

By: Representative McLean

To: Education

## HOUSE BILL NO. 1588

1 AN ACT TO REQUIRE THE DISCONTINUATION OF END-OF-COURSE  
2 SUBJECT AREA TESTING IN PUBLIC HIGH SCHOOLS FOR 11TH AND 12TH  
3 GRADES; TO REQUIRE THE DEPARTMENT TO SECURE APPROVAL FROM THE  
4 UNITED STATES DEPARTMENT OF EDUCATION TO ALLOW NATIONALLY  
5 RECOGNIZED COLLEGE-READINESS AND CAREER-READINESS EXAMS, SUCH AS,  
6 BUT NOT LIMITED TO, THE ACT AND ACT WORKKEYS ASSESSMENT, TO SERVE  
7 AS COMPLIANCE WITH ANY FEDERAL TESTING REQUIREMENTS; TO REQUIRE  
8 ALL HIGH SCHOOL STUDENTS TO TAKE A NATIONALLY RECOGNIZED  
9 COLLEGE-READINESS AND CAREER-READINESS TESTS, SUCH AS THE ACT AND  
10 ACT WORKKEYS ASSESSMENTS; TO AMEND SECTION 37-17-6, MISSISSIPPI  
11 CODE OF 1972, TO REVISE CERTAIN PROVISIONS RELATED TO THE STATE'S  
12 PERMANENT PERFORMANCE-BASED ACCREDITATION SYSTEM FOR SCHOOLS; TO  
13 AMEND SECTIONS 37-16-3, 37-16-7, 37-16-17, 37-3-49, 37-15-38 AND  
14 37-35-3, MISSISSIPPI CODE OF 1972, TO CONFORM TO THE PROVISION OF  
15 THIS ACT; AND FOR RELATED PURPOSES.

16 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

17 **SECTION 1.** Beginning in the 2025-2026 school year, the State  
18 Board of Education shall cease to require the administration of  
19 all end-of-course subject area tests for eleventh and twelfth  
20 grades. In lieu of the end-of-course tests, students enrolled in  
21 public secondary schools shall be administered nationally  
22 recognized college-readiness and career-readiness tests, such as,  
23 but not limited to, the ACT and ACT WorkKeys assessments, deemed  
24 appropriate by the Mississippi Department of Education and



25 required by Section 37-17-6. The Department of Education shall  
26 seek to secure approval from the United States Department of  
27 Education to allow nationally recognized college-readiness and  
28 career-readiness tests, such as, but not limited to, the ACT and  
29 ACT WorkKeys assessments, to serve as compliance with any federal  
30 testing requirements, thereby eliminating all federal EOC tests  
31 administered to eleventh and twelfth grades.

32 **SECTION 2.** Section 37-17-6, Mississippi Code of 1972, is  
33 amended as follows:

34 37-17-6. (1) The State Board of Education, acting through  
35 the Commission on School Accreditation, shall establish and  
36 implement a permanent performance-based accreditation system, and  
37 all noncharter public elementary and secondary schools shall be  
38 accredited under this system.

39 (2) School districts shall be required to provide school  
40 classroom space that is air-conditioned as a minimum requirement  
41 for accreditation.

42 (3) (a) The State Board of Education, acting through the  
43 Commission on School Accreditation, shall require that school  
44 districts employ certified school librarians according to the  
45 following formula:

46	Number of Students	Number of Certified
47	Per School Library	School Librarians
48	0 - 499 Students	1/2 Full-time Equivalent
49		Certified Librarian



50 500 or More Students

1 Full-time Certified

51 Librarian

52 (b) The State Board of Education, however, may increase  
53 the number of positions beyond the above requirements.

54 (c) The assignment of certified school librarians to  
55 the particular schools shall be at the discretion of the local  
56 school district. No individual shall be employed as a certified  
57 school librarian without appropriate training and certification as  
58 a school librarian by the State Department of Education.

59 (d) School librarians in the district shall spend at  
60 least fifty percent (50%) of direct work time in a school library  
61 and shall devote no more than one-fourth (1/4) of the workday to  
62 administrative activities that are library related.

63 (e) Nothing in this subsection shall prohibit any  
64 school district from employing more certified school librarians  
65 than are provided for in this section.

66 (f) Any additional millage levied to fund school  
67 librarians required for accreditation under this subsection shall  
68 be included in the tax increase limitation set forth in Sections  
69 37-57-105 and 37-57-107 and shall not be deemed a new program for  
70 purposes of the limitation.

71 (4) [Deleted]

72 (5) (a) The State Department of Education, acting through  
73 the Mississippi Commission on School Accreditation, shall  
74 implement a single "A" through "F" school and school district



75 accountability system complying with applicable federal and state  
76 requirements in order to reach the following educational goals:

77 (i) To mobilize resources and supplies to ensure  
78 that all students exit third grade reading on grade level;

79 (ii) To reduce the student dropout rate to ten  
80 percent (10%) \* \* \*; and

81 (iii) To have sixty percent (60%) of students  
82 scoring proficient and advanced on assessments.

83 (b) The State Department of Education shall combine the  
84 state school and school district accountability system with the  
85 federal system in order to have a single system.

86 (c) The State Department of Education shall establish  
87 five (5) performance categories ("A," "B," "C," "D" and "F") for  
88 the accountability system based on the following criteria:

89 (i) Student Achievement: the percent of students  
90 proficient and advanced on the current state assessments;

91 (ii) Individual student growth: the percent of  
92 students making one (1) year's progress in one (1) year's time on  
93 the state assessment, with an emphasis on the progress of the  
94 lowest twenty-five percent (25%) of students in the school or  
95 district;

96 (iii) Four-year graduation rate: the percent of  
97 students graduating with a standard high school diploma in four  
98 (4) years, as defined by federal regulations;



99                   (iv) The system shall include the federally  
100 compliant four-year graduation rate in school and school district  
101 accountability system calculations. Graduation rate will apply to  
102 high school and school district accountability ratings as a  
103 compensatory component. The system shall discontinue the use of  
104 the High School Completer Index (HSCI);

105                   (v) The school and school district accountability  
106 system shall incorporate a standards-based growth model, in order  
107 to support improvement of individual student learning;

108                   (vi) The State Department of Education shall  
109 determine feeder patterns of schools that do not earn a school  
110 grade because the grades and subjects taught at the school do not  
111 have statewide standardized assessments needed to calculate a  
112 school grade. Upon determination of the feeder pattern, the  
113 department shall notify schools and school districts prior to the  
114 release of the school grades. Feeder schools will be assigned the  
115 accountability designation of the school to which they provide  
116 students;

117                   (vii) Standards for student, school and school  
118 district performance will be increased when student proficiency is  
119 at a seventy-five percent (75%) and/or when sixty-five percent  
120 (65%) of the schools and/or school districts are earning a grade  
121 of "B" or higher, in order to raise the standard on performance  
122 after targets are met; \* \* \*



(viii) The system shall include student performance on the administration of a career-readiness assessment, such as, but not limited to, the ACT WorkKeys Assessment, deemed appropriate by the State Department of Education working in coordination with the Office of Workforce Development \* \* \*; and

(ix) The system shall include student performance on the administration of a college-readiness assessment, such as, but not limited to, the ACT, deemed appropriate by the Mississippi Department of Education.

(6) Nothing in this section shall be deemed to require a nonpublic school that receives no local, state or federal funds for support to become accredited by the State Board of Education.

(7) The State Board of Education shall create an accreditation audit unit under the Commission on School Accreditation to determine whether schools are complying with accreditation standards.

(8) The State Board of Education shall be specifically authorized and empowered to withhold allocations from the total funding formula funds as provided in Sections 37-151-200 through 37-151-215 to any public school district for failure to timely report student, school personnel and fiscal data necessary to meet state and/or federal requirements.

(9) [Deleted]



147           (10) The State Board of Education shall establish, for those  
148 school districts failing to meet accreditation standards, a  
149 program of development to be complied with in order to receive  
150 state funds, except as otherwise provided in subsection (15) of  
151 this section when the Governor has declared a state of emergency  
152 in a school district or as otherwise provided in Section 206,  
153 Mississippi Constitution of 1890. The state board, in  
154 establishing these standards, shall provide for notice to schools  
155 and sufficient time and aid to enable schools to attempt to meet  
156 these standards, unless procedures under subsection (15) of this  
157 section have been invoked.

158           (11) The State Board of Education shall be charged with the  
159 implementation of the program of development in each applicable  
160 school district as follows:

161                 (a) Develop an impairment report for each district  
162 failing to meet accreditation standards in conjunction with school  
163 district officials;

164                 (b) Notify any applicable school district failing to  
165 meet accreditation standards that it is on probation until  
166 corrective actions are taken or until the deficiencies have been  
167 removed. The local school district shall develop a corrective  
168 action plan to improve its deficiencies. For district academic  
169 deficiencies, the corrective action plan for each such school  
170 district shall be based upon a complete analysis of the following:  
171 student test data, student grades, student attendance reports,



172 student dropout data, existence and other relevant data. The  
173 corrective action plan shall describe the specific measures to be  
174 taken by the particular school district and school to improve:  
175 (i) instruction; (ii) curriculum; (iii) professional development;  
176 (iv) personnel and classroom organization; (v) student incentives  
177 for performance; (vi) process deficiencies; and (vii) reporting to  
178 the local school board, parents and the community. The corrective  
179 action plan shall describe the specific individuals responsible  
180 for implementing each component of the recommendation and how each  
181 will be evaluated. All corrective action plans shall be provided  
182 to the State Board of Education as may be required. The decision  
183 of the State Board of Education establishing the probationary  
184 period of time shall be final;

185 (c) Offer, during the probationary period, technical  
186 assistance to the school district in making corrective actions.  
187 Subject to appropriations, the State Department of Education shall  
188 provide technical and/or financial assistance to all such school  
189 districts in order to implement each measure identified in that  
190 district's corrective action plan through professional development  
191 and on-site assistance. Each such school district shall apply for  
192 and utilize all available federal funding in order to support its  
193 corrective action plan in addition to state funds made available  
194 under this paragraph;

195 (d) Assign department personnel or contract, in its  
196 discretion, with the institutions of higher learning or other





197 appropriate private entities with experience in the academic,  
198 finance and other operational functions of schools to assist  
199 school districts;

200 (e) Provide for publication of public notice at least  
201 one time during the probationary period, in a newspaper published  
202 within the jurisdiction of the school district failing to meet  
203 accreditation standards, or if no newspaper is published therein,  
204 then in a newspaper having a general circulation therein. The  
205 publication shall include the following: declaration of school  
206 system's status as being on probation; all details relating to the  
207 impairment report; and other information as the State Board of  
208 Education deems appropriate. Public notices issued under this  
209 section shall be subject to Section 13-3-31 and not contrary to  
210 other laws regarding newspaper publication.

211 (12) (a) If the recommendations for corrective action are  
212 not taken by the local school district or if the deficiencies are  
213 not removed by the end of the probationary period, the Commission  
214 on School Accreditation shall conduct a hearing to allow the  
215 affected school district to present evidence or other reasons why  
216 its accreditation should not be withdrawn. Additionally, if the  
217 local school district violates accreditation standards that have  
218 been determined by the policies and procedures of the State Board  
219 of Education to be a basis for withdrawal of school district's  
220 accreditation without a probationary period, the Commission on  
221 School Accreditation shall conduct a hearing to allow the affected



222 school district to present evidence or other reasons why its  
223 accreditation should not be withdrawn. After its consideration of  
224 the results of the hearing, the Commission on School Accreditation  
225 shall be authorized, with the approval of the State Board of  
226 Education, to withdraw the accreditation of a public school  
227 district, and issue a request to the Governor that a state of  
228 emergency be declared in that district.

229           (b)   (i)   If the State Board of Education and the  
230 Commission on School Accreditation determine that an extreme  
231 emergency situation exists in a school district that jeopardizes  
232 the safety, security or educational interests of the children  
233 enrolled in the schools in that district and that emergency  
234 situation is believed to be related to a serious violation or  
235 violations of accreditation standards or state or federal law, the  
236 State Board of Education may request the Governor to declare a  
237 state of emergency in that school district. For purposes of this  
238 paragraph, the declarations of a state of emergency district's  
239 impairments are related to a lack of financial may include the  
240 school district's serious failure to meet minimum academic  
241 standards, as evidenced by a continued pattern of poor student  
242 performance, or impairments related to a lack of financial  
243 resources.

244           (ii)   If the State Board of Education determines  
245 that a public school or district in the state which, during each  
246 of two (2) consecutive school years or during two (2) of three (3)



247 consecutive school years, receives an "F" designation by the State  
248 Board of Education under the accountability rating system or has  
249 been persistently failing as defined by the State Board of  
250 Education; or if the State Board of Education determines that a  
251 public school or district in the state which, during each of four  
252 (4) consecutive school years, receives a "D" or "F" designation by  
253 the State Board of Education under the accountability rating  
254 system or has been persistently failing as defined by the State  
255 Board of Education; or if more than fifty percent (50%) of the  
256 schools within a school district are designated as Schools-At-Risk  
257 in any one (1) year, then the board may place such school or  
258 district into a District of Transformation. The State Board of  
259 Education shall take over only the number of schools and districts  
260 for which it has the capacity to serve. The State Board of  
261 Education shall adopt rules and regulations governing any  
262 additional requirements for placement into a District of  
263 Transformation and the operation thereof. School districts or  
264 schools that are eligible to be placed into a District of  
265 Transformation due to poor academic performance but are not  
266 absorbed due to the capacity of the State Board of Education,  
267 shall develop and implement a district improvement plan with  
268 prescriptive guidance and support from the Mississippi Department  
269 of Education, with the goal of helping the district improve  
270 student achievement. Failure of the school board, superintendent  
271 and school district staff to implement the plan with fidelity and



participate in the activities provided as support by the department shall result in the school district retaining its eligibility for placement into a District of Transformation.

(iii) If the State Board of Education determined that a school district is impaired with a serious lack of financial resources, the State Board of Education may place the school district into a District of Transformation. If a school district is placed into a District of Transformation for financial reasons, the school district shall be required to reimburse the state for any costs incurred by the state on behalf of the school district.

(c) Whenever the Governor declares a state of emergency in a school district in response to a request made under paragraph (a) or (b) of this subsection, or when the State Board of Education places a school district into a District of Transformation due to poor academic performance or financial reasons, the State Board of Education may take one or more of the following actions:

(i) Declare a state of emergency, under which some or all of state funds can be escrowed except as otherwise provided in Section 206, Constitution of 1890, until the board determines corrective actions are being taken or the deficiencies have been removed, or that the needs of students warrant the release of funds. The funds may be released from escrow for any program which the board determines to have been restored to standard even



though the state of emergency may not as yet be terminated for the district as a whole;

(ii) Override any decision of the local school board or superintendent of education, or both, concerning the management and operation of the school district, or initiate and make decisions concerning the management and operation of the school district;

(iii) Assign an interim superintendent, or in its discretion, contract with a private entity with experience in the academic, finance and other operational functions of schools and school districts, who will have those powers and duties prescribed in subsection (15) of this section;

(iv) Grant transfers to students who attend this school district so that they may attend other accredited schools or districts in a manner that is not in violation of state or federal law;

(v) For states of emergency declared under paragraph (a) only, if the accreditation deficiencies are related to the fact that the school district is too small, with too few resources, to meet the required standards and if another school district is willing to accept those students, abolish that district and assign that territory to another school district or districts. If the school district has proposed a voluntary consolidation with another school district or districts, then if the State Board of Education finds that it is in the best interest



of the pupils of the district for the consolidation to proceed,  
the voluntary consolidation shall have priority over any such  
assignment of territory by the State Board of Education;

(vi) For actions taken pursuant to paragraph (b)  
only, reduce local supplements paid to school district employees,  
including, but not limited to, instructional personnel, assistant  
teachers and extracurricular activities personnel, if the  
district's impairment is related to a lack of financial resources,  
but only to an extent that will result in the salaries being  
comparable to districts similarly situated, as determined by the  
State Board of Education;

(vii) For actions taken pursuant to paragraph (b)  
only, the State Board of Education may take any action as  
prescribed in Section 37-17-13.

(d) At the time that satisfactory corrective action has  
been taken in a school district in which a state of emergency has  
been declared, the State Board of Education may request the  
Governor to declare that the state of emergency no longer exists  
in the district.

(e) The parent or legal guardian of a school-age child  
who is enrolled in a school district whose accreditation has been  
withdrawn by the Commission on School Accreditation and without  
approval of that school district may file a petition in writing to  
a school district accredited by the Commission on School  
Accreditation for a legal transfer. The school district



347 accredited by the Commission on School Accreditation may grant the  
348 transfer according to the procedures of Section 37-15-31(1)(b).  
349 In the event the accreditation of the student's home district is  
350 restored after a transfer has been approved, the student may  
351 continue to attend the transferee school district. The per pupil  
352 amount of the total funding formula allotment for the student's  
353 home school district shall be transferred monthly to the school  
354 district accredited by the Commission on School Accreditation that  
355 has granted the transfer of the school-age child.

356 (f) Upon the declaration of a state of emergency for  
357 any school district in which the Governor has previously declared  
358 a state of emergency, the State Board of Education may either:

359 (i) Place the school district into district  
360 transformation, in which the school district shall remain until it  
361 has fulfilled all conditions related to district transformation.  
362 If the district was assigned an accreditation rating of "D" or "F"  
363 when placed into district transformation, the district shall be  
364 eligible to return to local control when the school district has  
365 attained a "C" rating or higher for three (3) consecutive years;

366 (ii) Abolish the school district and  
367 administratively consolidate the school district with one or more  
368 existing school districts;

369 (iii) Reduce the size of the district and  
370 administratively consolidate parts of the district, as determined  
371 by the State Board of Education. However, no school district



which is not in district transformation shall be required to accept additional territory over the objection of the district; or

(iv) Require the school district to develop and implement a district improvement plan with prescriptive guidance and support from the State Department of Education, with the goal of helping the district improve student achievement. Failure of the school board, superintendent and school district staff to implement the plan with fidelity and participate in the activities provided as support by the department shall result in the school district retaining its eligibility for district transformation.

(13) Upon the declaration of a state of emergency in a school district under subsection (12) of this section, or upon the State Board of Education's placement of a school district into a District of Transformation for academic or financial reasons, the Commission on School Accreditation shall be responsible for public notice at least once a week for at least three (3) consecutive weeks in a newspaper published within the jurisdiction of the school district failing to meet accreditation standards, or if no newspaper is published therein, then in a newspaper having a general circulation therein. The size of the notice shall be no smaller than one-fourth (1/4) of a standard newspaper page and shall be printed in bold print. If an interim superintendent has been appointed for the school district, the notice shall begin as follows: "By authority of Section 37-17-6, Mississippi Code of 1972, as amended, adopted by the Mississippi Legislature during





397 the 1991 Regular Session, this school district (name of school  
398 district) is hereby placed under the jurisdiction of the State  
399 Department of Education acting through its appointed interim  
400 superintendent (name of interim superintendent)."

401 The notice also shall include, in the discretion of the State  
402 Board of Education, any or all details relating to the school  
403 district's emergency status, including the declaration of a state  
404 of emergency in the school district and a description of the  
405 district's impairment deficiencies, conditions of any district  
406 transformation status and corrective actions recommended and being  
407 taken. Public notices issued under this section shall be subject  
408 to Section 13-3-31 and not contrary to other laws regarding  
409 newspaper publication.

410 Upon termination of a school district in a District of  
411 Transformation, the Commission on School Accreditation shall cause  
412 notice to be published in the school district in the same manner  
413 provided in this section, to include any or all details relating  
414 to the corrective action taken in the school district that  
415 resulted in the termination of the state of emergency.

416 (14) The State Board of Education or the Commission on  
417 School Accreditation shall have the authority to require school  
418 districts to produce the necessary reports, correspondence,  
419 financial statements, and any other documents and information  
420 necessary to fulfill the requirements of this section.



Nothing in this section shall be construed to grant any individual, corporation, board or interim superintendent the authority to levy taxes except in accordance with presently existing statutory provisions.

(15) (a) Whenever the Governor declares a state of emergency in a school district in response to a request made under subsection (12) of this section, or when the State Board of Education places a school district into a District of Transformation for academic or financial reasons, the State Board of Education, in its discretion, may assign an interim superintendent to the school district, or in its discretion, may contract with an appropriate private entity with experience in the academic, finance and other operational functions of schools and school districts, who will be responsible for the administration, management and operation of the school district, including, but not limited to, the following activities:

(i) Approving or disapproving all financial obligations of the district, including, but not limited to, the employment, termination, nonrenewal and reassignment of all licensed and nonlicensed personnel, contractual agreements and purchase orders, and approving or disapproving all claim dockets and the issuance of checks; in approving or disapproving employment contracts of superintendents, assistant superintendents or principals, the interim superintendent shall not be required to



445 comply with the time limitations prescribed in Sections 37-9-15  
446 and 37-9-105;

447                   (ii) Supervising the day-to-day activities of the  
448 district's staff, including reassigning the duties and  
449 responsibilities of personnel in a manner which, in the  
450 determination of the interim superintendent, will best suit the  
451 needs of the district;

452                   (iii) Reviewing the district's total financial  
453 obligations and operations and making recommendations to the  
454 district for cost savings, including, but not limited to,  
455 reassigning the duties and responsibilities of staff;

456                   (iv) Attending all meetings of the district's  
457 school board and administrative staff;

458                   (v) Approving or disapproving all athletic, band  
459 and other extracurricular activities and any matters related to  
460 those activities;

461                   (vi) Maintaining a detailed account of  
462 recommendations made to the district and actions taken in response  
463 to those recommendations;

464                   (vii) Reporting periodically to the State Board of  
465 Education on the progress or lack of progress being made in the  
466 district to improve the district's impairments during the state of  
467 emergency; and

468                   (viii) Appointing a parent advisory committee,  
469 comprised of parents of students in the school district that may



make recommendations to the interim superintendent concerning the administration, management and operation of the school district.

The cost of the salary of the interim superintendent and any other actual and necessary costs related to district transformation status paid by the State Department of Education shall be reimbursed by the local school district from funds other than total funding formula funds as provided in Sections 37-151-200 through 37-151-215. In the alternative, the local school district may pay the cost of the salary of the interim superintendent. The department shall submit an itemized statement to the superintendent of the local school district for reimbursement purposes, and any unpaid balance may be withheld from the district's funding formula funds.

At the time that the Governor, in accordance with the request of the State Board of Education, declares that the state of emergency no longer exists in a school district, the interim superintendent assigned to the district shall remain in place for a period of two (2) years and shall work alongside the newly reconstituted school board. A new superintendent may be hired by the newly reconstituted board after the one (1) year state of emergency no longer exists, but he or she shall serve as deputy to the interim superintendent while the interim superintendent is assigned to the district.

(b) In order to provide loans to school districts under a state of emergency or in district transformation status that



have impairments related to a lack of financial resources, the School District Emergency Assistance Fund is created as a special fund in the State Treasury into which monies may be transferred or appropriated by the Legislature from any available public education funds. Funds in the School District Emergency Assistance Fund up to a maximum balance of Three Million Dollars (\$3,000,000.00) annually shall not lapse but shall be available for expenditure in subsequent years subject to approval of the State Board of Education. Any amount in the fund in excess of Three Million Dollars (\$3,000,000.00) at the end of the fiscal year shall lapse into the State General Fund or the Education Enhancement Fund, depending on the source of the fund.

The State Board of Education may loan monies from the School District Emergency Assistance Fund to a school district that is under a state of emergency or in district transformation status, in those amounts, as determined by the board, that are necessary to correct the district's impairments related to a lack of financial resources. The loans shall be evidenced by an agreement between the school district and the State Board of Education and shall be repayable in principal, without necessity of interest, to the School District Emergency Assistance Fund by the school district from any allowable funds that are available. The total amount loaned to the district shall be due and payable within five (5) years after the impairments related to a lack of financial resources are corrected. If a school district fails to make



520 payments on the loan in accordance with the terms of the agreement  
521 between the district and the State Board of Education, the State  
522 Department of Education, in accordance with rules and regulations  
523 established by the State Board of Education, may withhold that  
524 district's total funding formula funds in an amount and manner  
525 that will effectuate repayment consistent with the terms of the  
526 agreement; the funds withheld by the department shall be deposited  
527 into the School District Emergency Assistance Fund.

528         The State Board of Education shall develop a protocol that  
529 will outline the performance standards and requisite timeline  
530 deemed necessary for extreme emergency measures. If the State  
531 Board of Education determines that an extreme emergency exists,  
532 simultaneous with the powers exercised in this subsection, it  
533 shall take immediate action against all parties responsible for  
534 the affected school districts having been determined to be in an  
535 extreme emergency. The action shall include, but not be limited  
536 to, initiating civil actions to recover funds and criminal actions  
537 to account for criminal activity. Any funds recovered by the  
538 State Auditor or the State Board of Education from the surety  
539 bonds of school officials or from any civil action brought under  
540 this subsection shall be applied toward the repayment of any loan  
541 made to a school district hereunder.

542         (16) [Deleted]

543         (17) [Deleted]



(18) The State Board of Education, acting through the Commission on School Accreditation, shall require each school district to comply with standards established by the State Department of Audit for the verification of fixed assets and the auditing of fixed assets records as a minimum requirement for accreditation.

(19) [Deleted]

(20) [Deleted]

(21) If a local school district is determined as failing and placed into district transformation status for reasons authorized by the provisions of this section, the interim superintendent appointed to the district shall, within forty-five (45) days after being appointed, present a detailed and structured corrective action plan to move the local school district out of district transformation status to the deputy superintendent. A copy of the interim superintendent's corrective action plan shall also be filed with the State Board of Education.

**SECTION 3.** Section 37-16-3, Mississippi Code of 1972, is amended as follows:

37-16-3. (1) The State Department of Education is directed to implement a program of statewide assessment testing which shall provide for the improvement of the operation and management of the public schools. The statewide program shall be timed, as far as possible, so as not to conflict with ongoing district assessment programs. As part of the program, the department shall:



569 (a) Establish, with the approval of the State Board of  
570 Education, minimum performance standards related to the goals for  
571 education contained in the state's plan including, but not limited  
572 to, basic skills in reading, writing and mathematics. The minimum  
573 performance standards shall be approved by April 1 in each year  
574 they are established.

575 (b) Conduct a uniform statewide testing program in  
576 grades deemed appropriate in the public schools, including charter  
577 schools, which shall include the administration of a  
578 career-readiness assessment, such as, but not limited to, the ACT  
579 WorkKeys Assessment, deemed appropriate by the Mississippi  
580 Department of Education working in coordination with the Office of  
581 Workforce Development, to \* \* \* all students \* \* \*. Each  
582 individual school district shall \* \* \* ensure the assessment is  
583 administered in the tenth, eleventh or twelfth grade. The program  
584 shall also include the administration of a college-readiness  
585 assessment, such as, but not limited to, the ACT, deemed  
586 appropriate by the Mississippi Department of Education. The  
587 program may test skill areas, basic skills and high school course  
588 content.

589 (c) Monitor the results of the assessment program and,  
590 at any time the composite student performance of a school or basic  
591 program is found to be below the established minimum standards,  
592 notify the district superintendent or the governing board of the  
593 charter school, as the case may be, the school principal and the





594 school advisory committee or other existing parent group of the  
595 situation within thirty (30) days of its determination. The  
596 department shall further provide technical assistance to a school  
597 district in the identification of the causes of this deficiency  
598 and shall recommend courses of action for its correction.

599 (d) Provide technical assistance to the school  
600 districts, when requested, in the development of student  
601 performance standards in addition to the established minimum  
602 statewide standards.

603 (e) Issue security procedure regulations providing for  
604 the security and integrity of the tests that are administered  
605 under the basic skills assessment program.

606 (f) In case of an allegation of a testing irregularity  
607 that prompts a need for an investigation by the Department of  
608 Education, the department may, in its discretion, take complete  
609 control of the statewide test administration in a school district  
610 or any part thereof, including, but not limited to, obtaining  
611 control of the test booklets and answer documents. In the case of  
612 any verified testing irregularity that jeopardized the security  
613 and integrity of the test(s), validity or the accuracy of the test  
614 results, the cost of the investigation and any other actual and  
615 necessary costs related to the investigation paid by the  
616 Department of Education shall be reimbursed by the local school  
617 district from funds other than federal funds, total funding  
618 formula funds provided in Sections 37-151-200 through 37-151-215,



619 or any other state funds within six (6) months from the date of  
620 notice by the department to the school district to make  
621 reimbursement to the department.

622 (2) Uniform basic skills tests shall be completed by each  
623 student in the appropriate grade. These tests shall be  
624 administered in such a manner as to preserve the integrity and  
625 validity of the assessment. In the event of excused or unexcused  
626 student absences, make-up tests shall be given. The school  
627 superintendent of every school district in the state and the  
628 principal of each charter school shall annually certify to the  
629 State Department of Education that each student enrolled in the  
630 appropriate grade has completed the required basic skills  
631 assessment test for his or her grade in a valid test  
632 administration.

633 (3) Within five (5) days of completing the administration of  
634 a statewide test, the principal of the school where the test was  
635 administered shall certify under oath to the State Department of  
636 Education that the statewide test was administered in strict  
637 accordance with the Requirements of the Mississippi Statewide  
638 Assessment System as adopted by the State Board of Education. The  
639 principal's sworn certification shall be set forth on a form  
640 developed and approved by the Department of Education. If,  
641 following the administration of a statewide test, the principal  
642 has reason to believe that the test was not administered in strict  
643 accordance with the Requirements of the Mississippi Statewide



Assessment System as adopted by the State Board of Education, the principal shall submit a sworn certification to the Department of Education setting forth all information known or believed by the principal about all potential violations of the Requirements of the Mississippi Statewide Assessment System as adopted by the State Board of Education. The submission of false information or false certification to the Department of Education by any licensed educator may result in licensure disciplinary action pursuant to Section 37-3-2 and criminal prosecution pursuant to Section 37-16-4.

**SECTION 4.** Section 37-16-7, Mississippi Code of 1972, is amended as follows:

37-16-7. (1) Each district school board shall establish standards for graduation from its schools which shall include as a minimum:

(a) Mastery of minimum academic skills as measured by assessments \* \* \* administered by the State Board of Education.

(b) Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board.

(c) By school, information on high school graduation rates. High schools with graduation rates lower than eighty percent (80%) must submit a detailed plan to the Mississippi Department of Education to restructure the high school experience to improve graduation rates.



(2) A student who meets all requirements prescribed in subsection (1) of this section shall be awarded a standard diploma in a form prescribed by the State Board of Education.

(3) The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation.

(4) The State Board of Education shall develop a curriculum related to the study of sign language. Any such class developed by the board may count as an academic credit for foreign languages for the purposes of high school graduation requirements.

**SECTION 5.** Section 37-16-17, Mississippi Code of 1972, is amended as follows:

37-16-17. (1) **Purpose.** (a) The purpose of this section is to create a quality option in Mississippi's high schools for students not wishing to pursue a baccalaureate degree, which shall consist of challenging academic courses and modern career-technical studies. The goal for students pursuing the career technical education pathways is to graduate from high school with a standard diploma and credit toward a community college certification in a career-technical field. These students also shall be encouraged to take the national assessment in the career-technical field in which they become certified.

(b) The State Board of Education shall develop and adopt course and curriculum requirements for career technical education pathways offered by local public school boards in



694 accordance with this section. The Mississippi Community College  
695 Board and the State Board of Education jointly shall determine  
696 course and curriculum requirements for the career technical  
697 education pathways. The State Board of Education shall require  
698 school districts to provide notice to all incoming middle school  
699 students and junior high students of the career technical  
700 education pathways offered by local school boards. Such notice  
701 shall include the career technical education pathways available,  
702 the course requirements of each pathway, how to enroll in the  
703 pathway and any other necessary information as determined by the  
704 State Board of Education.

705       (2) **Career technical education pathway; description;**  
706 **curriculum.** (a) A career technical education pathway shall  
707 provide a student with greater technical skill and a strong  
708 academic core and shall be offered to each high school student  
709 enrolled in a public school district. The career technical  
710 education pathway shall be linked to postsecondary options and  
711 shall prepare students to pursue either a degree or certification  
712 from a postsecondary institution, an industry-based training or  
713 certification, an apprenticeship, the military, or immediate  
714 entrance into a career field. The career technical education  
715 pathway shall provide students with alternatives to entrance into  
716 a four-year university or college after high school graduation.  
717       (b) Students pursuing a career technical education  
718 pathway shall be afforded the opportunity to dually enroll in a



community or technical college or to participate in a business internship or work-study program, when such opportunities are available and appropriate.

(c) Each public school district shall offer a career technical education pathway approved by the State Board of Education.

(d) Students in a career technical education pathway shall complete an academic core of courses and a career and technical sequence of courses.

(e) Students pursuing a career technical education pathway must complete the twenty-four (24) course unit requirements for a regular high school diploma, which may include, but not be limited to the following course content:

- (i) English I;
- (ii) English II;
- (iii) Technical writing;
- (iv) Computer programming;
- (v) Algebra I;
- (vi) Personal Finance;
- (vii) Advanced technical mathematics;
- (viii) Computer Science;
- (ix) Biology;
- (x) Earth and Space Science;
- (xi) U.S. History;
- (xii) Mississippi Studies/U.S. Government;



(xiii) Health;  
(xiv) Physical Education;  
(xv) Soft skills, which include, but are not limited to, communication ability, language skills, time management, teamwork and leadership traits;  
(xvi) Career technical education pathway courses;  
and  
(xvii) Integrated technology.

\* \* \*

(f) The courses provided in paragraph (e) of this subsection may be tailored to the individual needs of the school district as long as the amendments align with the basic course requirements of paragraph (e).

(3) Nothing in this section shall disallow the development of a dual enrollment program with a technical college so long as an individual school district, with approval from the State Department of Education, agrees to implement such a program in connection with a technical college and the agreement is also approved by the proprietary school's commission.

**SECTION 6.** Section 37-3-49, Mississippi Code of 1972, is amended as follows:

37-3-49. (1) The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such program in the public schools within the school districts throughout the state as part of the State



769 Program of Educational Accountability and Assessment of  
770 Performance as prescribed in Section 37-3-46. Public school  
771 districts may (a) elect to adopt the instructional program and  
772 management system provided by the State Department of Education,  
773 or (b) elect to adopt an instructional program and management  
774 system which meets or exceeds criteria established by the State  
775 Department of Education for such. This provision shall begin with  
776 the courses taught in Grades K-8 which contain skills tested  
777 through the Mississippi Basic Skills Assessment Program and shall  
778 proceed through all secondary school courses mandated for  
779 graduation \* \* \*. Other state core objectives must be included in  
780 the district's instructional program as they are provided by the  
781 State Department of Education along with instructional practices,  
782 resources, evaluation items and management procedures. Districts  
783 are encouraged to adapt this program and accompanying procedures  
784 to all other instructional areas. The department shall provide  
785 that such program and guidelines, or a program and guidelines  
786 developed by a local school district which incorporates the core  
787 objectives from the curriculum structure are enforced through the  
788 performance-based accreditation system. It is the intent of the  
789 Legislature that every effort be made to protect the instructional  
790 time in the classroom and reduce the amount of paperwork which  
791 must be completed by teachers. The State Department of Education  
792 shall take steps to insure that school districts properly use





793 staff development time to work on the districts' instructional  
794 management plans.

795 (2) The State Department of Education shall provide such  
796 instructional program and management guidelines which shall  
797 require for every public school district that:

798 (a) All courses taught in Grades K-8 which contain  
799 skills which are tested through the Mississippi Basic Skills  
800 Assessment Program \* \* \* and all secondary school courses mandated  
801 for graduation \* \* \* shall include the State Department of  
802 Education's written list of learning objectives.

803 (b) The local school board must adopt the objectives  
804 that will form the core curriculum which will be systematically  
805 delivered throughout the district.

806 (c) The set of objectives provided by the State  
807 Department of Education must be accompanied by suggested  
808 instructional practices and resources that would help teachers  
809 organize instruction so as to promote student learning of the  
810 objectives. Objectives added by the school district must also be  
811 accompanied by suggested instructional practices and resources  
812 that would help teachers organize instruction. The instructional  
813 practices and resources that are identified are to be used as  
814 suggestions and not as requirements that teachers must follow.  
815 The goal of the program is to have students to achieve the desired  
816 objective and not to limit teachers in the way they teach.



817           (d) Standards for student performance must be  
818 established for each core objective in the local program and those  
819 standards establish the district's definition of mastery for each  
820 objective.

821           (e) There shall be an annual review of student  
822 performance in the instructional program against locally  
823 established standards. When weaknesses exist in the local  
824 instructional program, the district shall take action to improve  
825 student performance.

826           (3) The State Board of Education and the board of trustees  
827 of each school district shall adopt policies to limit and reduce  
828 the number and length of written reports that classroom teachers  
829 are required to prepare.

830           (4) This section shall not be construed to limit teachers  
831 from using their own professional skills to help students master  
832 instructional objectives, nor shall it be construed as a call for  
833 more detailed or complex lesson plans or any increase in testing  
834 at the local school district level.

835           (5) Districts meeting the highest levels of accreditation  
836 standards, as defined by the State Board of Education, shall be  
837 exempted from the provisions of subsection (2) of this section.

838           **SECTION 7.** Section 37-15-38, Mississippi Code of 1972, is  
839 amended as follows:



37-15-38. (1) The following phrases have the meanings ascribed in this section unless the context clearly requires otherwise:

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

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

(2) A local school board, the Board of Trustees of State Institutions of Higher Learning and the Mississippi Community College Board shall establish a dual enrollment system under which students in the school district who meet the prescribed criteria of this section may be enrolled in a postsecondary institution in Mississippi while they are still in school.

(3) **Dual credit eligibility.** Before credits earned by a qualified high school student from a community or junior college or state institution of higher learning may be transferred to the student's home school district, the student must be properly enrolled in a dual enrollment program.

(4) **Admission criteria for dual enrollment in community and junior college or university programs.** The Mississippi Community College Board and the Board of Trustees of State Institutions of Higher Learning may recommend to the State Board of Education



865 admission criteria for dual enrollment programs under which high  
866 school students may enroll at a community or junior college or  
867 university while they are still attending high school and enrolled  
868 in high school courses. Students may be admitted to enroll in  
869 community or junior college courses under the dual enrollment  
870 programs if they meet that individual institution's stated dual  
871 enrollment admission requirements.

872       (5) **Tuition and cost responsibility.** Tuition and costs for  
873 university-level courses and community and junior college courses  
874 offered under a dual enrollment program may be paid for by the  
875 postsecondary institution, the local school district, the parents  
876 or legal guardians of the student, or by grants, foundations or  
877 other private or public sources. Payment for tuition and any  
878 other costs must be made directly to the credit-granting  
879 institution.

880       (6) **Transportation responsibility.** Any transportation  
881 required by a student to participate in the dual enrollment  
882 program is the responsibility of the parent, custodian or legal  
883 guardian of the student. Transportation costs may be paid from  
884 any available public or private sources, including the local  
885 school district.

886       (7) **School district net enrollment credit.** When dually  
887 enrolled, the student may be counted, for total funding formula  
888 purposes, in the net enrollment of the public school district in  
889 which the student attends high school.



(8) **High school student transcript transfer requirements.**

Grades and college credits earned by a student admitted to a dual credit program must be recorded on the high school student record and on the college transcript at the university or community or junior college where the student attends classes. The transcript of the university or community or junior college coursework may be released to another institution or applied toward college graduation requirements.

(9) **Determining factor of prerequisites for dual enrollment courses.** Each university and community or junior college participating in a dual enrollment program shall determine course prerequisites. Course prerequisites shall be the same for dual enrolled students as for regularly enrolled students at that university or community or junior college.

(10) **Process for determining articulation of curriculum between high school, university, and community and junior college courses.** All dual credit courses must meet the standards established at the postsecondary level. Postsecondary level developmental courses may not be considered as meeting the requirements of the dual credit program. Dual credit memorandum of understandings must be established between each postsecondary institution and the school district implementing a dual credit program.

(11) [Deleted]



(12) **Eligible courses for dual credit programs.** Courses eligible for dual credit include, but are not necessarily limited to, foreign languages, advanced math courses, advanced science courses, performing arts, advanced business and technology, and career and technical courses. Distance Learning Collaborative Program courses approved under Section 37-67-1 shall be fully eligible for dual credit. All courses being considered for dual credit must receive unconditional approval from the superintendent of the local school district and the chief instructional officer at the participating community or junior college or university in order for college credit to be awarded. A university or community or junior college shall make the final decision on what courses are eligible for semester hour credits.

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

(14) **Course alignment.** The universities, community and junior colleges and the State Department of Education shall periodically review their respective policies and assess the place of dual credit courses within the context of their traditional offerings.

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



student must be allowed to earn an unlimited number of college or university credits for dual credit.

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

(a) Examination preparation taught at a high school by a qualified teacher. A student may receive credit at the secondary level after completion of an approved course and passing the standard examination, such as an Advanced Placement or International Baccalaureate course through which a high school student is allowed CLEP credit by making a three (3) or higher on the end-of-course examination.

(b) College or university courses taught at a high school or designated postsecondary site by a qualified teacher who is an employee of the school district and approved as an instructor by the collaborating college or university.

(c) College or university courses taught at a college, university or high school by an instructor employed by the college or university and approved by the collaborating school district.

(d) Online courses of any public university, community or junior college in Mississippi.

(17) **Qualifications of dual credit instructors.** A dual credit academic instructor must meet the requirements set forth by the regional accrediting association (Southern Association of College and Schools). University and community and junior college



963 personnel have the sole authority in the selection of dual credit  
964 instructors.

965       A dual credit career and technical education instructor must  
966 meet the requirements set forth by the Mississippi Community  
967 College Board in the qualifications manual for postsecondary  
968 career and technical personnel.

969       (18) **Guidance on local agreements.** The Chief Academic  
970 Officer of the State Board of Trustees of State Institutions of  
971 Higher Learning and the Chief Instructional Officers of the  
972 Mississippi Community College Board and the State Department of  
973 Education, working collaboratively, shall develop a template to be  
974 used by the individual community and junior colleges and  
975 institutions of higher learning for consistent implementation of  
976 the dual enrollment program throughout the State of Mississippi.

977       (19) **Mississippi Works Dual Enrollment-Dual Credit Option.**  
978 A local school board and the local community colleges board shall  
979 establish a Mississippi Works Dual Enrollment-Dual Credit Option  
980 Program under which potential or recent student dropouts may  
981 dually enroll in their home school and a local community college  
982 in a dual credit program consisting of high school completion  
983 coursework and a community college credential, certificate or  
984 degree program. Students completing the dual enrollment-credit  
985 option may obtain their high school diploma while obtaining a  
986 community college credential, certificate or degree. The  
987 Mississippi Department of Employment Security shall assist





988 students who have successfully completed the Mississippi Works  
989 Dual Enrollment-Dual Credit Option in securing a job upon the  
990 application of the student or the participating school or  
991 community college. The Mississippi Works Dual Enrollment-Dual  
992 Credit Option Program will be implemented statewide in the  
993 2012-2013 school year and thereafter. The State Board of  
994 Education, local school board and the local community college  
995 board shall establish criteria for the Dual Enrollment-Dual Credit  
996 Program. Students enrolled in the program will not be eligible to  
997 participate in interscholastic sports or other extracurricular  
998 activities at the home school district. Tuition and costs for  
999 community college courses offered under the Dual Enrollment-Dual  
1000 Credit Program shall not be charged to the student, parents or  
1001 legal guardians. When dually enrolled, the student shall be  
1002 counted, for total funding formula purposes, in the net enrollment  
1003 of the public school district in which the student attends high  
1004 school. Any transportation required by the student to participate  
1005 in the Dual Enrollment-Dual Credit Program is the responsibility  
1006 of the parent or legal guardian of the student, and transportation  
1007 costs may be paid from any available public or private sources,  
1008 including the local school district. Grades and college credits  
1009 earned by a student admitted to this Dual Enrollment-Dual Credit  
1010 Program shall be recorded on the high school student record and on  
1011 the college transcript at the community college and high school  
1012 where the student attends classes. The transcript of the



1013 community college coursework may be released to another  
1014 institution or applied toward college graduation requirements.  
1015 \* \* \* Courses that are eligible for dual credit shall \* \* \*  
1016 include, but not be limited to, core academic, career, technical  
1017 and degree program courses. All courses eligible for dual credit  
1018 shall be approved by the superintendent of the local school  
1019 district and the chief instructional officer at the participating  
1020 community college in order for college credit to be awarded. A  
1021 community college shall make the final decision on what courses  
1022 are eligible for semester hour credits and the local school  
1023 superintendent, subject to approval by the Mississippi Department  
1024 of Education, shall make the final decision on the transfer of  
1025 college courses credited to the student's high school transcript.

1026 **SECTION 8.** Section 37-35-3, Mississippi Code of 1972, is  
1027 amended as follows:

1028 37-35-3. (1) The board of trustees of any school district,  
1029 including any community or junior college, may establish and  
1030 maintain classes for adults, including general educational  
1031 development classes, under the regulations authorized in this  
1032 chapter and pursuant to the standards prescribed in subsection  
1033 (3). The property and facilities of the public school districts  
1034 may be used for this purpose where such use does not conflict with  
1035 uses already established.

1036 (2) The trustees of any school district desiring to  
1037 establish such program may request the taxing authority of the



1038 district to levy additional ad valorem taxes for the support of  
1039 this program. The board of supervisors, in the case of a county  
1040 school district, a special municipal separate school district, or  
1041 a community or junior college district, and the governing  
1042 authority of any municipality, in the case of a municipal separate  
1043 school district, is authorized, in its discretion, to levy a tax  
1044 not exceeding one (1) mill upon all the taxable property of the  
1045 district for the support of this program. The tax shall be in  
1046 addition to all other taxes authorized by law to be levied. In  
1047 addition to the funds realized from any such levy, the board of  
1048 trustees of any school district is authorized to use any surplus  
1049 funds that it may have or that may be made available to it from  
1050 local sources to supplement this program.

1051       (3) (a) Any student participating in an approved High  
1052 School Equivalency Diploma Option program administered by a local  
1053 school district or a local school district with an approved  
1054 contractual agreement with a community or junior college or other  
1055 local entity shall not be considered a dropout. Students in such  
1056 a program administered by a local school district shall be  
1057 considered as enrolled within the school district of origin for  
1058 the purpose of enrollment for total funding formula funds only.  
1059 Such students shall not be considered as enrolled in the regular  
1060 school program for academic or programmatic purposes.

1061       (b) Students participating in an approved High School  
1062 Equivalency Diploma Option program shall have an individual career



1063 plan developed at the time of placement to ensure that the  
1064 student's academic and job skill needs will be met. The  
1065 Individual Career Plan will address, but is not limited to, the  
1066 following:

1067 (i) Academic and instructional needs of the  
1068 student;

1069 (ii) Job readiness needs of the student; and

1070 (iii) Work experience program options available  
1071 for the student.

1072 (c) Students participating in an approved High School  
1073 Equivalency Diploma Option program may participate in existing job  
1074 and skills development programs or in similar programs developed  
1075 in conjunction with the High School Equivalency Diploma Option  
1076 program and the vocational director.

1077 (d) High School Equivalency Diploma Option programs may  
1078 be operated by local school districts or may be operated by two  
1079 (2) or more adjacent school districts, pursuant to a contract  
1080 approved by the State Board of Education. When two (2) or more  
1081 school districts contract to operate a High School Equivalency  
1082 Diploma Option program, the school board of a district designated  
1083 to be the lead district shall serve as the governing board of the  
1084 High School Equivalency Diploma Option program. Transportation  
1085 for students placed in the High School Equivalency Diploma Option  
1086 program shall be the responsibility of the school district of  
1087 origin. The expense of establishing, maintaining and operating



1088 such High School Equivalency Diploma Option programs may be paid  
1089 from funds made available to the school district through  
1090 contributions, total funding formula funds or from local district  
1091 maintenance funds.

1092 (e) The State Department of Education will develop  
1093 procedures and criteria for placement of a student in the High  
1094 School Equivalency Diploma Option programs. Students placed in  
1095 High School Equivalency Diploma Option programs shall have  
1096 parental approval for such placement and must meet the following  
1097 criteria:

1098 (i) The student must be at least sixteen (16)  
1099 years of age;

1100 (ii) The student must be at least one (1) full  
1101 grade level behind his or her ninth grade cohort or must have  
1102 acquired less than four (4) Carnegie units;

1103 (iii) The student must have taken every  
1104 opportunity to continue to participate in coursework leading to a  
1105 diploma; and

1106 (iv) The student must be certified to be eligible  
1107 to participate in the GED course by the school district  
1108 superintendent, based on the developed criteria.

1109 (f) Students participating in an approved High School  
1110 Equivalency Diploma Option program \* \* \* shall be required to take  
1111 the \* \* \* college- and career-readiness assessments as described  
1112 in Section 37-17-6.



1113           **SECTION 9.** This act shall take effect and be in force from  
1114 and after July 1, 2025.

