

**MISSISSIPPI
NONPUBLIC SCHOOL
ACCOUNTABILITY
STANDARDS**

2021



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NONPUBLIC SCHOOL
ACCOUNTABILITY STANDARDS**

2021

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OFFICE OF ACCOUNTABILITY

OFFICE OF ACCREDITATION

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TABLE OF CONTENTS

INTRODUCTORY INFORMATION

Laws.....	1
Introduction	2

NONPUBLIC SCHOOL ACCREDITATION POLICIES

1.0 Participation	4
1.1 Definition of a Nonpublic School	4
1.2 Exclusions	4
1.3 Initial Accreditation	4
2.0 Assignment of Accreditation Statuses	4-6
2.1 Annual Assignment of Statuses	4
2.2 Process Standards.....	5
2.3 Accreditation Statuses	5-6
2.4 Deficiencies and Corrective Action	6
2.4.1 Correction of Deficiencies.....	6
2.4.2 Corrective Action Plans.....	6
2.5 Resolving Accreditation Controversies	7
2.6 Removal of Accreditation Status	7
2.7 Voluntarily Withdrawing from Accreditation	7
2.8 Reinstatement Process.....	8
3.0 Annual Reporting Procedures	8-9
3.1 Annual Application Process	8
3.2 Annual Compliance Report.....	8
3.3 Annual Personnel Data Report	9
3.4 Summer School/Extended Year Report	9
4.0 Accreditation Monitoring Procedures	9-10
4.1 Analysis and Validation of Data	9
4.2 On-Site Evaluations.....	10-11
5.0 Complaints	11
6.0 Hearing and Appeal Procedures	11-12
6.1 SBE Representative.....	11
6.2 Notification of Hearing	11
6.3 Hearing Procedures	11

PROCESS STANDARDS

School Governance and Policies
Standard 1 13

Administration, Organization, and Coordination
Standards 2-3.....13-14

Fiscal Management
Standards 4-5..... 14

Student Records
Standards 6-8..... 14

Strategic Planning
Standard 914-15

Student Absences
Standard 10 15

Design for Learning and Curriculum
Standard 11 15

Graduation Requirements
Standard 1215-16

Professional Development Program
Standards 13..... 17

Early Childhood
Standard 14, 14.1..... 17

Pre-Kindergarten
Standard 14, 14.2..... 17

Career-Technical Education
Standard 14, 14.3..... 17

Special Education
Standard 14, 14.4..... 17

Child Nutrition/School Wellness
Standard 14, 14.5, 14.5.1 17

Elementary and Secondary Education
Standard 14, 14.6..... 17

Driver Education
Standard 14, 14.7..... 17

Gifted Education
Standard 14, 14.8..... 17

Library-Media Services
Standard 15 17

Textbooks
Standard 1617-18

Instructional Management Plan
Standard 17 18

Promotion, Progression, & Retention of Students
Standard 18 18

GED Option
Standard 19 18

Planning Period for Teachers	
Standard 20	18-19
Design for Learning and Curriculum	
Standard 21-24	18-19
Transportation Safety	
Standard 25	19-20
Health and Safety	
Standards 26 and 27	20
Standards for Residential Facilities	
Standards 28 and 29	20-21

APPENDICES

A Graduation Requirements	22-53
B Required Courses in the Curriculum of Each Secondary School	54-55
C Required Courses for University Admission	56-63
D Additional Courses for Nonpublic Schools	64
E Student Records	65
F Not Applicable to Nonpublic Standards	66
G Suggested Criteria for Developing a Strategic Plan	67
H Mississippi Occupational Diploma	68
 GLOSSARY	 69

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 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.**

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 7-3: 80.1 and 80.2. State Board Policy Chapter 80, Rules 80.1 and 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). 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, Miss. Admin. Code 7-3: 36.2, 36.4, State Board Policy Chapter 36, Rules 36.2-36.4.
- 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, Miss. Admin. Code 7-3: 30.1 and 30.2, State Board Policy Chapter 30, Rules 30.1 and 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)(c), 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 (½) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the State Board of Education.
- 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.
- 11.6**
- 11.6.1** Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.
- 11.6.2** 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.
- 11.6.3** 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, Miss. Admin. Code 7-3: 34.1, 36.3, and 36.4, State Board Policy Chapter 34, Rule 34.1, State Board Policy Chapter 36, Rules 36.3, and 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., Miss. Admin. Code 7- 3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 28.3.

- 12.1.1** Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 24 Carnegie units as specified in Appendix A-6.
 - 12.1.2** Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-7 to earn a Traditional Diploma with a Career and Technical Endorsement.
 - 12.1.3** Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 26 Carnegie units and meet additional requirements as specified in Appendix A-8 to earn a Traditional Diploma with an Academic Endorsement.
 - 12.1.4** Entering ninth graders in 2018-2019 and thereafter, are required to have a minimum of 28 Carnegie units and meet additional requirements as specified in Appendix A-9 to earn a Traditional Diploma with a Distinguished Academic Endorsement.
 - 12.1.5** Entering ninth graders with a significant cognitive disability in 2018-2019 and thereafter, are required to have a minimum of 24 Credits as described in Appendix A-10 to earn an Alternate Diploma
- 12.2** Beginning with incoming ninth graders of 2018-2019, each student who has met the criteria for the certificate of completion, may be issued a certificate of completion. Student receiving a certificate of completion may participate in high school graduation exercises. (Appendix A-11) Miss. Code Ann. § 37-16-11(1).
- 12.3** Ending with the incoming ninth grade class of 2016-2017, 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).

Note: Students enrolled in grades 7 – 12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for Secondary Schools of Mississippi Manual.

13. The school implements a professional development program Miss. Code Ann. § 37-17-8, 7 Miss. Admin. Code 7-3: 44.1, State Board Policy Chapter 44, Rule, 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., Miss. Admin. Code 7-3: 42.1, State Board Policy Chapter 42, Rule 42.1, and Miss. Admin. Code 7-3: 62.6, State Board Policy Chapter 62, Rule 62.6, Refer to the Mississippi Kindergarten Guidelines. Districts Meeting the Highest Levels of Performance are exempted from Miss. Code Ann. § 37-21-7(4).
- Pre-Kindergarten Miss. Code Ann. § 37-7-301(ss), Miss. Admin. Code 7-3: 28.4, State Board Policy Chapter 28, Rule 28.4. Refer to the Mississippi Early Learning Guidelines. Miss. Code Ann. § 37-7-301 (zz).
- 14.2** Career-Technical Education Miss. Code Ann. § 37-31-1, et seq., Miss. Admin. Code 7-3: 83-96, State Board Policy Chapters 83 through 96, and Federal Code.
- 14.3** Special Education Miss. Code Ann. § 37-23-1 through § 37-23-9, Miss. Admin. Code 7-3: 74.1, 74.3 through 74.6, 74.8, 74.10 through 74.14, and 74.19, State Board Policy Chapter 74, Rules 74.1, 74.3 through 74.6, 74.8, 74.10 through 74.14, and 74.19, and Federal Code. See State Policies Regarding Children with Disabilities under the Individuals with Disabilities Education Act of 2004 (IDEA 2004).
- 14.4** Child Nutrition Miss. Code Ann. § 37-11-7, Miss. Admin. Code 7-3: 17.1, 17.2, 17.4, 17.7, and 17.9, State Board Policy Chapter 17, Rules 17.1, 17.2, 17.4, 17.7, and 17.9 and Federal Code.
- 14.4.1** School Wellness Policy
- 14.5** Elementary and Secondary Education Act: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants Miss. Admin. Code 7-3: 80.1-80.3, State Board Policy Chapter 80, Rules 80.1 through 80.3, and Federal Code.
- 14.6** Driver Education Miss. Code Ann. § 37-25-1, et seq., Miss. Admin. Code 7-3: 29.1, State Board Policy Chapter 29, Rule 29.1.
- 14.7** Gifted Education Miss. Code Ann. §§ 37-23-171 through 181, Miss. Admin. Code 7-3: 35.1, State Board Policy Chapter 35, Rule 35.1. 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 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 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. Admin. Code 7-3: Ch. 2, R. 2.3, State Board Policy Chapter 2, Rule 2.3, Miss. Code Ann. § 37-11-64 and 37-11-66.
 - 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. Miss. Admin. Code 7-3:7.1, State Board Policy, Chapter 7, Rule 7.1. See guidelines for Alternative/GED School 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.(See Appendix B.)(Miss. Code Ann. § 37-1-3(2), and Miss. Admin. Code 7-3: 28.2 and 28.3, State Board Policy Chapter 28, Rules 28.2 and 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 22 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, Miss. Admin. Code 7-3: 19.1, State Board Policy Chapter 19, Rule 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. Miss. Admin. Code 7- 3: 19.1, State Board Policy Chapter 19, Rule 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, Miss. Admin. Code 7-3: 81.3, 81.4, 81.6, 81.7, 81.9, State Board Policy Chapter 81, Rules 81.3, 81.4, 81.6, 81.7, and 81.9.
 - 25.1** All buses are inspected on a quarterly basis and are well-maintained and clean. Miss. Admin. Code 7-3: 81.9, State Board Policy Chapter 81, Rule 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, Miss. Admin. Code 7-3: 81.3 and 81.6, State Board Policy Chapter 81, Rules 81.3 and 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. Miss. Admin. Code 7-3: 81.4, State Board Policy Chapter 81, Rule 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) and (j), 37-11-5, 37-11-49; and 45-11-101.
- 27.** The school district complies with State Board Policies and State and Federal Laws to provide Safe schools. Each school has a comprehensive School Safety Plan on file that has been approved annually by the local governing body Miss. Code Ann. §§ 37-3-81; 37-3-83(2); 37-11-5;37-11-67; and 37-11-69 and the Mississippi School Safety Manual.

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

Effective school year 2021-2022 Appendix A-1 is no longer applicable.

Effective school year 2021-2022 Appendix A-2 is no longer applicable.
APPENDIX A-2

Effective school year 2021-2022 APPENDIX A-3 is no longer applicable.

Effective school year 2021-2022 APPENDIX A-4 is no longer applicable.

APPENDIX A-5 is not applicable to the *Mississippi Nonpublic School Accountability Standards* and has been omitted from this document.

APPENDIX A-6
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA
(Entering ninth graders in 2018-2019 and thereafter)

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

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

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

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4¹	English I English II
MATHEMATICS	4²	Algebra I
SCIENCE	3³	Biology
SOCIAL STUDIES	3½	1 World History⁴ 1 U.S. History⁴ ½ U.S. Government⁴ ½ Economics⁵ ½ Mississippi Studies⁶
PHYSICAL EDUCATION	½⁷	½ Physical Education
HEALTH	½⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1⁹	
THE ARTS	1¹⁰	
COLLEGE- and CAREER-READINESS	1¹¹	
ELECTIVES	5½	
TOTAL UNITS REQUIRED	24^{12, 13, 14}	

APPENDIX A-6 (Continued)
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA
(Entering ninth graders in 2018-2019 and thereafter)

¹Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only 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 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

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

³One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for a mathematics unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical courses substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology.

⁴Based on the *2018 Mississippi College- and Career- Readiness Standards for Social Studies*, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

APPENDIX A-6 (Continued)
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA
(Entering ninth graders in 2018-2019 and thereafter)

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

⁶The Carnegie 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. 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.

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

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. For approved Career and Technical course substitutions see Appendix A-12.

⁹The following courses meet the Carnegie unit requirement for Technology or Computer Science: Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, For approved Career and Technical course substitutions see Appendix A-12.

¹⁰The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please refer to the arts section or the Mississippi Online Course Approval (MOCA) section of the current *Approved Courses for the Secondary Schools of Mississippi Arts*. The following dual credit classes: Music Appreciation, Theater Appreciation, or Art Appreciation may be accepted in lieu of the Arts requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

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

1. Career and Technical Work Based Learning course
2. Dual Credit SmartStart
3. JROTC III and IV
4. Advanced Placement Capstone: Completion of both AP Seminar and AP Research or equivalent International Baccalaureate and Cambridge International Courses.
5. Freshman, Sophomore, Junior and Senior MS College and Career Readiness Seminar courses for Early College High School.

*Additional requests for substitution must be submitted to the Office of Secondary Education for review and approval.

APPENDIX A-6 (Continued)
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA
(Entering ninth graders in 2018-2019 and thereafter)

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

- a. Senior year only
- b. Junior year only
- c. 1 semester in either freshman, sophomore or junior year with the remaining semester taught in either junior or senior year.
- d. ¼ Carnegie unit per year beginning with the freshman year

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

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

AND

- Are on track to meet the diploma requirements

AND

- Are concurrently enrolled in the appropriate SREB Math Ready or Essentials for College Math and/or SREB Literacy Ready or Essentials for College Literacy

OR

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

AND

- Are on track to meet the diploma requirements

AND

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

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

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

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

**APPENDIX A-7 GRADUATION
REQUIREMENTS STANDARD 12
TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)**

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

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

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

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4¹	English I English II
MATHEMATICS	4²	Algebra I
SCIENCE	3³	Biology
SOCIAL STUDIES	3½	1 World History⁴ 1 U.S. History⁴ ½ U.S. Government⁴ ½ Economics⁵ ½ Mississippi Studies⁶
PHYSICAL EDUCATION	½⁷	½ Physical Education
HEALTH	½⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1⁹	
THE ARTS	1¹⁰	
COLLEGE-AND CAREER-READINESS	1¹¹	
CAREER and TECHNICAL	4	
ELECTIVES	3½	
TOTAL UNITS REQUIRED	26^{12, 13, 14}	

APPENDIX A-7 (CONTINUED)
GRADUATION REQUIREMENTS
STANDARD 14

TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

¹Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only 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 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

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

³One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for a science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology.

⁴Based on the *2018 Mississippi College- and Career- Readiness Standards for Social Studies*, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

APPENDIX A-7 (Continued)
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

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

⁶The Carnegie 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. 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.

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

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. For approved Career and Technical course substitutions see Appendix A-12.

⁹The following courses meet the Carnegie unit requirement for Technology and Computer Science Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering. For approved Career and Technical course substitutions see Appendix A-12.

¹⁰The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please refer to the arts section or the Mississippi Online Course Approval (MOCA) section of the current *Approved Courses for the Secondary Schools of Mississippi* Arts. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the Arts requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

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

1. Career and Technical Work Based Learning course
2. Dual Credit SmartStart
3. JROTC III and IV
4. Advanced Placement Capstone: Completion of both AP Seminar and AP Research or equivalent International Baccalaureate and Cambridge International Courses.
5. Freshman, Sophomores Juniors and Seniors MS College and Career Readiness Seminar courses for Early College High Schools.

APPENDIX A-7 (Continued)
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA WITH CAREER AND TECHNICAL ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

*Additional requests for substitution must be submitted to the Office of Secondary Education for review and approval.

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

- a. Senior year only
- b. Junior year only
- c. One (1) semester in either freshman, sophomore or junior year with the remaining semester taught in either junior or senior year
- d. $\frac{1}{4}$ Carnegie unit per year beginning with the freshman year

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

- Earn an overall GPA of 2.5
- Earn silver level on ACT WorkKeys
- Must successfully complete one (1) of the following:
 - One (1) dual credit or earned articulated credit in the high school CTE course
 - Workbased learning
 - Earn a State Board of Education approved national credential
 - One (1) AP, Diploma Program-IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam.

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

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

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

APPENDIX A-8
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA with an ACADEMIC ENDORCEMENT
(Entering ninth graders in 2018-2019 and thereafter)

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

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

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

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II Two (2) additional English Courses above English II
MATHEMATICS	4 ²	Algebra I Two (2) additional Math Courses above Algebra I
SCIENCE	3 ³	Biology Two (2) additional science courses above Biology
SOCIAL STUDIES	3½	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER- READINESS	1 ¹¹	
ELECTIVES	7½	Must Include two (2) advanced electives of the College Preparatory Curriculum requirements (See Appendix C.)
TOTAL UNITS REQUIRED	26 ^{12, 13, 14}	

APPENDIX A-8 (Continued)
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA with an ACADEMIC ENDORCEMENT
(Entering ninth graders in 2018-2019 and thereafter)

¹Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only 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 can be accepted in lieu of English II. English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

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

³One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for a science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology.

⁴Based on the *2018 Mississippi College- and Career- Readiness Standards for Social Studies*, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

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

APPENDIX A-8 (Continued)
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA with an ACADEMIC ENDORCEMENT
(Entering ninth graders in 2018-2019 and
thereafter)

⁶The Carnegie 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. 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.

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

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. For approved Career and Technical course substitutions see Appendix A-12.

⁹The following courses meet the Carnegie unit requirement for Technology and Computer Science: Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering. For approved Career and Technical course substitutions see Appendix A-12.

¹⁰The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please refer to the arts section or the Mississippi Online Course Approval (MOCA) section of the current *Approved Courses for the Secondary Schools of Mississippi*. The following dual credit classes: Music Appreciation, Theatre Appreciation or Art Appreciation may be accepted in lieu of the art requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

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

1. Career and Technical Work Based Learning course
2. Dual Credit SmartStart
3. JROTC III and IV
4. Advanced Placement Capstone: Completion of both AP Seminar and AP Research
5. Freshman, Sophomore, Junior and Senior MS College and Career Readiness Seminar courses for Early College High Schools.

*Additional requests for substitution must be submitted to the Office of Secondary Education for review and approval.

APPENDIX A-8 (Continued)
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA with an ACADEMIC ENDORCEMENT
(Entering ninth graders in 2018-2019 and thereafter)

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

- a. Senior year only
- b. Junior year only
- c. (1) semester in either freshman, sophomore or junior year with the remaining semester taught in either junior or senior year
- d. $\frac{1}{4}$ Carnegie unit per year beginning with the freshman year

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

- Earn an overall GPA of 2.5
- Two (2) elective courses must meet MS IHL college preparatory curriculum (CPC) requirements
- Must successfully complete one (1) of the following:
 - *ACT sub scores of 17 in English and 19 in Math*
 - *Essentials of College Math or Essentials of College Literacy (in senior year)*
 - *SAT equivalency sub score*
- Must successfully complete one (1) of the following:
 - One (1) AP course with a C or higher and take the appropriate AP exam
 - One (1) Diploma Program-IB or Cambridge (AICE) course with a C or higher and take the appropriate exam
 - One (1) dual credit course and earn a C or higher in the course

¹³Additional recommendations (not requirements) above 26 Carnegie units and assessment requirements include:

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

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

APPENDIX A-9
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

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

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

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

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	English I English II Two (2) additional English Courses above English II
MATHEMATICS	4 ²	Algebra I Two (2) additional Math Courses above Algebra I
SCIENCE	4 ³	Biology Two (2) additional science courses above Biology
SOCIAL STUDIES	4	1 World History ⁴ 1 U.S. History ⁴ ½ U.S. Government ⁴ ½ Economics ⁵ ½ Mississippi Studies ⁶
PHYSICAL EDUCATION	½ ⁷	½ Physical Education
HEALTH	½ ⁸	½ Contemporary Health
TECHNOLOGY or COMPUTER SCIENCE	1 ⁹	
THE ARTS	1 ¹⁰	
COLLEGE- and CAREER- READINESS	1 ¹¹	
ELECTIVES	8	Must Include two (2) advanced electives of the College Preparatory Curriculum requirements (See Appendix C.)
TOTAL UNITS REQUIRED	28 ^{12,13,14}	

APPENDIX A-9 (Continued)

GRADUATION REQUIREMENTS

STANDARD 12

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

¹Carnegie units earned for Compensatory English courses cannot be included as any of the four (4) English Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory English may be taken only 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 can be accepted in lieu of English

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

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

³One (1) of the four (4) required Carnegie units for science may be in AP Computer Science Principles. If used for science unit, AP Computer Science Principles cannot then also be used for a mathematics or computer science unit. For approved Career and Technical course substitutions see Appendix A-12. Coordinated Science I or Cambridge IGCSE Biology may be accepted in lieu of Biology.

⁴Based on the *2018 Mississippi College- and Career- Readiness Standards for Social Studies*, AP World History, DC World Civilization I, AP European History, or DC Western Civilization I may be accepted in lieu of the required World History from the Age of Enlightenment to Present course. AP United States History or DC United States History II may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A student taking an AP or DC course in lieu of a course with a required end-of-course state test shall take the requisite MAAP test. AP Government and Politics: United States and DC American National may be accepted in lieu of the required United States Government course. IB-DP History of the Americas I may be accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II may be accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government may be accepted in lieu of the required Government course for students enrolled in the IB program. Cambridge IGCSE American History or Cambridge International AS level history may be accepted in lieu of the required U.S. History from Post-reconstruction to Present course.

APPENDIX A-9 (Continued)

GRADUATION REQUIREMENTS

STANDARD 12

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

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

⁶The Carnegie 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. 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.

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

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. For approved Career and Technical course substitutions see Appendix A-12.

⁹The following courses meet the Carnegie units requirement for Technology and Computer Science, Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering. For approved Career and Technical course substitutions see Appendix A-12.

¹⁰The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please refer to the arts section or the Mississippi Online Course Approval (MOCA) section of the current *Approved Courses for the Secondary Schools of Mississippi*. The following dual credit classes: Music Appreciation, Theatre Appreciation or Art Appreciation may be accepted in lieu of the art requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

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

1. Career and Technical Work Based Learning course
2. Dual Credit SmartStart
3. JROTC III and IV
4. Advanced Placement Capstone: Completion of both AP Seminar and AP Research
5. Freshman, Sophomore, Junior and Senior MS College and Career Readiness Seminar courses for Early College High Schools

*Additional requests for substitution must be submitted to the Office of Secondary Education for review and approval.

APPENDIX A-9 (Continued)
GRADUATION REQUIREMENTS
STANDARD 12
TRADITIONAL DIPLOMA with a DISTINGUISHED ACADEMIC ENDORSEMENT
(Entering ninth graders in 2018-2019 and thereafter)

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

- a. Senior year only
- b. Junior year only
- c. One (1) semester in either freshman, sophomore or junior year with the remaining semester taught in either junior or senior year
- d. $\frac{1}{4}$ Carnegie unit per year beginning with the freshman year

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

- Earn an overall GPA of 3.0
- Two (2) elective courses must meet MS IHL CPC recommended requirements
- Must successfully complete one (1) of the following:
 - ACT sub score of 18 in English and 22 in Math
 - SAT equivalency sub score
- Must successfully complete one (1) of the following:
 - One (1) AP course with a B or higher and take the appropriate AP exam
 - One (1) Diploma Program-IB or Cambridge (AICE) course with a B or higher and take the appropriate exam
 - One (1) dual credit course earning a B or higher in the course

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

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

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

APPENDIX A-10
GRADUATION REQUIREMENTS
STANDARD 12
ALTERNATE DIPLOMA OPTION

NOTE: This option shall be offered by districts for incoming ninth graders with significant cognitive disabilities in 2018-2019 and thereafter.

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

Any student with a significant cognitive disability who completes the minimum graduation requirements as specified below and has achieved a level of Passing or Proficient on each of the required high school alternate assessments, is eligible to receive an Alternate Diploma. The local school district may establish additional local requirements approved by the local school board as authorized under Miss. Code Ann. § 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
ENGLISH	4¹	Alternate English I	<ul style="list-style-type: none"> • CCR English I
		Alternate English II	<ul style="list-style-type: none"> • CCR English II
		Alternate English III Alternate English IV	<ul style="list-style-type: none"> • CCR English III • CCR English IV • Broadcast Journalism • Debate • Foundations of Journalism • Mississippi Writers • Oral Communications • Print Journalism • Survey of African American Writing • Technical and Workplace Writing • World Literature

APPENDIX A-10 (Continued)

GRADUATION REQUIREMENTS

STANDARD 12

ALTERNATE DIPLOMA OPTION

NOTE: This option shall be offered by districts for incoming ninth graders with significant cognitive disabilities in 2018-2019 and thereafter.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
MATHEMATICS	4 ²	Alternate Math I	<ul style="list-style-type: none"> • CCR Compacted Math 7 • CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) • Foundations of Algebra (grade 9 only)
		Alternate Math II	<ul style="list-style-type: none"> • CCR Compacted Math Grade 8 with Algebra I (prior to entering HS) • Foundations of Algebra (Grade 9 only) • Advanced Technical Mathematics
		Alternate Math III	<ul style="list-style-type: none"> • Advanced Technical Mathematics (must be taken prior to CCR Algebra I) • CCR Geometry • CCR Algebra II (contingent on passing CCR Algebra I)
		Alternate Algebra	<ul style="list-style-type: none"> • CCR Algebra I
SCIENCE	2	Alternate Biology	<ul style="list-style-type: none"> • Biology
		Alternate Science II	<p>Courses worth 1 Carnegie Unit</p> <ul style="list-style-type: none"> • Physical Science • Earth and Space Science • Human Anatomy and Physiology • Foundations of Biology <p align="center">OR</p> <p>Courses worth ½ Carnegie Unit</p> <ul style="list-style-type: none"> • Environmental Science • Genetics • Geology • Zoology I • Zoology II • Astronomy • Botany • Foundations of Science Literacy
SOCIAL STUDIES	2	Alternate History	<ul style="list-style-type: none"> • US History
		Alternate Social Studies	<p>Courses worth 1 Carnegie Unit</p> <ul style="list-style-type: none"> • World History • Community Service Learning <p align="center">OR</p> <p>Courses worth ½ Carnegie Unit</p> <ul style="list-style-type: none"> • Economics • US Government • Mississippi Studies • Psychology • Sociology • World Geography • Local Resource Studies

APPENDIX A-10 (Continued)

GRADUATION REQUIREMENTS

STANDARD 12

ALTERNATE DIPLOMA OPTION

NOTE: This option shall be offered by districts for incoming ninth graders with significant cognitive disabilities in 2018-2019 and thereafter.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS	GENERAL EDUCATION COURSE SUBSTITUTION
HEALTH	$\frac{1}{2}$ ³	Alternate Health	<ul style="list-style-type: none"> • Contemporary Health • Healthcare & Clinical Services I • Health Sciences I • Theory and Application of Health Sciences • JROTC I and II
PHYSICAL EDUCATION	$\frac{1}{2}$ ⁴	Physical Education	<ul style="list-style-type: none"> • Physical Education
CAREER READINESS	4 ⁵	Career Readiness I-IV	<ul style="list-style-type: none"> • Career Readiness was designed specifically for the Alternate Diploma
LIFE SKILLS DEVELOPMENT	4 ⁵	Life Skills Development I-IV	<ul style="list-style-type: none"> • Life Skills Development was designed specifically for the Alternate Diploma
THE ARTS	1 ⁶	The Arts	
ELECTIVES	2		<ul style="list-style-type: none"> • Any Carnegie unit credit bearing courses or a combination of $\frac{1}{2}$ Carnegie unit credit bearing courses
TOTAL UNITS REQUIRED	24		

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

² Carnegie units earned for Compensatory Mathematics courses cannot be included as any of the four (4) Math Carnegie units required for graduation; however, Carnegie units earned for these courses may be included in the general elective graduation requirements. Compensatory Mathematics may be taken only if a credit-bearing Math course is taken in the same school year.

³ Successful completion in JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet graduation requirement for one-half (1/2) Carnegie unit in Health. For approved Career and Technical course substitutions see Appendix A-12.

⁴ The graduation requirement for one-half ($\frac{1}{2}$) unit in physical education may include participation in interscholastic athletic activities, choral performance courses for show choir (i.e. Choral, Music-Choral-Ensembles), instrumental performance courses (i.e. Band, Music Instrumental Ensembles, Strings), dance performance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association. Only one (1) elective unit in physical education including participation in interscholastic athletic activities, choral performance courses for show choir (i.e. Choral, Music-Choral-Ensembles), instrumental performance courses (i.e. Band, Music Instrumental Ensembles, Strings), dance performance courses or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum

APPENDIX A-10 (Continued)

GRADUATION REQUIREMENTS

STANDARD 12

ALTERNATE DIPLOMA OPTION

NOTE: This option shall be offered by districts for incoming ninth graders with significant cognitive disabilities in 2018-2019 and thereafter.

24 required Carnegie units. If a local district has graduation requirements above the state requirements, the district may award additional units as outlined in the local school board policy.

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

⁶The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please refer to the arts section or the Mississippi Online Course Approval (MOCA) section of the current *Approved Courses for the Secondary Schools of Mississippi*. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the art requirement for students. For approved Career and Technical course substitutions see Appendix A-12.

APPENDIX A-11
GRADUATION REQUIREMENTS
STANDARD 12.2

Certificate of Completion

Note: This option may be offered by districts for incoming freshmen beginning in school year 2018-2019.

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

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

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

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

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

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

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

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

APPENDIX A-12

Career and Technical Acceptable Course Substitutions for Appendices A-6, A-7, A-8, A-9

CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met
Agriculture & Natural Resources I (991100) Agriculture & Natural Resources II (991101) OR Fundamentals of Ag. & Nat. Resources (991102) Ag. & Nat. Res.: Soils and Ag. Lab Operations (991103) Ag. & Nat. Res.: Environmental Science (991104) Ag. & Nat. Res.: Equipment Operation and Business Management (991105)	2 units of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
Aquaculture I (991600) Aquaculture II (991601) OR Introduction to Aquaculture (991602) Basic Aquaculture (991603) Advanced Aquaculture (992604) Application of Aquaculture (991605)	2 units of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
Forestry I (991500) Forestry II (991501) OR Forestry Introduction (991502) Forestry Surveying and Measurements (991503) Forestry Cruising (991504) Forestry Marketing (991505)	2 units of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
Horticulture I (991400) Horticulture II (991401) OR Introduction to Horticulture (991402) Horticulture Plant Processes (991403) Horticulture Nursery (991404) Horticulture Landscape and Turfgrass (991405)	2 units of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
AEST Science of Agricultural Plants I (991013) AEST Science of Agricultural Plants II (991023) OR AEST Science of Agricultural Animals I (991010) AEST Science of Agricultural Animals II (991020) OR AEST Science of Agricultural Environment I (991011) AEST Science of Agricultural Environment II (991021)	1 unit of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.
Concepts of Agriscience (991000)	1 unit of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.
Introduction to Agriscience (029990)	1 unit of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.
Engineering and Mechatronics I (994000) Engineering II (994001) OR Engineering and Mechatronics Fundamentals (994002) Engineering and Mechatronics Industry Skills (994003)	2 units of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.

CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met
Engineering Manufacturing Concepts (994004) Engineering Systems (994005)	
Polymer Science I (994500) Polymer Science II (994501) OR Introduction to Polymer Science I (994502) Introduction to Polymer Science II (994503) Advanced Topics in Polymer Science (994504) Careers in Polymer Science (994505)	2 units of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
Health Science Core (995100) Healthcare and Clinical Services (995101) OR Health Science Core I (995102) Health Science Core II (995103) Healthcare and Clinical Services I (995104) Healthcare and Clinical Services II (995105)	2 units of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
Health Science Core (995100) Sports Medicine (995200) OR Health Science Core I (995102) Health Science Core II (995103) Sports Medicine: Theory & Application I (995202) Sports Medicine: Theory & Application II (995203)	2 units of Science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
Architectural Design & Drafting I (994300) Architectural Design & Drafting II (994301) OR Concepts of Drafting (994302) Drafting and Design (994303) Architectural Drafting (994304) Architectural Drafting Application (994305)	1 unit of Math (other than Algebra I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
AP Computer Science Principles (110145)	1 unit of Technology/Computer Science OR 1 Unit of Math OR 1 Unit of Science may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie Units are awarded.
AP Computer Science A (110141)	1 unit of Technology/Computer Science OR 1 Unit of Math OR 1 Unit of Science may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie Units are awarded.
Health Science Core I (995102) OR Healthcare and Clinical Services I (995104)	½ unit of Health may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
Digital Media Technology I & II (994100 and 994101) OR Orientation to Digital Media (994108) Fundamentals of Digital Media (994109) Theory and Applications of Digital Media I (994110) Theory and Applications of Digital Media II (994111)	1 unit of the Arts may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
Business Fundamentals (992300) (No longer offered) OR Business Fundamentals I (992301) (No longer offered) Business Fundamentals II (992302) (No longer offered)	½ unit of Economics may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.
Business, Marketing, and Finance I (992004) Business, Marketing, and Finance II (992005)	½ unit of Personal Finance may be awarded as a Requirement Met upon completion of the sequence of

CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met
<p>OR Fundamentals of Business & Entrepreneurship (992404) Marketing (992403) Management (992309) Finance (992003)</p>	<p>courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.</p> <p>AND</p> <p>½ unit of Economics may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.</p>

Effective school year 2021-2022 APPENDIX B-1 is no longer applicable.

APPENDIX B-2
REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL
STANDARD 26
Effective Beginning in School Year 2021-2022

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I	1	5
	English II	1	
	English III	1	
	English IV	1	
	Essentials for College Literacy	1	
MATHEMATICS	Algebra I	1	5
	Geometry	1	
	Algebra II	1	
	Essentials for College Math	1	
	Elective Mathematics Courses	1	
SCIENCE	Biology	1	6
	Chemistry	1	
	Physics	1	
	Elective Science Courses ¹	3	
SOCIAL STUDIES	U.S. History	1	3½
	U.S. Government	½	
	Mississippi Studies	½	
	World History	1	
	Economics	½	
TECHNOLOGY OR COMPUTER SCIENCE ²	Any one (1) credit Technology or Computer Science	1	1
HEALTH/PHYSICAL EDUCATION	Contemporary Health	½	1
	Physical Education	½	
THE ARTS ³	Any approved Arts course	1	1
COLLEGE AND CAREER READINESS ⁴	College and Career Readiness	1	1
CAREER & TECHNICAL	Any combination of CTE courses	4	4

APPENDIX B-2 (CONTINUED)
REQUIRED COURSES IN THE CURRICULUM OF EACH
SECONDARY SCHOOL STANDARD 26
Effective Beginning in School Year 2021-2022

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ADVANCED PLACEMENT COURSES⁸	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 English Language Arts AP Course in Social Studies	4	4
ELECTIVES	Any other Advanced Elective defined by the IHL College Preparatory Curriculum, as noted in Appendix C	2	2
TOTAL UNITS REQUIRED		33 ½	33½

¹For Approved Career and Technical course substitutions see Appendix A-12.

²The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please refer to the arts section or the Mississippi Online Course Approval (MOCA) section of the current *Approved Courses for the Secondary Schools of Mississippi*. Digital Media I & II or Theory and Application of Digital Media I & II may be accepted in lieu of the art requirement for students.

²The following courses meet the Carnegie unit requirement for Technology and Computer Science: Project Lead the Way Computer Science Essentials, Project Lead the Way Introduction to Computer Science, Project Lead the Way Introduction to Engineering, Computer Science and Engineering (000287), Cyber Foundations I (000284), Cyber Foundations II (000286), Exploring Computer Science (000283), Technology Foundations (992307) (No longer offered) (Academic Code 110630 exists for 2020-21 only), ICT II (CTE: 000272) (Academic: 110620)(No longer offered after 2020-21), and STEM Applications (000273).

³The Arts refers to Dance, Media Arts, Music, Theatre, and Visual Arts. For a listing of approved secondary course codes please refer to the arts section or the Mississippi Online Course Approval (MOCA) section of the current *Approved Courses for the Secondary Schools of Mississippi*. The following dual credit classes: Music Appreciation, Theatre Appreciation, or Art Appreciation may be accepted in lieu of the art requirement for students. For Approved Career and Technical course substitutions see Appendix A-12.

⁴The purpose of the College and Career Readiness Course is to provide planning and instruction for postsecondary transition. The following courses are approved substitutions for the CCR course:

1. Career and Technical Work Based Learning course
2. Dual Credit SmartStart
3. JROTC III and IV
4. Advanced Placement Capstone: Completion of both AP Seminar and AP Research
5. Freshman, Sophomore, Junior and Senior MS College and Career Readiness Seminar courses for Early College High Schools.

*Additional requests for substitution must be submitted to the Office of Secondary Education for review and approval.

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

- a. Senior year only
- b. Junior year only
- c. (1) semester in either freshman, sophomore or junior year with the remaining semester taught in either junior or senior year
- d. $\frac{1}{4}$ Carnegie Unit per year beginning with the freshman year

⁵A school offering the International Baccalaureate Diploma Program and Cambridge (AICE) is exempt. Distance learning approved on-line vendor courses, or approved Mississippi Online Course Approval (MOCA) courses may be used as an appropriate alternative for the delivery of these required Advanced Placement (AP) courses.

APPENDIX C-1

Effective school year 2021-2022 APPENDIX C-1 is no longer applicable.

APPENDIX C-2
FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS
(COLLEGE PREPARATORY CURRICULUM)
Begins with incoming students of 2022.

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

The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:	The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:
<p>English: 4 Carnegie units</p> <ul style="list-style-type: none"> Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included. 	<p>English: 4 Carnegie units</p> <ul style="list-style-type: none"> Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
<p>Mathematics: 4 Carnegie Units</p> <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (2 units) 	<p>Mathematics: 4 Carnegie units</p> <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (3 units)
<p>Science: 3 Carnegie units</p> <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (2 units) 	<p>Science: 4 Carnegie units</p> <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (3 units)
<p>Social Studies 3 ½ Carnegie Units</p> <ul style="list-style-type: none"> Units must include integrated courses of social sciences and humanities promoting civic competence. 	<p>Social Studies: 4 Carnegie units</p> <ul style="list-style-type: none"> Units must include integrated courses of social sciences and humanities promoting civic competence.
<p>Arts: 1 Carnegie unit</p> <ul style="list-style-type: none"> Includes any one (1) Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation. 	<p>Arts: 1 Carnegie unit</p> <ul style="list-style-type: none"> Includes any one (1) Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.
<p>Advanced Electives: 2 Carnegie units</p> <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and one (1) unit from Option 3 Option 3: Any combination of advanced electives above the required Carnegie units as noted in the <i>Mississippi Department of Education Secondary Course Manual</i>. 	<p>Advanced Electives: 2 Carnegie units</p> <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and one (1) unit from Option 3 Option 3: Any combination of advanced electives above the required Carnegie units as noted in the <i>Mississippi Department of Education Secondary Course Manual</i>.

<p>Technology or Computer Science Course: 1 Carnegie Unit</p> <ul style="list-style-type: none"> • A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. • A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one (1) or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. • Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents. 	<p>Technology or Computer Science Course: 1 Carnegie Unit</p> <ul style="list-style-type: none"> • A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. • A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one (1) or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. • Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.
<p>Total Carnegie units: 18 ½ Carnegie Units</p>	<p>Total Carnegie units: 20 Carnegie Units</p>
<p>Notes:</p> <ul style="list-style-type: none"> • Pre-High School units: Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course. • Substitutions: Advanced Placement (AP), International Baccalaureate (IB), Academic or Career and Technical Dual Credit (DC), and Advanced International Certificate of Education (AICE) courses may be substituted for each requirement in the College Preparatory Curriculum • Course Acceptance: A course may not be used to satisfy more than one (1) requirement. The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees. The Mississippi Department of Education maintains the MDE Secondary Course Manual with CPC Classifications. 	

APPENDIX C-2
FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS
(COLLEGE PREPARATORY CURRICULUM)
Begins with incoming students of 2022.

IHL Board Policy §602.B. FULL ADMISSION

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

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; **OR**
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT* (Composite); **OR**
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); **OR**
4. NCAA Division I standards for student-athletes who are “full-qualifiers” or “academic redshirts” are accepted as equivalent to the admission standards established by the Board.

**In lieu of the ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.*

IHL Board Policy §608. INTERMEDIATE COURSES

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of “80” or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.
- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of “80” or higher will not be required to take Intermediate Reading.
- D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which

APPENDIX C-2
FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS
(COLLEGE PREPARATORY CURRICULUM)
Begins with incoming students of 2022.

they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 hours.

- E. Intermediate courses may be delivered through a co-requisite model coupled with a credit bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution’s Chief Academic Officer or designee.

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

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

IHL, 05/09/18

A secondary math equivalency chart is provided below.

Equivalency Curriculum Chart for Secondary Mathematics

Traditional Model	Cambridge
Algebra I	Cambridge IGCSE Mathematics I or Cambridge 9 th Core Mathematics Extended Sequence
Geometry	Cambridge IGCSE Mathematics I or Cambridge Mathematics I Extended Sequence
Algebra II	Cambridge IGCSE Mathematics II or Cambridge Mathematics II Extended Sequence

APPENDIX D

APPENDIX D is no longer applicable.

APPENDIX E

STUDENT RECORDS

STANDARD 8

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 U.S.C. 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 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 within or outside the district 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 of the school district 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 district.
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 the *Mississippi Cumulative Folders and Permanent Records Manual of Directions*.

APPENDIX F is not applicable to the Mississippi Nonpublic Accountability Standards and has been omitted from this document.

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.

APPENDIX H

MISSISSIPPI OCCUPATIONAL DIPLOMA STANDARD 12.3

SENIORS OF SCHOOL YEAR 2008-2009 AND LATER (Ending with entering ninth graders in 2016-2017)

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 (2) 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 principal 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/special_education/pdfs/occupat_diploma.pdf.

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 provided there are 198 minutes of actual instruction, and the remainder of each day is used for professional development and/or testing.

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, 3700 Crestwood Pkwy. NW, Suite 700, Duluth, GA 30096, Telephone (866) 392-4088. 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. 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 headmaster.

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*.

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.

DIRECT INSTRUCTION - Act or process in which a teacher is actually guiding (instructing) students toward achieving specific learning objectives. *NOTE: As a result of COVID-19, staff time spent on activities necessary to deliver instruction via different learning modes (hybrid, remote, one-on-one virtual) may be considered direct instruction as a part of the teacher workday.*

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.

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.

KINDERGARTEN INSTRUCTIONAL DAY

At this level, the school day. For specific requirements *see* the current edition of the *Mississippi Kindergarten Guidelines.*)

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. See *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. 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.

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. 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 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.

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. 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).