

MISSISSIPPI
NONPUBLIC SCHOOL
ACCOUNTABILITY
STANDARDS

2004

MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF ACCREDITATION

MISSISSIPPI BOARD OF EDUCATION

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LAWS

MS CODE 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.

MS CODE 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.

MS CODE 37-43-1. Textbooks.

This chapter is intended to furnish a plan for the adoption, purchase, distribution, care and use of free textbooks to be loaned to the pupils in all elementary and high schools of Mississippi. The books herein provided by the State Board of Education, which shall be the State Textbook Procurement Commission, shall be distributed and loaned free of cost to the children of the free public schools of the state and of all other schools located in the state, which maintain educational standards equivalent to the standards established by the State Department of Education for the state schools as outlined in the Nonpublic Schools Accreditation Requirements of the State Board of Education.

Teachers shall permit all pupils in all grades of any public school to carry to their homes for home study, the free textbooks loaned to them, and any other regular textbooks whether they be free textbooks or not. For the purposes of this chapter, the term "board" shall mean the State Board of Education.

Textbook shall be defined as 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.

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 for the teaching of school-age children that consists of a physical plant on one school site, whether owned or leased, has one principal administering the educational program for all the grades in the school, 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) church-related and parochial schools, (c) special purpose schools either privately owned and operated or governed by a public agency other than the State Board of Education (SBE), and (d) tribal schools funded by the Bureau of Indian Affairs.

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

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

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.

School Board: A school board is defined as a governing or policy-making body in authority over a school. (See *school board* in Glossary, page 40.)

POLICIES

NONPUBLIC SCHOOL ACCREDITATION POLICIES

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 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 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 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.

2.1 Annual Assignment of Accreditation Statuses

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 Accreditation Statuses

Accreditation statuses assigned by the State Board of Education are (a) Accredited, (b) Advised, (c) Probation, (d) Temporary, and (e) Withdrawn.

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 to address the deficiencies. (See Accreditation Policy 3.2.)

Temporary. 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 the Southern Association of Colleges and Schools or by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). A Temporary status may also be assigned to a satellite school established by the governing body of an accredited nonpublic school currently on record with the State Board of Education.

A Temporary status will expire twelve 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.

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.

3.0 DEFICIENCIES AND CORRECTIVE ACTION

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. The school is then given thirty days from the date of receipt of notification to respond in writing to any deficiency cited.

3.1 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.

3.2 Corrective Action Plans

When a school receives official notification that it has a status of Probation, the school is required to file a corrective action plan within sixty days. The plan must stipulate what will be done to resolve the deficiency and the timeline required. The plan must be approved by the school board (governing body or policy making authority) 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 governing body and the chief administrator of the school. The corrective action plan 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 is vested in the State Board of Education

4.0 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 5.0.) If school officials choose the option not to withdraw, the appeal procedures in Section 10.0 of this document will be followed. The State Board of Education will take action to remove a nonpublic school's accreditation status only when (a) the school fails to submit a corrective action plan as required, (b) the school fails to meet the goals and timelines for resolving identified deficiencies as stated in its corrective action plan, (c) accumulated violations are of such a serious nature that special State Board of Education action is warranted, or (d) 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 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 school year.

5.0 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 school board chairperson or presiding officer of the governing body or policy-making authority 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.

6.0 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 8.2.2.**)

7.0 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 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.

7.1 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 chairperson of the governing board. 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 Accreditation. The application form includes the areas listed below.

7.1.1 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 chairperson of the governing board.

7.1.2 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.

7.1.3 Annual Calendar of School

7.1.4 Participation in Federal/State Funded Programs

7.1.5 Graduation Data

7.1.6 Preliminary List of School Staff

7.2 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.

7.3 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*.

7.4 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.

8.0 ACCREDITATION MONITORING PROCEDURES

Staff in the Office of 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 Policies 2.0 and 2.1.

8.1 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.

8.2 Field Audits

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.

8.2.1 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. The scheduled site visit will be conducted at the expense of the nonpublic school. The nonpublic school will provide travel expenses (meals, mileage, and overnight accommodations) for assigned evaluators. Staff from the Office of Special Education will determine compliance with state and federal special education regulations at no cost to the nonpublic school.

Schools that are accredited by the Southern Association of Colleges and Schools (SACS) will not be required to incur the cost of an additional on-site evaluation conducted by a team of trained peer evaluators. The report of the school's most recent SACS on-site evaluation and the current School Improvement Plan will be utilized in determining compliance with the applicable accreditation standards contained in this document.

8.2.2 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 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.

8.2.3 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.

8.2.4 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 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, school administrator, and chairperson, president, or presiding officer of the governing body or policy-making authority.

8.3 Trained Evaluators

Evaluators must complete an initial training program conducted under the supervision of the Mississippi Department of Education and demonstrate competence in the areas of training. Trained evaluators must also complete designated continuing education programs.

9.0 COMPLAINTS

All formal complaints made against a nonpublic school must be submitted in writing 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 8.2.4.

10.0 HEARING AND APPEAL PROCEDURES

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

10.1 SBE Representative

Upon receipt of such written request for hearing, the chairperson of the State Board of Education will assign, in writing, a duly authorized representative previously appointed by the State Board of Education to hear such controversy.

10.2 Notification of Hearing

The authorized representative will set the time, place, and date for a hearing and will notify all parties of the time, place, and date of the hearing by registered or certified mail, return receipt requested.

10.3 Hearing Procedures

All parties will be afforded an opportunity at the hearing to present matters relevant to the issue or issues involved, and all parties may be represented by counsel at the expense of the party. The hearing will be 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 authorized 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 will be provided.

10.3.1 It will be the responsibility of each party to 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 will be borne by the party responsible for the attendance of the witness.

10.3.2 In conducting the hearing, the authorized representative will not be bound by common law or statutory rules of evidence or by technical or formal rules of procedure, provided however, hearsay evidence, if admitted, will not be the sole basis for the determination of facts by the authorized representative.

10.3.3 The party filing the written notice of hearing will have the burden of going forward with the evidence when the hearing begins and at the conclusion of the hearing may present evidence in rebuttal of that adduced by the opposing party. At the conclusion of the hearing, the authorized representative will grant any party the opportunity to present a statement in such party's own behalf, either in person or by such party's attorney.

10.3.4 All hearings held before the authorized representative will be recorded and transcribed by a court reporter whose fees and costs of transcription will be paid by the school involved within forty-five days after having been notified of such costs and fees.

10.4 Recommendation to Resolve the Controversy

Within thirty calendar days of the conclusion of the hearing, the authorized representative will file a written recommendation to the State Board of Education as to the resolution of the controversies.

10.5 SBE Decision

Within thirty calendar days of receipt of the transcribed record and the recommendation of its representatives, the State Board of Education will make its decision and notify all parties in writing by certified or registered mail, return receipt requested, of the State Board's decision. The decision of the State Board of Education will be final.

STANDARDS

NONPUBLIC SCHOOL ACCREDITATION STANDARDS

Accreditation will be determined annually based on compliance with each of the applicable accreditation standards described in this document.
Some exemptions of certain standards are allowed for special purpose schools, church-related schools, and tribal schools. Refer to the specific notes for clarification of each standard.

Mission Statement and Strategic Planning

1. The school has a mission statement that is in writing and based on the needs of the target population (students, clients, etc.) to be served.
2. The school engages in annual strategic planning to review the educational status of the school and to address specific actions to improve the quality of its educational programs. (See Appendix H.)

Note: The current School Improvement Plan developed by schools that are accredited by the Southern Association of Colleges and Schools (SACS) will meet the requirements of this standard.

School Governance and Policies

3. The school is governed through official policies approved by the governing body or policy-making authority 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 school board, 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 board action or, in extreme cases, may dissolve the board. 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.

- 3.1 The governing body or policy-making authority maintains records of all official actions in minutes dated and signed or approved by the chairperson and secretary of the school board or by the presiding officer and secretary of the governing body or by the chief executive officer (CEO) of the policy-making authority.
Note: The governing body or policy-making authority may be able to fulfill its leadership and policy roles with less than monthly meetings.
- 3.2 The official policies of the governing body or policy-making authority 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.
- 3.3 School board policy establishes written procedures for placement of students in the program and procedures for students to exit the program.
- 3.4 School board policy addresses the development of guidelines for school-wide student disciplinary practices.
- 3.5 Employment and dismissal of all personnel follow written procedures and regulations established by the governing body or policy-making authority.

4. School board policies prohibit discriminatory practices in the operation of the school.
 - 4.1 Written policies are based on the unique mission of the school and are applied consistently.
 - 4.2 Written employment policies are applied consistently and ensure that the school is an equal opportunity employer.

Administration, Organization, and Coordination

5. 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.

Special Purpose School Exemption: The school administrator may be employed half time in a special purpose school if the total number of instructional staff members, including teachers, counselors, librarians, paraprofessionals, support staff, etc., is less than six staff members.

6. The school implements a formal personnel appraisal system for licensed staff that includes an assessment of employees' on-the-job performance. {MS Code 37-3-46(b)}
7. The school implements a professional development program that complies with the Mississippi Professional Development Model and its guiding Principles of Excellence.
8. The school is in compliance with all state and/or federal requirements for the following programs if they are part of the education program:
 - 8.1 Early Childhood Programs (Refer to the *Guidelines for Kindergarten Programs*) (SB Policy IDAC and FDD-4)
 - 8.2 Vocational-Technical Education {MS Code 37-31-1 et. seq.} (SB Policies CT, DCK, DFBC, ECK, FJ, GBEA, IDAA, IL, JHF, and Federal Code)
 - 8.3 Special Education {MS Code 37-23-1 through 9} (SB Policies IDDF and Federal Code) [See *Mississippi Policies and Procedures regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97)* and the Mattie T. Consent Decree.]
 - 8.4 Child Nutrition {MS Code 37-11-7} (SB Policies EE and EEH and Federal Code)
 - 8.5 *No Child Left Behind Act of 2001*: Titles I, II, IV, and VI (IDDDB 2, 3, and Federal Code)
 - 8.6 Technology in the Classroom {MS Code 37-151-19 (3)} (SB Policy IM)
 - 8.7 Driver Education {MS Code 37-25-1 et seq.} (SB Policy IDDE)
 - 8.8 Pre-Kindergarten (Refer to the *Mississippi Pre-Kindergarten Curriculum.*)
 - 8.9 Other State or Federally Funded Programs
9. The school is in compliance with state law and State Board of Education policies for state adopted textbooks. {MS Code 37-43-1, 37-43-51, 37-9-14(2)(b), and 37-7-301(ff)} (Refer to the current edition of *Textbook Administration Handbook Rules and Regulations.*)
 - 9.1 The school provides each student with current or otherwise appropriate textbooks that are in good condition. {MS Code 37-43-1, 37-9-14(2)(b), and 37-7-301(ff)}
 - 9.2 Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The school shall report the inventory in the Textbook Inventory Management System. {MS Code 37-43-51} (Refer to page A-7 in the Textbook Administration Handbook Rules and Regulations.)

10. The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled instruction. {MS Code 37-3-49, 37-13-61 through 69, 37-151-5(j), and 37-151-7(3)(d)}
- 10.1 The opening day of the school year for students is scheduled no earlier than August 1 and the closing date no later than June 15. {MS Code 37-13-61}(SB Policy AEA)
- 10.2 The teaching day must provide at least 330 minutes of instruction per day or 27.5 hours per five-day week.
- 10.3 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 ½ unit offered except for accelerated learning programs and remedial instructional programs that are proficiency based. A traditional 7-period day schedule must provide at least 48 minutes per period, and A/B and 4x4 block schedule must provide at least 94 minutes.
- 10.4 No more than two of the 180 days may be 60% days, unless the school is utilizing an Early Release schedule that provides at least 27.5 hours per five-day week provided that there are at least 198 minutes of actual instruction or testing and the remainder of each 60% day is used for professional development or other activities related to instruction. {MS Code 37-151-5(j)}
- 10.5 The school schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three days prior to the end of the school year (177) days.
- 10.6 The summer school/extended year program meets all applicable requirements of the regular school program.
- Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.
 - Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued.
 - Students enrolled in a traditional summer school program are limited to earning one Carnegie unit of credit during the summer school session.
 - An extended school year for students with disabilities will be provided in accordance with state and federal regulations.
11. Each student enrolled in kindergarten and first grade in the school must have reached the age of five or six, respectively, on or before September 1.
- Exemption: Any child who transfers from an out-of-state school whose state law provides for a first grade enrollment date subsequent to September 1 may be enrolled.**
12. All school professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed. {MS Code 37-9-7} **Exceptions:**
- 12.1 The professional staff in each school is comprised of no more than 5% Full Time Equivalent (FTE) units working outside the area or areas of endorsement. An appropriate license is required for principals and school guidance counselors. (Refer to process standards 5, 8.5, and 27.3.)
- 12.2 Secondary teachers endorsed in an academic subject area may teach in their academic subject area in departmentalized elementary grades 5 and 6. (SB Policy DFB-1)
- 12.3 Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided that they do not act in the place of

the principal.

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

13. Each classroom teacher has an unencumbered period of time during the teaching day to be used for individual or departmental planning.
 - 13.1 If the school utilizes a traditional six-period or seven-period day schedule, the instructional planning time for 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.
 - 3.2 Instructional planning time for the elementary school teacher is no less than 150 minutes per week, exclusive of 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.

Fiscal Management

14. The school is operated under an annual budget or revision approved by the school board (governing body or policy-making authority).
15. The school has adequate written procedures describing its administrative and accounting controls, which ensure the following:
 - 15.1 An accurate, current, and complete disclosure of the financial results of the school's operation.
 - 15.2 An adequate identification of the source and the application of funds provided for the school.
 - 15.3 The effective control of and accountability for cash property and other assets.
 - 15.4 Records showing that expenditures are allowable, supported by source documentation, and consistent with the budget.

Note: The Mississippi Department of Education reserves the right to review all accounting records and/or request an independent audit of such records. Each new applicant seeking initial accreditation must demonstrate a fiscally sound basis of operation.

16. In addition to basic textbooks and equipment, a minimum of \$20.00 per student enrolled is budgeted and expended annually through the regular business office of the school for instructional and library supplies and materials.

Student Records and Compulsory Attendance

17. Permanent and cumulative records for individual students contain academic achievement and other required data and are collected, maintained, and disseminated in compliance with Mississippi Codes

37-3-49, 37-15-1 through 37-15-3, and the Family Educational Rights and Privacy Act. Confidentiality requirements in accordance with IDEA must be met. (See Appendix F and the current edition of the *Mississippi Cumulative Folders and Permanent Records Manual of Directions*.)

17.1 Cumulative folders of transfer students are mailed promptly upon request of the receiving school and will not be held for any reason when requested by the receiving school. In the event that a cumulative folder is lost or destroyed, it is the duty of the principal of the school where the student last attended to initiate a new record.

17.2 A transfer student from out-of-state shall not be permanently enrolled until a copy of the student's birth certificate (or other legal document that verifies date of birth) has been presented. Out-of-state procedures for students with disabilities as outlined in the *Special Education Policies Handbook* should be followed. {Mississippi Code 37-15-1 through 37-15-3}

Note: Transfer of the original cumulative folder may not be required for students who are placed in a short-term tutorial programs (including hospitals and other residential treatment programs) that are coordinated with the student's home school or a temporary court-ordered placement that is expected to last less than a full academic school year. In such cases, a copy of the cumulative folder must be provided to the school providing the short term or temporary educational services.

18. The school implements procedures for monitoring student absences as specified in the Mississippi Compulsory Attendance Law or the Choctaw Tribal Code for schools on the Mississippi Choctaw Reservation.

Design for Learning and Curriculum

19. The school curriculum is in conformity with the mission statement and is in keeping with the needs, aptitudes, and potential of the students enrolled.

19.1 The school has a written instructional management plan developed jointly by teachers and administrators and approved by the school board (governing body or policy making authority) or an Individualized Educational Plan (IEP) that has been developed for each student.

19.2 A set of teaching strategies and resources is available to teachers for their selection and use.

Note: Students with disabilities must have a current IEP that has been developed in accordance with IDEA and all state and federal regulations for students with disabilities.

20. The elementary (K-8) curriculum includes the basic academic areas of reading/language arts, mathematics, social studies, science, physical education, and the arts, which may be taught by a regular classroom teacher.

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.

21. The curriculum of each diploma-granting secondary school (grades 9-12) consists of approved courses from *Approved Courses for the Secondary Schools of Mississippi* necessary to meet graduation requirements as specified in Appendix A and college entrance requirements as listed in Appendix C. (See Appendix B.)

22. Individual teachers in grades 9-12 teaching regular education courses are limited to three course preparations per scheduling cycle or five in the same subject/content area.

Note: Any assignment of more than five course preparations must be submitted to the to the State Board of Education for review and action.

23. The school follows an established policy that defines criteria for the academic promotion, progression, and retention of students from one grade or level to the next. Such criteria prohibit the retention of students for extracurricular activities.

Graduation Requirements (Applicable to Diploma-Granting Secondary Schools)

24. The school requires each student, in order to receive a high school diploma, to have met the requirements established by its local board or governing authority and by the State Board of Education. {MS Code 37-16-7 and 11}
- 24.1 Each student receiving a standard diploma has earned the minimum number of Carnegie units as specified in Appendix A. (SB Policy ICFA-1)
- 24.2 Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states, “This student has successfully completed an Individualized Education Program.” {MS Code 37-16-11(1)}
- 24.3 Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. {MS Code 37-16-11(2)} (See Appendix D.)
- 24.4 The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.

Note: Carnegie units will be awarded in the eighth grade for the following courses: Algebra I, Computer Discovery, Pre-Algebra and Transition to Algebra. (See Appendix A.)

Assessment and Evaluation

25. Each regular-graded elementary school and diploma-granting secondary school annually administers a nationally standardized achievement test in three selected grades appropriate to the grade level configuration of the school. All students enrolled in the selected grades must participate in the testing program.

Note: The IEP process includes schedules for evaluation and annual review/revision requirements for students with disabilities placed in special purpose school programs.

26. Any transfer student from a school or program (correspondence, tutorial, or home study) 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 30 days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test. {MS Code 37-15-33}

Student Support Services

27. 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.
- 27.1 Non-graded and special elementary schools may provide services, including a structured

- referral program, through full or part-time qualified student support personnel.
- 27.2 At the non-graded and special secondary school, student support services, including student appraisal, academic advisement, educational or occupational planning, and referral, are provided by full or part-time qualified student support personnel.
- 27.3 At the diploma-granting secondary school, student support services are provided by at least a half-time appropriately licensed guidance counselor and include student appraisal, academic advisement, educational or occupational planning, and referral.
- 27.4 The school implements programs designed to keep students in school and to lower student dropout rates. {MS Code 37-3-46(c) and 37-21-9} (*No Child Left Behind, 2001*)

Pupil-Teacher Ratios

28. Pupil-teacher ratios do not exceed the following: {MS Code 37-151-77} (SB Policy IEC)
- 28.1 In kindergarten the pupil-teacher ratio does not exceed 22 to 1 or 27 to 1 if a full-time teacher assistant is provided. {MS Code 37-151-77} (SB Policy IEC)
- 28.2 In grades 1-4 the pupil-teacher ratio does not exceed 27 to 1 unless approved by the State Board of Education.
- 28.3 In self-contained classes serving grades 5 through 8, the pupil-teacher ratio does not exceed 30 to 1.
- 28.4 In departmentalized academic core classes serving grades 5 through 12, the pupil-teacher ratio does not exceed 33 to 1.
- 28.5 The total number of students that may be taught by an individual teacher in academic core subjects at any time during the school year does not exceed 150.

Note: 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.

29. The caseload of each special education teacher serving students with disabilities does not exceed the following maximum numbers:

<u>Program</u>	<u>Maximum</u>
Resource	18
Self-Contained	14
Language/Speech	60
Severely Handicapped	10
Home-Based	16
Community-Based	16
School-Based Half and Full Day	14

Note: See State Board Policy IDDF-15 for exemption procedures.

Library-Media Services

30. The school meets the following requirements for library-media services.
- 30.1 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.
- 30.2 Each library-media center is staffed by either a licensed library media specialist or paraprofessional under the leadership of a licensed library media specialist. A school with a student enrollment of 499 or less may have a half-time position.
- 30.3 The library staff offers an organized program of service to students and staff by providing access to the materials and equipment, by providing training/instruction in the use of

materials/equipment, and by working with teachers and other staff members to design/provide learning activities for the students.

Special Purpose School Exemption: Each special purpose school provides either a resource center or a library/media center that contains up-to-date materials appropriate for the ages and functional levels of the students enrolled and in conformity with the mission and curriculum of the school. Library-media services are provided as indicated on each student's individualized education plan (IEP).

School Plant and Facilities

31. The school provides facilities that are clean, safe, and operational as indicated below.
 - 31.1 A regular schedule of inspection and maintenance is followed to ensure that the buildings and grounds are clean, safe, orderly, and in good repair.
 - 31.2 The physical plant has adequate facilities and operational equipment, including lighting, heating, ventilation, water supply, toilets, and school furniture appropriate for the size and age of the students.
 - 31.3 Adequate custodial personnel and the methods and frequency of housekeeping (including the adaptation and arrangement of rooms) ensure a clean, sanitary, safe, pleasant, and stimulating school environment.
32. The physical plant is designed to facilitate the offering of an educational program adequate to fulfill the purpose/mission of the school and meet the educational needs of the students. Areas provided include but are not limited to the following: (1) administrative office(s), (2) classrooms, (3) clinic, (4) teachers' lounge/workroom, (5) conference room, (6) library-media or learning resource center, (7) recreational/physical education areas, (8) guidance/counseling rooms, and (9) therapy rooms.
 - 32.1 Adequate classroom/instructional space is provided for the number of students enrolled.

Note: Classroom space must be large enough to accommodate all of the instructional activities necessary to implement the educational program and objectives listed on each student's IEP.

- 32.2 Each classroom has equipment and supplies necessary to implement the instructional/education program.

Note: Classroom space includes all instructional areas necessary to implement the educational program and includes all services specified in the IEP for each student enrolled in a special purpose school program.

33. The school provides each student access to appropriate equipment and laboratory experiences to meet the instructional requirements of the science program. (See *Mississippi Science Framework, 2001*.)

Health and Safety

34. The facility has been inspected and approved by the local fire marshal/fire department within the last twelve months.
 - 34.1 Documentation on file validates that the school complies with state laws regarding fire drills

- and safety procedures.
- 34.2 Fully charged, recently inspected fire extinguishers are readily available in the school building.
35. All chemicals are clearly labeled to indicate their contents and possible hazards and stored according to the manufacturer's label directions.
36. Each school has a School Safety Plan on file that has been approved by the governing body or policy making authority and includes a current disaster plan with regularly scheduled drills for natural and man-made disasters.
37. The school cafeteria meets the standards of the State Board of Health. A license to operate the cafeteria and/or to serve food is current and posted.
38. All students enrolled in the school comply with immunization requirements (MS Codes 37-7-301 and 41-23-37).

Transportation Safety

39. When transportation services are provided, the school ensures the safety of students as follows:
- 39.1 Each vehicle used to transport students has a valid inspection sticker.
- 39.2 Each driver has a valid driver's license or a commercial driver's license to operate a bus and operates the bus according to all specified safety procedures.
- 39.3 The school has on file a yearly motor vehicle report on each driver. The school has on file evidence that each driver has received two hours of in-service training per semester.
- 39.4 Emergency bus evacuation drills are conducted at least two times a year.

ADDITIONAL STANDARDS FOR RESIDENTIAL FACILITIES

Boarding Schools and Residential Programs with Dormitory Facilities

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

State Licensed Facility

41. 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:
- 41.1 Intermediate care facility for the mentally retarded (ICF/MR);
- 41.2 Skilled nursing facility;

- 41.3 Residential psychiatric treatment facility/nursing facility (RPTF); or
- 41.4 Other required state license or certificate.

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

APPENDICES

APPENDIX A
GRADUATION REQUIREMENTS
Standard 24

Each student graduating from a secondary school in an accredited school will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi Curriculum Frameworks*. Course titles and identification numbers must appear in the current edition of *Approved Courses for the Secondary Schools of Mississippi* (See SB Policy ICFA-1). See Appendix E for additional courses approved for nonpublic schools. Enrollment in on-line and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

SENIORS OF SCHOOL YEAR 2004-2005, 2005-2006, 2006-2007, and 2007-2008 AND LATER
(Entering ninth graders in 2001-2002, 2002-2003, 2003-2004, 2004-2005, and thereafter)

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	
MATHEMATICS	3 ²	Algebra I
SCIENCE	3 ³	Biology I
SOCIAL STUDIES	3	1 World History 1 U.S. History ½ U.S. Government ½ Mississippi Studies ⁴
HEALTH	½	Comprehensive Health <i>or</i> Family and Individual Health
BUSINESS & TECHNOLOGY	1 ⁵	½ Keyboarding ½ Computer Applications
THE ARTS	1	
ELECTIVES	4½ ⁶	
TOTAL UNITS REQUIRED	20	

¹ Compensatory Reading and Compensatory Writing may not be included in the four required English courses.

² Compensatory Mathematics may not be included in the three required Mathematics courses. At least one of the three mathematics units must be earned in a course higher than Algebra I.

³ One unit may be in Technology Applications or Introduction to Agriscience or Agriscience I or Concepts of Agriscience or Allied Health or Aquaculture.

⁴ The 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.

⁵ One unit in Computer Discovery is accepted in lieu of the two-½ unit courses. Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

⁶ Elective units in physical education 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.

APPENDIX A
GRADUATION REQUIREMENTS
Standard 24

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

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 ¹	
MATHEMATICS	4 ²	Algebra I
SCIENCE	3 ³	Biology I
SOCIAL STUDIES	3	1 World History 1 U. S. History ½ U.S. Government ½ Mississippi Studies ⁴
HEALTH	½	Comprehensive Health <i>or</i> Family and Individual Health
BUSINESS & TECHNOLOGY	1 ⁵	½ Keyboarding ½ Computer Applications
THE ARTS	1	
ELECTIVES	4½ ⁶	
TOTAL UNITS REQUIRED	21	

¹ Compensatory Reading and Compensatory Writing may not be included in the four required English courses.

² Beginning with entering eighth graders of school year 2004-2005, Pre-Algebra and Transition to Algebra, as well as Algebra I, may be taken in the eighth grade for Carnegie unit credit. Compensatory Mathematics may not be included in the four required Mathematics courses. At least one of the four required mathematics units must be earned in a course higher than Algebra I.

³ One unit may be in Technology Applications or Introduction to Agriscience or Agriscience I or Concepts of Agriscience or Allied Health or Aquaculture.

⁴ The 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.

⁵ One unit in Computer Discovery is accepted in lieu of the two-½ unit courses. Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

⁶ Elective units in physical education 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.

APPENDIX B
REQUIRED COURSES
IN THE CURRICULUM OF EACH SECONDARY SCHOOL

Standard 21

CURRICULUM AREA	COURSES	CARNEGIE UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV	1 1 1 1	4
MATHEMATICS	Algebra I Algebra II Geometry Elective Mathematics Courses	1 1 1 1	4
SCIENCE	Biology Chemistry Physics <i>or</i> any other science course with comparable content and rigor	1 1 1	3
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics <i>or</i> Introduction to Geography	1 ½ ½ 1 ½	3½
BUSINESS AND TECHNOLOGY	Computer Applications ¹ Keyboarding ¹	½ ½	1
HEALTH	Comprehensive Health ²	½	½
THE ARTS	Any approved 500.000 course for grades 9-12	1	1
ADVANCED ELECTIVES	Foreign Language (IHL) <i>or</i> Advanced World Geography (IHL) 4 th Year Lab-Based Science <i>or</i> 4 th Year Mathematics	1 1	2
ELECTIVES	Any Additional Approved Courses	3	3
TOTAL UNITS REQUIRED			22

¹ Or one unit in Computer Discovery.

² Family and Individual Health may be offered in lieu of Comprehensive Health.

APPENDIX C
REQUIREMENTS FOR ADMISSION
TO PUBLIC UNIVERSITIES IN MISSISSIPPI (IHL)

Standard 21

CURRICULUM AREA	COURSES	UNITS
ENGLISH		4 ¹
MATHEMATICS	Algebra I ² Geometry Algebra II <i>or</i> any higher mathematics course	3
SCIENCE	SELECT 3 UNITS FROM THE FOLLOWING LIST: Physical Science Biology Advanced Biology Chemistry Advanced Chemistry Physics Advanced Physics <i>or</i> any other science course with comparable content and rigor	3 (2 lab-based)
SOCIAL STUDIES	U.S. History World History U.S. Government (½) Economics (½) <i>or</i> Geography (½)	3
COMPUTER EDUCATION	Computer Applications ³	½
ADVANCED ELECTIVES	SELECT 2 UNITS ⁴ FROM THE FOLLOWING LIST: Foreign Language ² World Geography 4 th year lab-based Science 4 th year Mathematics	2
TOTAL UNITS REQUIRED		15½ ⁵

¹ Courses must require substantial communication skills.

² Algebra I or first year Foreign Language taken in the eighth grade will be accepted for admission, provided course content is the same as the high school course.

³ Computer competency requirement may be met through coursework requiring computer as a tool, not keyboarding, or through a statement of competency from the high school.

⁴ One of the two units must be in Foreign Language or World Geography.

⁵ Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

APPENDIX D
MISSISSIPPI OCCUPATIONAL DIPLOMA REQUIREMENTS
STANDARD 24.3

SENIORS OF SCHOOL YEAR 2004-2005, 2005-2006, 2006-2007, and 2007-2008
(Entering ninth graders in 2001-2002, 2002-2003, 2003-2004, and 2004-2005)

CURRICULUM AREA	COURSE OPTIONS¹	TOTAL CREDITS³
ENGLISH/ LANGUAGE ARTS¹	Employment English I, II, III <i>and</i> Applied Employment English IV (On The Job) ²	4 ¹
MATHEMATICS¹	On The Job Math I, II, III <i>and</i> Applied Job Skills Math IV (On The Job) ²	4 ¹
SCIENCE¹	Life Skills Science I, II, III, <i>and</i> Applied Life Skills Science IV (On The Job) ²	4 ¹
SOCIAL STUDIES¹	Career Preparation I, II, III <i>and</i> Applied Career Preparation IV (On The Job) ²	4 ¹
SOCIAL STUDIES¹	Career Preparation I, II, III <i>and</i> Applied Career Preparation IV (On The Job) ²	4 ¹
CAREER/ TECHNICAL EDUCATION²	Special Education Career/Technical Education Grade 10 <i>and</i> Special Education Career/Technical Education Grade 11 <i>or</i> Completion of a two-year Career/Technical (Vocational) Program	2 ²
ELECTIVES¹	Special Education courses <i>or</i> General Education courses <i>or</i> Vocational-Technical Education courses	2 ¹
TOTAL³		20 ³

¹ Courses deemed appropriate for each student will be selected from the special education curriculum (special education course credits) and/or general education curriculum (Carnegie units) as determined by each student's Individual Education Plan (IEP) Committee.

² Students receiving a Mississippi Occupational Diploma must document evidence of 540 hours of successful paid employment OR successfully complete a two-year Career/Technical (Vocational) Program.

³ Students receiving a Mississippi Occupational Diploma must document successful completion of minimum requirements in an Occupational Portfolio.

APPENDIX D CONTINUED
MISSISSIPPI OCCUPATIONAL DIPLOMA REQUIREMENTS
STANDARD 24.3

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

CURRICULUM AREA	COURSE OPTIONS¹	TOTAL CREDITS³
ENGLISH/ LANGUAGE ARTS¹	Employment English I, II, III <i>and</i> Applied Employment English IV (On The Job) ²	4 ¹
MATHEMATICS¹	On The Job Math I, II, III <i>and</i> Applied Job Skills Math IV (On The Job) ²	4 ¹
SCIENCE¹	Life Skills Science I, II, III, <i>and</i> Applied Life Skills Science IV (On The Job) ²	4 ¹
SOCIAL STUDIES¹	Career Preparation I, II, III <i>and</i> Applied Career Preparation IV (On The Job) ²	4 ¹
SOCIAL STUDIES¹	Career Preparation I, II, III <i>and</i> Applied Career Preparation IV (On The Job) ²	4 ¹
CAREER/ TECHNICAL EDUCATION²	Special Education Career/Technical Education Grade 10 <i>and</i> Special Education Career/Technical Education Grade 11 <i>or</i> Completion of a two-year Career/Technical (Vocational) Program	2 ²
ELECTIVES¹	Special Education courses <i>or</i> General Education courses <i>or</i> Vocational-Technical Education courses	3 ¹
TOTAL³		21 ³

¹ Courses deemed appropriate for each student will be selected from the special education curriculum (special education course credits) and/or general education curriculum (Carnegie units) as determined by each student's Individual Education Plan (IEP) Committee.

² Students receiving a Mississippi Occupational Diploma must document evidence of 540 hours of successful paid employment OR successfully complete a two-year Career/Technical (Vocational) Program.

³ Students receiving a Mississippi Occupational Diploma must document successful completion of minimum requirements in an Occupational Portfolio.

APPENDIX E

Approved Courses for the Secondary Schools of Mississippi

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

ADDITIONAL COURSES FOR ACCREDITED NONPUBLIC SCHOOLS

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

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

APPENDIX F
STUDENT RECORDS
STANDARD 17

1. Student records are collected, maintained, and disseminated as required by Sections 37-15-1 through 37-15-3, *Mississippi Code of 1972*, as amended, the Family Educational Rights and Privacy Act of 1974, as amended, 20 USC Section 1231, and the Confidentiality Section of the *Individuals with Disabilities Act, 1997 Amendments*.
2. Permanent records are kept in perpetuity for every person who has enrolled or is enrolled in a school.
3. The permanent record contains (a) legal name and address of the student, (b) date of birth as verified by birth certificate, (c) courses taken and grades or proficiency level earned, (d) immunization record, (e) date of withdrawal or graduation, (f) social security number {optional}, (g) record of performance on the required graduation tests, and (h) any other information determined by the State Board of Education.
4. Active permanent records are maintained in a secure and fire-resistant location in each school until the student withdraws or graduates, at which time the record may be transferred and/or placed on photographic film or microfilm and then stored in a central, fire-resistant depository.
5. Cumulative records are maintained for each student currently enrolled in a school.
6. The cumulative record (folder) contains the same information as the permanent record, as well as results of standardized tests and other information required by school board policies or prescribed by the State Board of Education.
7. Active cumulative records are maintained in a secure, fire-resistant location in each school.
8. Cumulative records of students who transfer or who are promoted to another school are to be sent to the head of the school to which the student transfers.
9. Cumulative records may be destroyed by order of the school board or governing body or policy-making authority of the school in not less than five years after the permanent record of the student has become inactive and has been transferred to the central depository of the school.
10. Permanent and active cumulative records of any school (public or nonpublic) that closes are transferred to the central depository of the school district wherein the closed school is located.

For further clarification or information, see the current edition of *Mississippi Cumulative Folders and Permanent Records Manual of Directions*.

APPENDIX G
BASIC EQUIPMENT AND SUPPLIES RECOMMENDED
FOR
HIGH SCHOOL SCIENCE LABORATORIES
STANDARD 33

1. Sufficient laboratory tables to form a workstation for each student enrolled in the science course;
2. Work stations with access to gas, running water, and a sink;
3. Electrical outlets for each workstation;
4. One microscope for every four workstations;
5. One ventilated hood station with gas for physical science, physics, or chemistry courses;
6. Protective eye glasses for every student enrolled in elementary and secondary science courses while participating in chemical-physical laboratory activities {MS Code 37-11-49}; and
7. Basic supplies as listed in *Mississippi Science Framework, 2001*.

APPENDIX H
SUGGESTED CRITERIA FOR DEVELOPING A STRATEGIC PLAN
STANDARD 2

The School Improvement Planning process utilized by the Southern Association of Colleges and Schools (SACS) will meet the strategic planning requirements of standard 2.

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 board. 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 board 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 board evaluates, revises (if needed), and approves the plan on an annual basis.

CRITERIA FOR DISTRIBUTION

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

GLOSSARY

GLOSSARY

The following definitions are established for the purpose of implementing the Mississippi Accountability Standards for Nonpublic Schools as authorized under Section 37-17-7 of the Mississippi Code of 1972, as amended.

ACADEMIC CORE

Required course offerings in which specific skills contained in the *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.) No more than two of the 180 days may be 60% days, unless the school is utilizing an Early Release schedule that provides at least 27.5 hours per five-day week provided that there are at least 198 minutes of actual instruction or testing and the remainder of each 60% day is used for professional development or other activities related to instruction. (See Standard 10.4) {MS Code 37-151-5(j)}

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 Accredited, Advised, Probation, and Withdrawn. (See Policy 2.0)

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 school board or governing body or policy making authority who is assigned responsibility for coordinating, directing, supervising, or otherwise administering programs, services, and/or personnel under the auspices of the program or school.

ADVANCED PLACEMENT (AP)

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

ADVISED STATUS

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

ALLOCATED TIME

A scheduled period of time that provides for the achievement of prescribed objectives. The schedule of allocated instructional time should be in written form showing time designated for activities during the school day, week, month, or year.

ASSISTANT TEACHER

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

BASIC SKILLS

Specific learning objectives that represent the most fundamental knowledge in the areas of reading, language arts, and mathematics.

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 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 ½ Carnegie unit indicates that a minimum of 70 hours has been provided.

CHIEF SCHOOL ADMINISTRATOR

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

CHURCH-RELATED SCHOOL

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

CLASSROOM

A schoolroom in which student instruction takes place.

CORRECTIVE ACTION PLAN

A plan to correct the deficiencies on record is developed by the school when a school is assigned a PROBATION status.

CORRESPONDENCE COURSE

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

DAYS

The number of days refers to calendar days unless otherwise specified.

DEPARTMENTALIZED CLASS

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

DEFICIENCY

The failure of a school to comply with accreditation requirements.

DIPLOMA

See Standard Diploma.

DIRECT INSTRUCTION

Act or process in which a teacher is actually guiding (instructing) students toward achieving specific learning objectives.

DISCIPLINE

Conduct or patterns of behavior prescribed to promote the growth of cooperative attitudes and behaviors in individuals and groups.

DISTANCE LEARNING COURSES

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

DROPOUT

A student who leaves a school at any time and for any reason, except death, before graduation or completion of a program of studies and without transferring to another school.

EARLY CHILDHOOD EDUCATION PROGRAM

Kindergarten and pre-kindergarten programs are defined in *Mississippi Kindergarten Guidelines* and the *Mississippi Pre-Kindergarten Curriculum*. (Also see kindergarten and pre-kindergarten.)

EFFECTIVE INSTRUCTION

Practices and behaviors designed to establish and implement conditions that promote student learning.

ELEMENTARY SCHOOL

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

ENRICHMENT PROGRAM

An academic course with defined objectives, evaluation criteria, and mastery requirements that expose students to material or instruction that would not otherwise be part of a student's curriculum during the normal sequence of his/her educational experiences.

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 that need improvement and may involve the use of various measurements designed to appraise the effects of educational experiences.

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.

EXTENDED YEAR PROGRAM

A program of instruction offered by the school that is designed for students who need extra time to complete course objectives/ requirements. Any on-line program such as *NovaNet* may be used to provide additional instruction in an extended day or extended year program.

FIRE SAFETY INSPECTOR

A person who is trained to evaluate an educational institution for hazardous conditions that may cause fires and who is responsible for communicating these findings to the appropriate administrator.

GUIDANCE COUNSELOR

See School Guidance Counselor.

HALF-TIME EMPLOYEE

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

HIGH SCHOOL

The secondary division of a school, 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.

INSTRUCTIONAL DAY

A day in which a minimum of 330 minutes of instruction or evaluation is provided.

INSTRUCTIONAL STAFF

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

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 years on or before September 1 of the school year. Kindergarten programs must comply with *Mississippi Kindergarten Guidelines*.

KINDERGARTEN INSTRUCTIONAL DAY

The school day for kindergarten is the same as the school day for all other grades in the school. (For specific requirements, see the current edition of *Mississippi Kindergarten Guidelines*.)

LAB-BASED SCIENCE COURSE

A science course in which 20% of the instructional time is spent in laboratory experiences.

LABORATORY

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

LEARNING CENTER

An area in the kindergarten and pre-school classrooms that contains a collection of materials and activities to introduce, teach, reinforce, and/or enrich a skill or concept.

LEARNING CENTER ACTIVITIES

Activities housed in the kindergarten and pre-school learning centers that promote student participation through developmentally appropriate instructional techniques.

LEARNING OBJECTIVES

Statements of what a student will know, feel, or 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, large and small group instruction, and holding conferences. 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.

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 OCCUPATIONAL DIPLOMA

The State Board of Education shall develop and issue criteria for a Mississippi Occupational Diploma for students having a disability as defined by the federal Individuals With Disabilities Education Act (IDEA). See MS Code 37-16-11(2) and Appendix D.

NONPUBLIC SCHOOL

A nonpublic school is any parochial, private, special purpose, and tribal school that is not a public elementary and secondary school, which is required to participate in the performance-based accreditation system as specified in MS Code 37-17-6(1).

ON-LINE COURSE

Instruction delivered via the Internet. (See *Approved Courses for Secondary Schools in Mississippi*.)

ON-SITE

Any geographical location selected by the local professional development committee for professional development activity as planned by the school district and provided during contractual time at the school's expense.

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.

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 data and employee information required by the Mississippi Department of Education on an annual basis. This information reflects the daily schedule of each employee and is used to determine compliance with certain accreditation standards.

PHYSICAL EDUCATION

The instructional requirements for physical education that are specified in the *Fitness Through Physical Education Framework*. Elective units for graduation include participation in interscholastic athletic activities that meet the instructional requirement specified in the *Fitness Through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

PLANNING PERIOD

An unencumbered period of time during the teaching day required for each classroom teacher except vocational teachers who teach in time blocks of fifty (50) minutes or more.

POLICY

A statement of official intent adopted by the school board (governing body or policy-making authority) and recorded as official action in school board minutes. The school must comply with all school board policies.

PRE-KINDERGARTEN PROGRAM

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

PRINCIPAL

The chief school administrator who is responsible for the total educational 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 no-profit or for profit.

PROBATION STATUS

An accreditation status assigned to a school that was assigned an Advised status the previous school year and the school has not taken corrective actions or has not removed the process standard deficiencies that resulted in the Advised status.

PROCEDURE

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

PROFESSIONAL DEVELOPMENT

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

RESOURCE CENTER

An area designated for maintaining a collection of instructional materials, supplies, and equipment.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS)

SACS is a regional accrediting agency comprised of eleven southern states. The regional office address is 1866 Southern Lane, Decatur, Georgia 30033-4097. Information is also available on-line @ www.sacs.org.

SCHOOL

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

SCHOOL BOARD

As used in this document, the school board is the policy-making body or governing authority for a school.

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

No individual shall be employed as a school guidance counselor without a minimum of a Master's degree in Guidance and Counseling. School guidance counselors shall provide comprehensive counseling services, including the following: academic and personal/social counseling; student assessment and assessment counseling; career and educational counseling; individual and group counseling; crisis intervention and preventive counseling; referrals to community agencies; educational consultations and collaboration with teachers, administrators, parents, and community leaders; educational and career placement services; follow-up counseling services; conflict resolution; and other counseling duties or other duties assigned by the school principal. School guidance counselors shall abide by the American School Counselor Association Code of Ethics. (MS Code 37-9-79)

SCHOOL SAFETY PLAN

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

SCHOOL TERM

See Academic Year.

SCHOOL YEAR

See Academic Year.

SECONDARY SCHOOL

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

SELF-CONTAINED CLASS

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

SPECIAL DIPLOMA OR CERTIFICATE

Upon meeting all applicable requirements prescribed by the district school board, students with disabilities shall be awarded a special diploma in a form prescribed by the state board. Any such student who meets all special requirements of the district school board for his exceptionality, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the state board. {See MS Code 37-16-11(1).}

SPECIAL PURPOSE SCHOOL

A special purpose school is defined as one that is organized to serve a specific population 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 is awarded to a student who has met all the requirements established by the local board of education and by the State Board of Education. (See MS Code 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 H, page 33.)

STUDENT ACTIVITIES

School sponsored activities that require administrative provision and student involvement during the teaching day. (See *teaching day*.) Student participation in extracurricular activities may be noted on the student's transcript, but academic credit may not be awarded.

STUDENT SUPPORT PERSONNEL

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

STUDENT SUPORT PROGRAM

A program of activities designed to assist and/or complement instructional activities for all students through the following types of activities: planned counseling, consultation; student appraisal, diagnosis, evaluation, intervention, remediation, follow-up, and referral.

SUBJECT AREA

A division or field of organized knowledge for which state curriculum guidelines have been prepared.

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.

SUPERINTENDENT

The school employee who is responsible for administering the operations and activities of the school and for

implementing the decisions of the school board (governing body or policy making authority). The superintendent holds a valid Class AA license in school administration.

SUPERVISOR

An individual who provides direct assistance to instructional and support staff and who holds a valid Class AA certificate in supervision or administration.

SUPPORT STAFF

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

TEACHER

Any person employed by the school who is required by law to obtain a teacher's license from the state of Mississippi and who is assigned an instructional area of work as defined by the Mississippi Department of Education (e. g., employment in an official capacity for the purpose of imparting knowledge, skills, information, and ideas to students in an instructional setting). {See MS Code 37-19-1}

TEACHING DAY

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

TEMPORARY STATUS

An accreditation status assigned to a satellite school established by a governing body of an accredited nonpublic school currently on record with the State board of Education.

TRIBAL SCHOOL

The term tribal school includes 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.