma program may be implemented in any Least Restrictive Environment deemed appropriate by the IEP committee. Students in the occupational diploma program may earn credits by successfully completing course work selected from the general education curriculum and/or special education courses as agreed upon by the student's IEP committee.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must earn a minimum of 21 course credits and complete an occupational diploma portfolio containing a collection of evidence of the student's knowledge, skills, and abilities.
- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must successfully complete a two-year Career/Technical (Vocational) Program. In lieu of completing a two-year Career/Technical (Vocational) Program, students with disabilities may document a minimum of five hundred forty (540) hours of successful, paid employment.
- Prior to graduation, an exit IEP committee meeting must be held to evaluate accomplishment of the goals and objectives on the IEP and the completion of all requirements for the Mississippi Occupational Diploma. At this meeting, the student will present the completed Mississippi Occupational Diploma Portfolio for review by the IEP committee.
- The final Mississippi Occupational Diploma Portfolio will be reviewed and approved prior to graduation by the chief school administrator or a designee.

For additional details, see the State Board of Education approved guidelines for the Mississippi Occupational Diploma at http://www.mde.k12.ms.us/docs/special-education-library/occupat_diploma.pdf?sfvrsn=2.

APPENDIX G

SUGGESTED CRITERIA FOR DEVELOPING A STRATEGIC PLAN

STANDARD 9

The School Improvement Planning process utilized by AdvancED will meet the strategic planning requirements of Standard 9.

PURPOSE

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

PARTICIPANTS/SOURCES OF INPUT

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

SOURCES OF INPUT

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

DATA SOURCES

The plan is based upon but not limited to the following:

1. A survey that reflects pupil, faculty, and community attitudes or opinions concerning the school's administration and programs;
2. An outline of the school's instructional management program that 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 program;
4. The school's improvement plan (where applicable) that is designed to address cited deficiencies in meeting SBE accreditation requirements;
5. Student, staff, and community demographic data; and
6. A description of the school's strengths, needs, and goals.

CONTENTS

The contents of the plan include identified goals, the means of achieving these goals, and the timelines required. The plan includes but is not limited to the following:

1. A written mission statement that reflects the purpose of the educational program and the ways the mission will effect school operations.
2. A description specifying how student achievement will be advanced in the school over the time of the plan.

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

ANNUAL ACCREDITATION

The local governing body evaluates, revises (if needed), and approves the plan on an annual basis.

CRITERIA FOR DISTRIBUTION

The plan is made available for review upon request to patrons of the school, to media with coverage in the general area of the school, and to officials in the Mississippi Department of Education.

GLOSSARY

GLOSSARY

The following definitions are established for the purpose of implementing the *Mississippi Nonpublic School Accountability Standards* established by the State Board of Education and authorized under Miss. Code Ann. § -37-17-7.

ACADEMIC CORE

Required course offerings in which specific skills contained in the *Mississippi College- and Career-Ready Standards* and *Mississippi Curriculum Frameworks* must be taught. Subjects in the academic core are English/language arts, mathematics, science, social studies, foreign languages, and arts.

ACADEMIC YEAR

The amount of time that must be scheduled in the educational calendar and that consists of a minimum of 180 teaching days. (See *teaching day*.) Two (2) of the 180 days may be 60% days.

ACCELERATED COURSES

Courses designed for those students who can master the general curriculum and engage in more in-depth study of additional skills.

ACCREDITATION RECORD SUMMARY

A continuous record maintained on each nonpublic school seeking State Board accreditation reflecting the extent to which accreditation requirements are met and used as the basis for assigning annual accreditation statuses. The Accreditation Record Summary is updated as citations of noncompliance with requirements are added or deleted, and school officials are notified in writing of such.

ACCREDITATION STANDARDS

Process (input) standards that address accepted educational principles and practices believed to promote educational quality.

ACCREDITATION STATUS

The annual status for a school approved by the State Board of Education based on compliance with process standards using verified accreditation data from the previous school year. The accreditation statuses are Temporary, Accredited, Advised, Probation, and Withdrawn. (See Policy 2.3.)

ACCREDITED STATUS

An accreditation status assigned when the school is in compliance with each of the applicable accreditation requirements and standards as described in this document.

ADMINISTRATOR

Any staff member employed by a local governing body who is assigned the responsibility for coordinating, directing, supervising, or otherwise administering programs, services, and/or personnel under the auspices of the program or school.

AdvancED

A non-profit, non-governmental organization that accredits primary and secondary schools throughout the United States and internationally. AdvancED was formed in 2006 by the consolidation of the pre-college divisions of two (2) of the U.S. regional accreditation organizations: the Commission on Accreditation and School Improvement of the North Central Association of Colleges and Schools (NCA CASI), and the Council on Accreditation and School Improvement of the Southern Association of Colleges and Schools (SACS CASI). In 2012, the Northwest Accreditation Commission (NWAC) joined AdvancED. Information is also available on-line

at www.advanc-ed.org.

ADVANCED PLACEMENT (AP)

A program of college level courses and examinations for secondary school students administered by the College Board, 2970 Clairmont Road, Suite 250, Atlanta, Georgia 30329, Telephone (404) 636-9465. High schools providing advanced placement courses must follow guidelines published by the College Board.

ADVISED STATUS

An accreditation status assigned to a school the first year that the school has a verified process standard deficiency on record from the previous school year.

ANNUAL FINANCIAL AUDIT REPORT

APPEAL

An appeal made to the State Board of Education. Upon written application, the State Board of Education may consider new factual evidence.

ASSISTANT TEACHER

A school employee assigned to assist a licensed teacher and who works under the direct supervision of a licensed teacher.

CARNEGIE UNIT

A standard measure of high school work indicating the minimum amount of time that instruction in a subject has been provided. Awarding of one (1) Carnegie unit indicates that a minimum of 140 hours of instruction has been provided in regular and laboratory classes over a school year; awarding of one-half (½) Carnegie unit indicates that a minimum of 70 hours has been provided. (See Process Standard 11.2 for exceptions.)

CENTRAL DEPOSITORY

A secure, designated location approved by the local governing body.

CERTIFICATE OF COMPLETION

One exit option that is available to a student with a disability following the student's completion of his or her IEP goals. This exit option is provided to students with disabilities who are unable to meet the appropriate state minimum requirements for a Standard Diploma or the requirements for any of the other exit options available to students with disabilities. (See Miss. Code Ann. § 37-16-11.)

CHIEF SCHOOL ADMINISTRATOR

The administrator of the school who is responsible for administering the daily operations and activities of the school. Other titles may include superintendent, principal, director, and head master.

CHURCH-RELATED SCHOOL

A school that is governed and operated by a denominational, parochial, or other bona fide church organization or religious order.

CLASSROOM

A school room in which student instruction takes place.

COMPULSORY-SCHOOL-AGE CHILD

A child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year and who has not attained the age of seventeen (17) years on or before September 1 of the calendar year; and shall include any child who has attained or will attain the age of five (5) years on or before September 1 and has

enrolled in a full-day public school kindergarten program. Provided, however, that the parent or guardian of any child enrolled in a full-day public school kindergarten program shall be allowed to disenroll the child from the program on a one-time basis, and such child shall not be deemed a compulsory-school-age child until the child attains the age of six (6) years. (See Miss. Code Ann. § 37-13-91.)

CORRECTIVE ACTION PLAN (CAP)

A plan to correct the deficiencies on record that shall be developed by the school, in conjunction with the Mississippi Department of Education, when a school is assigned a *PROBATION* or *WITHDRAWN* accreditation status.

CORRESPONDENCE COURSE

Independent study carried on through lessons and exercises that are provided to non-resident students by approved university extensions. (See the *Approved Courses for Secondary Schools in Mississippi*.)

CURRICULUM

The course content listed in the *Mississippi College- and Career-Ready Standards* and *Mississippi Curriculum Frameworks*.

DAY

A calendar day unless otherwise indicated as a teaching day or an instructional day.

DEFICIENCY

The failure of a school to comply with an accreditation requirement.

DEPARTMENTALIZED CLASS

A class in which an educator teaches one (1) or more core academic subjects to more than one (1) group of students.

DISTANCE LEARNING COURSES

Courses utilizing telecommunications technologies including satellites, telephones, and cable-television systems to broadcast instruction from a central site to other classrooms.

EARLY CHILDHOOD EDUCATION PROGRAM

Kindergarten and assistant teacher programs that comply with *Mississippi Kindergarten Guidelines*, *Mississippi Elementary School Assistant Teacher Program Regulations*, and *Mississippi Reading Improvement Program Regulations* approved by the State Board of Education and published by the Mississippi Department of Education. (See also *kindergarten* and *pre-kindergarten*.)

ELEMENTARY SCHOOL

Primary, elementary, and intermediate division of the educational system comprising grades/levels K through 6 or K through 8 or any combination of such grades.

EVALUATION

Formal appraisal (assessment) of educational experiences, including the performance of schools, educational programs, personnel, and students. Evaluations are conducted to determine strengths and areas which need improvement and may involve the use of various measurements designed to appraise the effects of educational experiences.

EXTENDED YEAR PROGRAM

A program of instruction offered by the school after the close of the regular academic year that is designed for students who need extra time to complete course objectives/requirements (not ESY provided through special education programs).

EXTRACURRICULAR ACTIVITIES

School sponsored student activities that require administrative supervision and student involvement outside the allocated time for instruction. Student participation in extracurricular activities may be noted on the student's transcript, but academic credit may not be awarded.

FRAMEWORKS

Competencies (required learning standards for all students) and objectives (learning outcomes indicating how the competencies can be fulfilled) approved by the State Board of Education.

HALF-TIME EMPLOYEE

Any staff person who devotes 50% of the instructional schedule to the assigned duties.

HEARING

The process by which all controversies involving the accreditation levels of schools are initially heard by a duly authorized representative of the State Board of Education before whom a complete record is made. (See Accreditation Policy 6.0.)

HIGH SCHOOL

The secondary division, within the educational system comprising grades 9-12 or any combination of such grades.

HOME SCHOOLING PROGRAM

An instructional program that is provided in the home by the parents and is not instituted/operated for the purpose of avoiding or circumventing the compulsory attendance law.

HONORS COURSES

See Accelerated Courses.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A written plan outlining the special education and related services that are designed to meet the unique needs of each child with a disability.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

This act authorizes a federal formula grant to each state to assist in meeting the special education needs of children with disabilities as mandated in federal regulations.

INNOVATIVE PROGRAMS AUTHORIZED BY THE STATE BOARD OF EDUCATION

Programs of study approved by the Mississippi Board of Education that are designed to provide innovative approaches to teaching and learning. These programs are designed to better prepare students for postsecondary education and direct entry into the workplace.

INSTRUCTIONAL STAFF

Employees of a school who are professionally trained and licensed to provide instruction and/or services to students enrolled in the school.

INVESTIGATIVE EVALUATION (COMPLAINT AGAINST SCHOOL)

An evaluation that is conducted in a school in response to a formal written complaint. All formal complaints made against schools must be submitted to the State Board of Education in writing and bear the signature of the individual(s) filing the complaint. The written complaint shall contain specific details concerning alleged violations. When the complaint is received, the chief school administrator is notified in writing of the nature of the complaint and informed that the school is subject to an unannounced audit to investigate the allegations. If the complaint addresses an area over which the State Board of Education has no authority, the individual filing the complaint is notified.

JOINT COMMISSION ON ACCREDITATION OF HEALTHCARE ORGANIZATIONS (JCAHO)

The Joint Commission develops standards of quality in collaboration with health professionals and others and stimulates healthcare organizations to meet or exceed the standards through accreditation and the teaching of quality improvement concepts. Standards include specific requirements for educational services provided by inpatient and residential organizations. The national office address is One Renaissance Boulevard, Oakbrook Terrace, Illinois 60181.

KINDERGARTEN

That portion of the elementary school serving children who have reached the age of five (5) years on or before September 1.

LAB-BASED SCIENCE COURSE

A science course in which at least 20% of the instructional time is required to include laboratory experiences.

LABORATORY

Room or rooms basically/appropriately equipped and used by students for the supervised study of some branch of science or the application of scientific principles.

LEARNING OBJECTIVES

Statements of what a student will know and be able to do when a course is completed.

LIBRARY MEDIA CENTER

A specially designed space in each school equipped for centrally housing an organized collection of materials and equipment representing a broad range of current learning media, including instructional technology. The facility contains areas for individualized study and for large and small group instruction. The facility is organized and administered to function as a learning laboratory where the use of all media is purposeful, planned, and integrated with the educational program and instructional processes of the school. (Reference the current *Mississippi School Library Media Guide*.)

LOCAL EDUCATIONAL AGENCY (LEA)

A public board of education or other public authority legally constituted within Mississippi for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of the State, or for a combination of school districts or counties as are recognized in the State as an administrative agency for its public elementary schools or secondary schools.

LOCAL GOVERNING BODY

A policy-making entity, governing entity, advisory council, or a combination of such entities, as designated at the school level.

MIDDLE SCHOOL

A school with any configuration of intermediate grades 4-8 whose principal may be licensed as an elementary school administrator or a secondary school administrator.

MISSION STATEMENT

A school's statement of purpose that is used in strategic planning as the basis for educational decisions.

MISSISSIPPI COMPULSORY SCHOOL ATTENDANCE LAW

The Mississippi Compulsory School Attendance Law Miss. Code Ann. § 37-13-91 of the Mississippi Code 1972 Annotated governs compulsory school attendance. It requires a parent, legal guardian, or custodian who has legal control or charge of a child age six (6) to seventeen (17) to enroll him or her in an education program (i.e. public, private, or home school). Student enrollment must occur except under the limited circumstances specified in subsection three (3) of Miss. Code Ann. § 37-13-91 which includes, but are not limited to, sending the child to a state approved, nonpublic, or educating the child at home in an organized educational program. July 1, 2003, the law was amended to include the following: a child, five (5) years of age, who enrolls in public kindergarten, will have to abide by the same guidelines as outlined in the Miss. Code Ann. § 37-13-91. The Office of Compulsory School Attendance Enforcement at the Mississippi Department of Education is responsible for oversight of this law.

MISSISSIPPI OCCUPATIONAL DIPLOMA

A viable exit option available to students with disabilities which emphasizes high expectations in both academics and work experiences that will assist students with disabilities to acquire and maintain the necessary competencies and skills needed to secure and retain competitive employment. This exit option expands the opportunities available for students with disabilities to exit high school. (See Miss. Code Ann. § 37-16-11(2) and Appendix F.)

MISSISSIPPI VIRTUAL PUBLIC SCHOOLS

A free web-based educational program offered by the Mississippi Department of Education to provide Mississippi students with access to a wider range of course work. Technology will be used to deliver instruction to students via the Internet in a virtual or remote setting.

NONPUBLIC SCHOOLS

Private schools, parochial and other church-related schools, special purpose schools either privately owned and operated or governed by a public agency other than the Mississippi Department of Education, and tribal schools funded by the Bureau of Indian Education. Nonpublic schools may be operated either as a for profit organization or as a nonprofit, tax-exempt corporation.

ON-SITE EVALUATION

An evaluation conducted at the geographical location of the school to determine compliance with all accreditation requirements and standards. If deficiencies are found in meeting accreditation standards, the chief school administrator is notified in writing and given thirty (30) days from the receipt of notification to provide a written response. The report of findings is filed in the current accreditation records in the Office of Accreditation.

PARENTALLY-PLACED PRIVATE SCHOOL CHILD WITH A DISABILITY

A child with a disability enrolled by his or her parent(s) in a private school, including religious schools or facilities that meet the definition of elementary school or secondary school.

PAROCHIAL SCHOOL

A parochial school is a school that is governed and operated by a parochial or other bona fide church

organization or religious order.

PERSONNEL ACCREDITATION DATA REPORTING SYSTEM

School employee information required by the Mississippi Department of Education on an annual basis. This information is transmitted electronically, reflects the daily schedule of each employee, and is used to determine school compliance with a number of accreditation standards.

PHYSICAL EDUCATION

The instructional requirements for physical education specified in the *Fitness through Physical Education Framework*. Elective units for graduation include participation in interscholastic athletic activities that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Beginning with school year 2008-2009 (seniors of 2011-2012), one-half (½) Carnegie unit in physical education is required for graduation.

PLANNING PERIOD

An unencumbered period of time during the teaching (instructional) day or week required for each classroom teacher. (See Process Standard 20.)

POLICY

A statement of official intent adopted by the (local governing body) and recorded as official action in minutes. The school must comply with all local governing body policies.

PRE-KINDERGARTEN PROGRAM

Instructional program serving children who have reached the ages of three (3) or four (4) years on or before September 1.

PRINCIPAL

The individual who is responsible for the total program of a school and who holds valid and appropriate administrator certification.

PRIVATE SCHOOL

A private school is a school that is privately owned and operated, which may be non-profit or for profit.

PROBATION STATUS

An accreditation status assigned to a district that complies with fewer than 100% of the Accreditation Policies and Process Standards. The district will be required to develop a Corrective Action Plan (CAP) to address the deficiencies.

PROCEDURE

A statement of processes by which policies, regulations, and standards are carried out.

PROCESS STANDARDS

Input standards that address accepted educational principles and practices believed to promote educational quality. (See Accreditation Policy 2.2.)

PROFESSIONAL DEVELOPMENT

The growth-promoting learning process that empowers stakeholders (teachers, administrators, staff, and other school personnel) to improve the educational organization.

PROFESSIONAL STAFF

Any employee of the school whose assigned duties require state licensure.

REMEDIAL INSTRUCTIONAL PROGRAMS

Programs designed to provide interventions and supports for students who have been unsuccessful in mastering content/skills.

SATELLITE SCHOOL

A school operating at a different location under the management/supervision of an existing accredited non-public local governing body.

SCHOOL

An institution that exists for the purpose of teaching school-aged children, consists of one (1) physical plant located on one (1) school site, includes instructional staff members and students, and is in session each school year.

SCHOOL DAY

That portion of the calendar day that includes the teaching day, intermissions, and any additional time included in the employee contract. School day defines the normal working day for employees.

SCHOOL GUIDANCE COUNSELOR

Individual providing comprehensive counseling services, including the following: academic planning and advisement; responsive services – personal/social counseling, crisis intervention, and preventative counseling; career and college counseling; individual, small, and large group counseling; referrals to community agencies; educational consultations and collaboration with teachers, administrators, parents, and community leaders; and follow-up counseling services. No individual shall be employed as a Professional School Counselor (PSC) without a minimum of a Master’s degree in School Counseling. Professional School Counselors shall abide by the American School Counselor Association Code of Ethics. (Miss. Code Ann. § 37-9-79)

SCHOOL IMPROVEMENT PLAN

See Strategic Educational Plan.

SCHOOL SAFETY PLAN

The foundation document a school uses to maintain a safe and secure educational environment.

SCHOOL YEAR

See Academic Year.

SECONDARY SCHOOL

A school that contains any or all of grades 9 through 12 and may include grades 7 and 8.

SELF-CONTAINED CLASS

A classroom in which an educator teaches all core subjects to a group of students.

SERVICES PLAN

A written plan that describes the specific special education and related services that an LEA will provide to a parentally-placed private school child with a disability following the LEA’s determination and designation of the specific special education and related services that a child will receive from the LEA.

SPECIAL PURPOSE SCHOOL

A school that is organized to serve a specific population(s) of students or to provide a special program of instruction for students. A special purpose school that serves students with disabilities in accordance with IDEA and applicable state statutes and regulations must meet all relevant state and federal requirements for special education programs.

STANDARD DIPLOMA

As standard high school diploma awarded to a student who has met all the requirements established by the local governing body and by the State Board of Education. (See Miss. Code Ann. § 37-16-7.)

STANDARDS

Criteria by which schools are assessed. By law, accreditation standards established for nonpublic schools may not be more stringent than accreditation standards applied to public schools.

STRATEGIC EDUCATIONAL PLAN

A plan that identifies the mission, goals, strengths, and needs of the school and outlines strategies for implementing changes and improvements. (See Appendix G, Process Standard 9.)

STUDENT SUPPORT PERSONNEL

A professional qualified to offer student support services (e.g., psychologist, guidance counselor, social worker, psychometrist, etc.).

SUMMER SCHOOL PROGRAM

A program of instruction offered by the school during the summer months after the close of the regular academic year. The program of instruction is designed for students who need extra time to complete course requirements and/or for students who wish to enroll in new courses/subjects.

SUPPORT STAFF

Persons employed by an educational organization to provide services to students and staff.

TEACHER

Any person holding a teacher's license from the State Board of Education, employed by the school, and ~~who is~~ assigned an instructional area of work as defined by the Mississippi Department of Education (e.g., employment in an official capacity for the purpose of imparting knowledge, skills, information, and ideas to students in an instructional setting).

TEACHING DAY

A day in which a minimum of 330 minutes of instruction and/or evaluation and/or school approved group testing is provided. Exceptions are days with fewer than 330 instructional minutes that are part of an instructional week of at least 27.5 hours.

TEMPORARY STATUS

An accreditation status assigned to a satellite school or a school newly established by the local governing body of an accredited nonpublic school/system currently on record with the State Board of Education.

TEXTBOOK

Any medium or manual of instruction which contains a systematic presentation of the principles of a subject and which constitutes a major instructional vehicle for that subject. Whenever any book under contract is displaced by a new adoption, the local governing body may continue to require the schools to use the recently purchased

books from any previous adoption; however, such period of use shall not exceed four (4) years. {See Miss. Code Ann. § 37-43-31(2) and refer to the current edition of the *Textbook Administration Handbook Rules and Regulations*.}

TRIBAL SCHOOL

Schools funded by the Bureau of Indian Affairs.

WITHDRAWN STATUS

An accreditation status assigned to a school when the State Board of Education takes action to withdraw the accreditation status of a nonpublic school due to noncompliance with its approved corrective action plan. The status of a school when the school has been previously assigned a status of PROBATION and the school fails to meet the goals and timelines for resolving identified deficiencies as stated in its approved Corrective Action Plan (CAP).