



**MAIS ACCREDITATION MANUAL
AND
MAIS REGULATIONS AND GUIDELINES
MAIS TEACHER CERTIFICATION MANUAL
MAIS ETHICS POLICY**



ACCREDITATION STANDARDS

(Revised January 2017)

Legal Authority

The Accreditation Commission of the Mississippi Association of Independent Schools, under the authority of Section 37-17-9 of the Mississippi Code of 1972 and in accordance with the By-Laws of the Mississippi Association of Independent Schools (revised July 1993), was established to develop, evaluate, and maintain standards that would be used in determining the initial qualifications for accreditation of non-public schools and to provide for a systematic annual evaluation of member schools based on the fore-mentioned standards.

Mission Statement

The Mission of the Mississippi Association of Independent Schools is to certify educational integrity of member schools and to promote the development and freedoms of independent schools in the Mid-south.

Organizational Vision

As the champion of independent education in the Mid-South, the MAIS will cultivate educational leaders; provide on-line resources—such as teacher training, curricula, and inter-scholastic activity coordination—for member schools and expand its sphere of influence through partnerships with national and other regional educational agencies.

Independent Schools

Independent schools often differ in philosophy, objectives, and academic approach from tax-payer funded “public schools.” The guidelines set forth in this manual reflect those differences by providing member schools with standard of excellence, guidelines that can be used in developing a sound educational environment, and freedom to pursue their objectives through mission-appropriate means.

School Accreditation

Accreditation through the Mississippi Association of Independent Schools is comprehensive, addressing the total school including its physical plant, community, staff and administration, activities, and instructional personnel. Site visits by evaluation teams are required once in each five (5) year period or whenever deemed necessary by the Commission.

According to the By-Laws of the Association, the Accrediting Commission shall be composed of two (2) administrators, active or inactive, from each geographical district of the Association who shall be appointed by the President of the Executive Committee of the Association. Each Commissioner shall serve until his successor has been duly appointed or until he resigns, with the intent being to create a stable, enduring Commission of respected educators.

Accreditation through the Mississippi Association of Independent Schools is not permanent. The annual assessment is intended to ensure accountability and to serve as a catalyst for the continuing school improvement.

The Mississippi Association of Independent Schools has a cordial working relationship with other state and regional accrediting agencies, including the Southern Association of Independent Schools (SAIS), the Southern Association of Colleges and Schools (SACS/ AdvancED), and the Mississippi Institutions of Higher Learning (IHL). The Mississippi Association of Independent Schools was granted approval as a regional accrediting association by the Mississippi State Department of Education in July of 2005. However, accreditation by the Mississippi Association of Independent Schools shall not depend on the standards or policies of any other agency.

History and Educational Philosophy

Although the MAIS was established in 1968, independent (or “non-public”) education is as old as civilization and independent schools have played an undeniably significant role in the foundation and development of the United States. The first schools in North America were established by Roman Catholics in what are now the states of Florida and Louisiana long before any state-funded public schools existed on the continent. Indeed, an organized system of “public” schools did not exist in the United States until the 1840’s, and concerned parents have always made educational choices for the beneficial development of their children.

Since 1968, the MAIS has certified the educational integrity of its member schools, which have taken great pride in providing exceptional educational opportunities for children in the State of Mississippi and surrounding states. The MAIS network of 120 schools currently boasts an enrollment of over 40,000 students, and these schools directly employ over 6,000 citizens and provide a customer base for countless other businesses. They are

integral participants in their communities, both economically and socially. While athletic teams of member schools continue to prove their metal at greater and greater levels of competition, academic achievements of students in member schools are at an all-time high with no sign of slowing down. MAIS schools placed 96 % of their graduates in four year and community colleges, with an average ACT score 4 points higher than the national average of college-bound students.

In the British educational system independent, fee-paying schools are known as “public schools”—that is to say, like British “pubs,” they are open to and supported by the public on a voluntary basis. In the American system the term “public” applies to schools that are strictly regulated by the states (and increasingly by the US Department of Education) and funded through compulsory taxation.

American “independent schools” are open to the public and are supported voluntarily by families who use their services and by people who value their mission, their product, and their place in the community. Independent schools operate independently of tax-payer funding and exercise the freedom to pursue missions that they believe best serve their unique constituencies and support their values. The MAIS facilitates communication and fosters mutual accountability among its member schools in the mid-south, so that “independent schools” do not have to operate in isolation. Like independent schools themselves, the MAIS is funded by schools that voluntarily join the association and by voluntary contributions from the public—from people who value educational freedom and the exceptional opportunities that independent schools provide in a community.



GENERAL OPERATING PRINCIPLES

School Governance

Effective governing boards adhere to the Corporate Charter, By-Laws, and amendments thereto as they determine, integrate, and coordinate policies that define the school's purpose and function. The role of governing boards is to develop policies, fund the total school program, and hire the school's Head of School.

School Administration

Effective school leadership hinges on the development of a professional mission-appropriate plan that implements board policy and school purpose, meets students' needs, maintains relevancy in the curriculum, and provides extra-curricular programs. The pursuit of excellence in all areas of operation is a priority of strong and effective school leadership.

School Personnel

A competent, experienced, and qualified administration and instructional staff are essential for implementing a well-planned curriculum designed to achieve the school's mission.

School Philosophy and Objectives

A school's philosophy and objectives should be carefully formulated and clearly stated to express the school's mission, character, and purpose. The philosophy and objectives should be concise statements of beliefs about teaching and learning and about the unique role of the school in these processes.

School and Community

The effective school has a basic commitment to promote mutually beneficial school-community interaction. The school provides educational programs, facilities, services, and activities for the community as well as opportunities for businesses and community agencies to commit time, talents, and resources to the school.

Academic Program: Curriculum

An effective, mission-appropriate curriculum grows out of careful planning led by the

Head of School and involving interaction with the school's faculty, staff, the Board, the parents, the community, and the students. A school's curriculum is to be specific for its unique mission in design, scope, and sequence.

Academic Program: Instruction

A primary duty of the Head of School is securing, supporting, and keeping a strong teaching staff. Each teacher must, in turn, assume responsibility for ensuring that the essential ingredients for student learning are in place.

Graduation Requirements

Issuing a high school diploma from a school that is accredited by the Mississippi Association of Independent Schools indicates verification by the Head of School and its Board that the student who receives the diploma has satisfactorily completed all requirements for that diploma, including, but not limited to, passing the courses as delineated in this Manual.

Library/Media Services

The library/media services provide services that support the school's mission, beliefs, and goals. Essential resources are provided to support the basic curriculum, enrich and extend the curriculum, offer opportunities for independent study/research, and supplement classroom media/materials/equipment.

Guidance Counseling

Guidance counseling is an essential support function to provide direction for the individual student's educational program.

Student Activities

Student activities are an integral part of an effective school program and are planned and developed to support the school's mission, vision, beliefs, and goals.

Plant and Facilities

The school site, plant, and facilities must provide a safe physical environment in which to implement the educational program. The operation and maintenance of the plant and facilities should be organized to achieve the school's mission and to safeguard the financial investment.



MAIS/ADVANCED INTERNAL REVIEW PROCESS

Annually:

The Head of School is responsible to

1. Complete MAIS surveys
2. Submit teacher credentials to Director of Instruction for certification
3. Submit signed teacher certification verification form

Every five (5) years:

The Head of School is responsible to

1. Familiarize himself with the accreditation process and protocol for internal and external review by attending workshops, serving on visiting teams, reviewing all MAIS manuals, regulations, and guidelines.
2. Review the Accreditation Requirements
 - Profile
 - Executive Summary
 - MAIS Assurances
 - MAIS/AdvancED Standards
 - Surveys/stakeholder feedback
 - Improvement Plan
3. Update on-line school profile at the MAIS website
4. Gather and analyze applicable stakeholder feedback
5. Review all MAIS Assurances and AdvancED Standards Indicators
6. Create a mission-appropriate school improvement plan/strategic plan
7. Write an executive summary
8. Host external review team
9. Report actions taken as a result of the recommendations of the external review team within two (2) years of the on-site visit



MAIS ASSURANCES

1. Legal Compliance – *AdvancED Standard 4.3*

The school complies with all applicable local, state, and federal laws.

2. Accreditation Guidelines – *AdvancED Standard 2.1*

The school meets and maintains MAIS accrediting guidelines, which is necessary to be an Association member.

3. Mission Statement – *AdvancED Standard 2.1*

The school has a written mission statement that provides the foundation for its vision, beliefs, and goals.

4. School Improvement Plan – *AdvancED Standard 5.5*

The school formulates and monitors a school improvement plan that supports the school's mission, vision, beliefs, and goals.

5. Governing Board Fiscal Responsibility – *AdvancED Standard 4.2*

The Governing Board ensures adequate funding for the total school program.

6. Insurance Coverage – *AdvancED Standard 4.2*

The Governing Board ensures the school has an adequate insurance program to cover property, buildings, equipment, and professional liability to protect the school's financial investment.

7. Physical Plant Policy – *AdvancED Standard 4.3*

The Governing Board has policies to ensure that the school site, plant, and facilities provide the physical environment to implement the desired educational programs.

8. Administrator Qualifications – *AdvancED Standard 4.1*

The school complies with the MAIS certification requirements for administrators.

9. Teacher Qualifications – *AdvancED Standard 4.1*

The school complies with the MAIS certification requirements for teachers.

10. Guidance Counselor Qualifications – *AdvancED Standard 4.1*

The school complies with the MAIS certification requirements for guidance counselors.

11. Librarian/Media Specialist Qualifications – *AdvancED Standard 4.1*

The school is in compliance with the MAIS personnel requirements for librarians and media specialists.

12. Administrators' Workshop – *AdvancED Standard 3.11*

An administrator from each member school must participate in an MAIS Administrators' Conference at least once every two years.

13. Professional Development – *AdvancED Standard 3.11*

The Head of School directs, supervises, and documents a mission-appropriate professional development programs that includes 15 hours annually of school in-service designed to meet the needs of the school and ensures 100% participation of instructional staff in the school's professional development program.

14. Employee Evaluations – *AdvancED Standard 2.6*

The Head of School must develop and administer an evaluation program for faculty and for staff.

15. School Environment Policy – *AdvancED Standard 4.3*

The Head of School creates and implements mission-appropriate policies directed toward providing a safe, secure, and wholesome environment for students, faculty, staff, and visitors.

16. Student Health Policy - *AdvancED Standard 4.3*

The Head of School directs and supervises the implementation of procedures for handling illnesses and injuries during the school day.

17. Crisis Management - *AdvancED Standard 4.3*

The school ensures crisis procedures are published and periodically drilled in accordance

with MAIS guidelines.

18. Budgetary Responsibility – *AdvancED Standard 4.2*

The Head of School directs and superintends the school's budget.

19. Maintenance and Security of Records – *AdvancED Standard 2.1*

The Head of School ensures student transcripts, attendance records, teacher grade books, and other applicable data and documents are professionally maintained and secured.

20. School Calendars – *AdvancED Standard 4.2*

School calendars provide for a minimum of 175 school days per year for all students, grades K-12, exclusive of privilege days, in-service and holidays or applicable state laws regarding number of school days. Half-day schedules must include a minimum of four hours of student instructional time to qualify as a teaching day.

21. Written Handbooks – *AdvancED Standard 4.3*

The school publishes written mission-appropriate guidelines for stakeholders conduct, attendance, and appearance.

22. Student Activities – *AdvancED Standard 4.6*

The school plans and provides student activities that support the school's mission, vision, beliefs, and goals.

23. Library/Media Services – *AdvancED Standard 4.5*

The school provides library/media services that support the school's mission, vision, beliefs and goals.

24. Challenged Material – *AdvancED Standard 4.4*

The school has a mission-appropriate policy and procedure for responding to "challenged materials."

25. Technology Plan – *AdvancED Standard 4.5*

The school has a school technology plan that addresses short- and long-range goals for

the school's mission-appropriate technology needs.

26. Guidance Counseling Services – AdvancED Standard 4.7

The school provides mission-appropriate guidance counseling services to all students.

27. Course of Study – AdvancED Standard 3.1

The school offers a course of study for each subject at each grade level that contains mission-appropriate course objectives, methods, materials, activities, and resources.

28. Curriculum Scope and Sequence – AdvancED Standard 3.2

The Head of School directs and supervises an ongoing program to ensure mission-appropriate scope and sequence for each curricular offering.

29. Kindergarten Curriculum – AdvancED Standard 4.2

At the kindergarten level, at least four (4) hours is spent each day in a mission-appropriate correlated and/or integrated curriculum that provides for developmentally appropriate learning activities.

30. Instructional Time – AdvancED Standard 4.2

All schedules (Grades 1-12) reflect at least 5.5 hours of academic instruction per day. Academic instructional time is defined as the actual time students are in a classroom and does not include any time beyond the instructional setting (e.g., time between classes, homeroom, breaks, lunches, etc.)

31. Course Credit Guidelines – AdvancED Standard 4.2/AdvancED Standard 3.10

Subjects offered for one (1) credit meet for 120 hours of classroom instruction during the school year. A subject offered for a half (0.5) credit meet for 60 hours of classroom instruction during the school year.

32. Student Placement and Transfers – AdvancED Standard 2.1

The school adheres to MAIS student placement and transfer guidelines.

33. Student Promotion and Retention – AdvancED Standard 2.1

The school adheres to MAIS guidelines for student promotion, retention, and remediation.

34. Graduation Guidelines – *AdvancED Standard 2.1*

The school adheres to the MAIS graduation guidelines.

35. Standardized Testing Program – *AdvancED Standard 5.2*

The Head of School directs and supervises the standardized testing program and documents the use of the results to improve the curriculum, teaching, and learning.

36. Written Policies – *AdvancED Standard 4.3*

The school publishes written mission-appropriate policies for students and employees.



MAIS EDUCATIONAL PRACTICES GUIDE 2014

Introduction

This Educational Practices Guide describes the educational practices that the Mississippi Association of Independent Schools (MAIS) has found helpful in providing a quality learning environment. This guide is designed to serve as a resource to schools and is aligned with the AdvancED Accreditation Standards for Quality Schools and the MAIS Assurances.

The MAIS is focused on quality and continuous school improvement in the independent school environment. Quality is achieved from the dynamic combination of inputs, processes, and results working in harmony to achieve the school's vision for student learning according to its mission. The AdvancED Standards for Quality Schools and MAIS Assurances presume this comprehensive view of quality. Schools should use the Standards and MAIS Assurances as tools in their pursuit of quality. The educational practices referenced in this guide can be used to support both the MAIS Assurances and the corresponding AdvancED Standards for Quality Schools when schools are looking for direction. The practices highlighted are examples of benchmarks of good practice and pertain to specific assurances.

The MAIS Assurances are identified by bold lettering and are non-negotiable statements. The additional practices contained within this guide offer reference points for what is generally accepted as good practice. While they are offered as a starting point for comparison, they are not meant to limit creative and innovative mission-appropriate practices that best meet the needs of the school and its stakeholders.

The ultimate goal of the accreditation process is to help schools maximize student success and school effectiveness. Schools may use the educational practices referenced in this guide in achieving this goal.

1. Legal Compliance – *AdvancED Standard 4.3*

The school complies with all applicable local, state, and federal laws.

Examples of regulations, taxes, and programs:

- Sales, income, and corporate taxes
- State Unemployment Insurance
- FICA

- Asbestos Management and Control Act (EPA)
- Lead Contamination Act (EPA)
- OSHA's "Right to Know Law" regarding hazardous communications, health, and safety programs
- Americans with Disabilities Act (ADA)
- Commercial Driver's License Act (CDL)
- Workers' Compensation Insurance
- General Liability Insurance
- Professional Liability Insurance
- Student Health Insurance
- Fire, health, and safety regulations

2. Accreditation Guidelines – *AdvancED Standard 2.1*

The school meets and maintains MAIS accrediting guidelines, which is necessary to be an Association member.

- Printed certificate issued by MAIS office

3. Mission Statement – *AdvancED Standard 2.1*

The school has a written mission statement that provides the foundation for its vision, beliefs, and goals.

- Governing Board Handbook
- Student Handbook
- Teacher Handbook
- Parent Handbook
- Enrollment Application
- Employment Application
- Promotional Materials

4. School Improvement Plan – *AdvancED Standard 5.5*

The school formulates and monitors a school improvement plan that supports the school's mission, vision, beliefs, and goals.

- Written Improvement Plan
- Written recommendations from previous on-site visit
- Written Executive Summaries on progress regarding implementation of visiting team's Recommendations

- Written Stakeholder Surveys
- Written minutes of School Improvement Committees' meetings

5. Governing Board Fiscal Responsibility – *AdvancED Standard 4.2*

The Governing Board ensures adequate funding for the total school program.

- Written audit procedures that ensure the protection of all assets
- Written minutes from a meeting of a finance committee with the responsibility to review income and expenditures to ensure financial stability
- A surety bond for staff members whose job descriptions indicate the need for a bond
- A written policy requiring all fund raising projects to be approved by the Head of School
- A written policy governing all corporate and school bank accounts

6. Insurance Coverage – *AdvancED Standard 4.2*

The Governing Board ensures the school has an adequate insurance program to cover property, buildings, equipment, and professional liability to protect the school's financial investment.

- Printed Certificate of Insurance
- Governing Board Handbook policy regarding insurance

7. Physical Plant Policy – *AdvancED Standard 4.3*

The Governing Board has policies to ensure that the school site, plant, and facilities provide the physical environment to implement the desired educational programs.

- Governing Board Handbook policy regarding physical plant

8. Administrator Qualifications – *AdvancED Standard 4.1*

The school complies with the MAIS certification requirements for administrators.

- See MAIS Teachers' Certification Manual [Appendix F]

9. Teacher Qualifications – *AdvancED Standard 4.1*

The school complies with the MAIS certification requirements for teachers.

- See MAIS Teachers' Certification Manual [Appendix F]

10. Guidance Counselor Qualifications – *AdvancED Standard 4.1*

The school complies with the MAIS certification requirements for guidance counselors.

- See MAIS Teachers' Certification Manual [Appendix F]

11. Librarian/Media Specialist Qualifications – *AdvancED Standard 4.1*

The school is in compliance with the MAIS personnel requirements for librarians and media specialists.

- See MAIS Teachers' Certification Manual [Appendix F]

12. Administrators' Workshop – *AdvancED Standard 3.11*

At least one (1) administrator from the member school participates in an MAIS Administrators' Conference at least once every two (2) years.

13. Professional Development – *AdvancED Standard 3.11*

The Head of School directs, supervises, and documents a mission-appropriate professional development programs that includes 15 hours annually of school in-service designed to meet the needs of the school and ensures 100% participation of administration and instructional staff in the school's professional development program.

- Curriculum, handouts, calendar of events, attendance record, notices, etc. that demonstrate an ongoing in-service program for all employees

14. Employee Evaluations – *AdvancED Standard 2.6*

The Head of School must develop and administer an evaluation program for faculty and for staff.

- A written record of evaluation of teacher effectiveness, classroom management, discipline, content knowledge, student progress, lesson planning, classroom environment, character, professional development and record keeping
- A written record of evaluation of staff to include employee effectiveness, time management, character, and professional development.

15. School Environment Policy – *AdvancED Standard 4.3*

The Head of School creates and implements mission-appropriate policies directed toward providing a safe, secure, and wholesome environment for students, faculty, staff, and visitors.

- A written policy for maintenance and use of the plant, facilities, and grounds under the direct supervision of the Head of School.

- A written policy requiring periodic health and safety checks of all buildings, facilities, and grounds (For example: all electrical outlets, playground equipment, physical education apparatus, athletic equipment, weight room, food services facilities, science laboratories, stairs, traffic flow pattern, and other high-risk areas.)
- A written policy requiring fire, severe weather, and evacuation procedures that comply with state and local regulations.
- A written policy requiring specific safeguard provisions and equipment to protect all important documents from fire, theft, vandalism, and natural disasters.

16. Student Health Policy - AdvancED Standard 4.3

The Head of School directs and supervises the implementation of procedures for handling illnesses and injuries during the school day.

- A written policy that complies with applicable local, state, and federal health regulations for dealing with infectious diseases.
- The school office maintains a first aid kit, equipped to handle initial emergency situations.
- A written “notifiable disease” policy requiring persons diagnosed with a notifiable disease to obtain clearance from a medical doctor before returning to school.
- A written policy that complies with applicable local, state, and federal regulations regarding contagious diseases.

17. Crisis Management - AdvancED Standard 4.3

The school ensures crisis procedures are published and periodically drilled in accordance with MAIS guidelines.

- Written procedures specifically for handling bomb and/or other types of terrorist threats. This procedure should include, but not be limited to, the following:
 - Handling the phone call
 - Establishing a school alert system
 - Contacting appropriate outside authorities
 - Establishing an evacuation procedure
 - Establishing a “lock-down” procedure
 - Establishing a search procedure

Establishing a procedure for handling suspicious items

Determining “all clear” status

- Written procedures for handling natural disasters, including such events as tornadoes, hurricanes, ice storms, etc.

18. Budgetary Responsibility – *AdvancED Standard 4.2*

The Head of School directs and superintends the school’s budget.

- A written annual budget submitted for governing board action
- A written policy regarding ongoing budget review practices to maintain financial status awareness
- Minutes of meetings that record budget review activities
- A professional audit of the school’s financial records demonstrating that financial activity complies with board policies covering payroll, purchasing, and disbursements
- Implement acceptable board-approved procedures for the Internal Account.
- Minutes of meetings at which the Head of School approves and/or directs internal school fund-raising projects

19. Maintenance and Security of Records – *AdvancED Standard 2.1*

The Head of School ensures student transcripts, attendance records, teacher grade books, and other applicable data and documents are professionally maintained and secured.

- A written policy requiring the maintenance of a hard copy of the student transcript, whether or not a computerized transcript exists
- A written policy covering release of student records and the removal of student records from the file (The policy should ensure regulations of the “Privacy Act of 1976” are followed.)
- A written policy requiring the recording of student’s social security number on the Cumulative Record
- A written policy requiring that a copy of the student’s immunization record and birth certificate records be included in a cumulative record
- A copy of the student’s immunization record and birth certificate records be included in a cumulative record
- A written policy disallowing the writing of any subjective observations or statements on a student’s transcript
- A written policy requiring that all student records, attendance registers, grade books, and other similar documents be prepared in a timely and professional manner

- An archive of all student records, attendance registers, grade books, and other similar documents
- A duplicate copy of student transcripts maintained in a fire-proof location
- Standardized tests that are currently administered at the school should be kept secure by the Head of School. Professional and ethical procedures must be established and followed for absolute test security as it relates to teachers and students.

20. School Calendars – *AdvancED Standard 4.2*

School calendars provide for a minimum of 175 full school days per year for all students, grades K-12, exclusive of privilege days, in-service, and holidays. If half-days are used, the school year is extended to accommodate this arrangement. In an emergency situation, if school is in session for four (4) hours, a full school day may be counted.

- The school calendar serves as documentation for this assurance.

21. Written Handbooks – *AdvancED Standard 4.3*

The school publishes written mission-appropriate guidelines for stakeholders' conduct, attendance, and appearance.

- Governing Board Handbook
- Staff Handbook
- Teacher Handbook
- Student Handbook
- Parent Handbook

22. Student Activities – *AdvancED Standard 4.6*

The school plans and provides student activities that support the school's mission, vision, beliefs, and goals.

- School Calendar
- Field Trips
- Special Speakers

23. Library/Media Services – *AdvancED Standard 4.5*

The school provides library/media services that support the school's mission, vision, beliefs and goals.

- Supplemental classroom resources

- Opportunities for independent research
- Computer/Internet access
- Books and periodicals

24. Challenged Material – *AdvancED Standard 4.4*

The school has a mission-appropriate policy and procedure for responding to “challenged materials.”

- Governing Board Handbook
- Staff Handbook
- Teacher Handbook
- Student Handbook
- Parent Handbook

25. Technology Plan – *AdvancED Standard 4.5*

The school has a school technology plan that addresses short- and long-range goals for the school’s mission-appropriate technology needs.

- A written School Improvement Plan
- A written Technology Plan
- Written recommendations from on-site visit
- A written Executive Summary of progress toward goals identified during on-site visit

26. Guidance Counseling Services – *AdvancED Standard 4.7*

The school provides mission-appropriate guidance counseling services to all students.

- Guidance Counselor’s Calendar
- College and university admissions material

27. Course of Study – *AdvancED Standard 3.1*

The school offers a course of study for each subject at each grade level that contains mission-appropriate course objectives, methods, materials, activities, and resources.

- All subjects, physical education, and computer courses/classes must have a Course of Study.
- Written lesson plans that contain course objectives
- Classroom handouts, tests, projects, etc.
- Master schedule

28. Curriculum Scope and Sequence – *AdvancED Standard 3.2*

The Head of School directs and supervises an ongoing program to ensure mission-appropriate scope and sequence for each curricular offering.

- A written document containing Scope and Sequence of each course that addresses both vertical and horizontal alignment

29. Kindergarten Curriculum – *AdvancED Standard 4.2*

At the kindergarten level, at least four (4) hours is spent each day in a mission-appropriate correlated and/or integrated curriculum that provides for developmentally appropriate learning activities.

- Written lesson plans
- Daily Schedule
- Teacher in-service curriculum

30. Instructional Time – *AdvancED Standard 4.2*

All schedules (Grades 1-12) reflect at least 5.5 hours of academic instruction per day. Academic instructional time is defined as the actual time students are in a classroom and does not include any time beyond the instructional setting (e.g., time between classes, homeroom, breaks, lunches, etc.)

- A written master schedule
- A written bell schedule

31. Course Credit Guidelines – *AdvancED Standard 4.2/AdvancED Standard 3.10*

Subjects offered for one (1) credit (Carnegie Unit) meet for 120 hours of classroom instruction during the school year. A subject offered for a half (0.5) credit meet for 60 hours of classroom instruction during the school year.

- Written course credit guidelines
- Master schedule
- Student Handbook
- School calendar

32. Student Placement and Transfers – *AdvancED Standard 2.1*

The school adheres to MAIS student placement and transfer guidelines.

- Student Handbook
- Parent Handbook

- Written Guidance Counselor procedures
- Admission testing materials

33. Student Promotion and Retention – *AdvancED Standard 2.1*

The school adheres to MAIS guidelines for student promotion, retention, and remediation.

- Student Handbook
- Parent Handbook
- Student transcripts, report cards, cumulative folders, grade books, etc.
- Attendance records

34. Graduation Guidelines – *AdvancED Standard 2.1*

The school adheres to the MAIS graduation guidelines.

- See Appendix C

35. Standardized Testing Program – *AdvancED Standard 5.2*

The Head of School directs and supervises the standardized testing program and documents the use of the results to improve the curriculum, teaching, and learning.

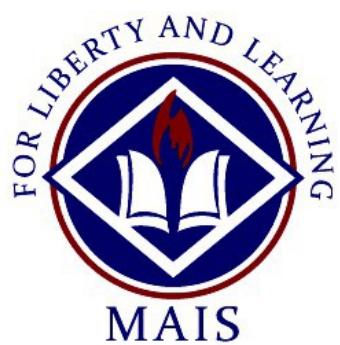
- A written policy regarding elementary school achievement test
- A written policy outlining high schools' college readiness preparation and testing requirements
- Record of objective data collected from results standardized test

36. Written Policies – *AdvancED Standard 4.3*

The school publishes written mission-appropriate policies for students and employees.

- A written mission/purpose statement, written philosophy, and written objectives of the school
- A written policy outlining the selection (hiring) and termination (firing) of all personnel
- A written policy requiring a criminal background check on all school employees.
- A written employee/employer contractual agreement
- A written admission policy that clearly defines all enrollment criteria and supports the school's mission statement
- Parent Handbook
- Governing Board Handbook

- Student Handbook
- Faculty Handbook
- Written safety and security procedures for plant and facilities
- A written policy for safeguarding the school's inventory of equipment and supplies, corporate records, minutes, deeds, and other important papers
- A written policy requiring adequate insurance coverage to include general liability, professional liability, property, workers' compensation, student accident, vandalism, etc.
- A written policy for securing student transcripts, teacher grade books, and attendance records
- A written policy that requires administrators and teachers to meet or to exceed the credential requirement of the MAIS
- A written policy requiring all elementary schools to test all students according to MAIS specifications for achievement
- A written policy outlining high schools' college readiness preparation and testing requirements.
- A written policy requiring all graduates to meet MAIS requirements
- A written policy regarding Professional Development that meets MAIS requirements
- A written policy governing the acceptance of transfer students that meets MAIS requirements



ACCREDITATION MANUAL

MAIS REGULATIONS AND GUIDELINES

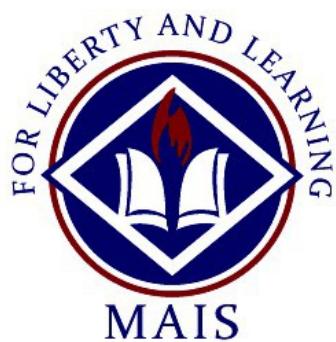
- Appendix A – Student Placement and Transfers
- Appendix B – Student Promotion and Retention
- Appendix C – Curriculum and Graduation
- Appendix D – Crisis Management
- Appendix E – Personnel

MAIS TEACHER CERTIFICATION MANUAL

- Appendix F

MAIS ETHICS POLICY

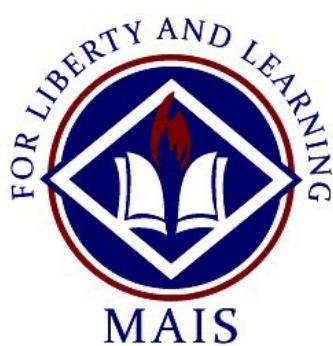
- Appendix G



REGULATIONS AND GUIDELINES FOR STUDENT PLACEMENT AND TRANSFERS

To ensure academic integrity among member schools, MAIS requires the following for student placement and transfer:

1. Kindergarten – MAIS requires member schools to abide by applicable state laws regarding appropriate age for kindergarten admission. For example, Mississippi requires a child to have reached the age of 5 on or before September 1 of the school year for which application is being made in order to be eligible for admission to kindergarten.
2. Elementary – MAIS requires member schools to abide by applicable state laws regarding appropriate age for admission to first grade. For example, Mississippi requires a child to have reached the age of 6 on or before September 1 of the school year for which application is being made in order to be eligible for admission to first grade.
3. Member schools are permitted to accept by transfer kindergarten and elementary students who do not meet the member school's state requirement if the student was previously enrolled in a school in a state that allowed entrance at an earlier age.
4. Secondary – MAIS permits member schools to accept previously earned credits of transfer students who demonstrate competence in the subject area of the credit that is being transferred through proper documentation or placement testing.
5. If there is not a match between the instructional/educational needs of a student applying for transfer into a member school and the school's mission and/or its admission policy, the school may refuse admission to the student or acceptance of a transfer credit.



REGULATIONS AND GUIDELINES FOR STUDENT PROMOTION AND RETENTION

1. Kindergarten

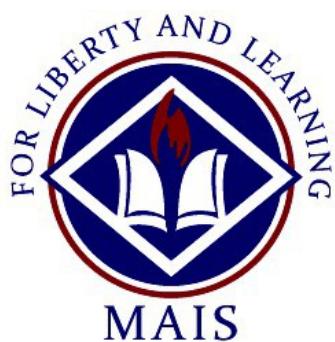
- (a) Member schools may promote students to the first grade upon satisfactory completion of the requirements of kindergarten and the recommendation of the appropriate school official considering the chronological age and mental, social, and physical development of the student.
- (b) Member schools must set a maximum number of days absent during the school year (not to exceed 20 days) after which a kindergarten student may not be promoted.

2. Elementary

- (a) Member schools may admit or promote an elementary student to a given grade level upon evidence of satisfactory completion of the requirements of the previous level and the recommendation of the appropriate school official considering the chronological age and mental, social, and physical development of the student.
- (b) The MAIS Accrediting Commission does not recommend “double promotion” or skipping grades in the elementary school. A school desiring take this action shall submit a request for approval to the MAIS Director of Instruction.
- (c) Member schools must set a maximum number of days absent during the school year (not to exceed 20 days) after which an elementary student may not be promoted.

3. High School

- (a) High school students are promoted to the next level in a subject area in which they have successfully completed the requirements of the previous level as per the scope and sequence of the high school curriculum.
- (b) Member schools must set a maximum number of absences during the school year after which a student cannot receive course credit. The maximum number of absences allowed by a member school may not exceed 20 days during the school year, or 10 days from single semester, half-credit courses.



REGULATIONS AND GUIDELINES FOR CURRICULUM AND GRADUATION

1. General Requirements

- (a) Students shall not be allowed to earn more than ten (10) credits during a school session (defined as the regular school year and summer school).
- (b) Students in grades 7 – 9 must abide by the regulations and guidelines recorded in the *MAIS-AAC Manual* to be eligible to participate in interscholastic activities.
- (c) Students in grades 10 – 12 must be enrolled in at least four (4) academic subjects and have successfully earned four (4) academic credits the previous year for academic eligibility for activities that lead to interscholastic competition. Additional criteria for eligibility are recorded in the *MAIS-ACC Manual*.

2. Minimum Credit Requirements for Graduation

Students must earn a minimum of twenty (20) Carnegie Units* of academic credit to graduate from an MAIS member school, including the following required courses:

- English – 4 units
- Mathematics – 4 units (Algebra I required; two of the three remaining credits must be higher than Algebra I)
- Science – 4 units (a laboratory-based biological science required)
- Social Studies – 4 units (American history and American civil government required)
- Electives – 4 units (a half (0.5) computer credit required)

* One (1) Carnegie Unit equal one (1) academic credit

3. Institutional Requirements for Granting a Diploma

- (a) A student shall earn at least two (2) of his last four (4) credits in residence at the high school before the school may grant him a diploma. Successful completion of four (4) half (0.5) credit courses in one semester is equivalent to two (2) credits.
- (b) A school shall not grant a diploma, signed or unsigned, or any substitute for a diploma, to a student who fails to meet the requirements for graduation.
- (c) Dual Credit courses taken through an institution of higher learning prior to high school graduation may be used for high school credit.
 - A “dual enrolled” student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school.
 - A “dual credit” student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework.

- One (1) three-hour university or community or junior college course equals one (1) high school credit (i.e., 1 Carnegie Unit).
- (d) Schools may issue a half (0.5) credit for any course successfully completed at the end of one semester (or the equivalent classroom hours). The course may be a one semester course or a full-year course.
- (e) Schools may issue credits to eighth graders provided the courses (e.g., Algebra I, Pre-Algebra, Entry Level Computer, and Foreign Language) are successfully completed, carry the same rigor and content as the high school course, and meet state requirements
- (f) The total number of required credits earned by correspondence, summer school, or approved on-line courses for repeat or new coursework, shall not exceed two (2) credits earned during one summer.
- (g) Coursework taken on-line or by correspondence may be credited toward graduation provided that permission is granted by the school of record and the course provider is regionally or state accredited.
- (h) The Head of School may grant a half (0.5) credit to a student for participating in a foreign study tour program after establishing that the time and content of the program meet the requirements for awarding such credit.

4. Requirements for Awarding Credit in Summer School

- (a) Credit may be given for coursework done in summer school that is equal in quality and quantity to the course requirement of the regular school year. [see MAIS Accreditation Manual 31]
- (b) An “extended term” is summer school enrollment for remediation or completion of course objectives not met by participating students at the same school during the regular school year.
- (c) The qualifications of summer school teachers shall be the same as those of teachers in the regular school year.
- (d) A student may earn a maximum of two (2) credits during a summer.

5. Secondary Subjects Approved for Credit

The following courses have been approved for either one half (0.5) or one (1) Carnegie Unit of academic credit:

BIBLE

(Must be taught by a certified Bible teacher to be offered for credit)

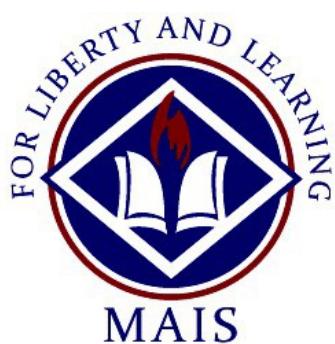
Bible I	1 or 0.5
Bible II	1 or 0.5
Bible III	1 or 0.5
Bible IV	1 or 0.5

BUSINESS EDUCATION

Accounting I	1
Accounting II	1
Introduction to General Business	1 or 0.5
Advanced General Business	1 or 0.5
Business Mathematics	1 or 0.5

Business Communications	1 or 0.5	German II	1
Business Law	0.5	Greek	1
Consumer Economics	0.5	Italian 1	1
Consumer Mathematics	0.5	Latin I	1
Keyboarding	0.5	Latin II	1
Career Education	1	Latin III	1
		Latin IV	1
		Russian	1
COMPUTER EDUCATION		Spanish I	1
Computer Literacy	0.5	Spanish II	1
Computer Applications	0.5	Spanish III	1
Introduction to Computer	0.5	Spanish IV	1
Computer I	1	Chinese	1
Computer II	1	Japanese	1
Advanced Computer Programming	1 or 0.5	Advanced Placement Foreign Language	1
DRIVER EDUCATION			
Driver Ed. (Classroom & Practice)	0.5	HEALTH and PHYSICAL EDUCATION	
		Health Education	0.5
		Physical Education	0.5
ENGLISH		Athletics	0.5
English I	1		
English II	1		
English III	1	HOME ECONOMICS	
English IV	1	Home Economics	1
Creative Writing	1 or 0.5	Bachelor Living	1 or 0.5
Advance Placement English	1	Family Life Education	1 or 0.5
World Literature	1	Consumer Education	1 or 0.5
Advanced Composition	1		
FINE ARTS		HUMANITIES	
Art I	1 or 0.5	Humanities	1 or 0.5
Art II	1 or 0.5		
Art III	1 or 0.5	INDUSTRIAL ARTS	
Art IV	1 or 0.5	Mechanical Drawing I	1 or 0.5
Ceramics	0.5	Mechanical Drawing II	1 or 0.5
Commercial Art	0.5	Other Industrial Arts	1 or 0.5
Art Appreciation	0.5		
Art History	0.5	JOURNALISM	
Graphic Arts	1 or 0.5	Journalism I	1 or 0.5
Dramatics	1 or 0.5	Journalism II	1 or 0.5
Choral Music I	1 or 0.5	Broadcast Journalism	1 or 0.5
Choral Music II	1 or 0.5		
Music Theory & Literature	0.5	MATHEMATICS	
Band 9-12	1 or 0.5	General Math I	1
Music Appreciation	0.5	General Math II	1
Survey of Fine Arts	1 or 0.5	Pre-Algebra	1
		Algebra I	1
		Algebra II	1
		Algebra III	1
FOREIGN LANGUAGE			
French I	1	Plane Geometry	1
French II	1	Unified Geometry	1
French III	1	Solid Geometry	1
French IV	1	Trigonometry	1 or 0.5
German I	1	Senior Math	1

Advanced Math	1	SOCIAL STUDIES	
Pre-Calculus	1 or 0.5	State History	0.5
Calculus	1	Civics (to include State Government)	0.5
Probability and Statistics	1	World Geography	1
Advanced Placement Math	1	Intro to Geography	1 or 0.5
		American Civil Government	0.5
SCIENCE		Economics	0.5
Biology	1	Psychology	1 or 0.5
Advanced Biology	1	Sociology	0.5
Marine Science	1 or 0.5	Current Events	0.5
Chemistry	1	American History	1
Advanced Chemistry	1	World History	1
Geology	1	Western Civilization	1
General Science	1	Advanced Placement Social Studies	1
Anatomy and Physiology	1	Advanced World	1
Advanced Science	1	Geography Global Studies	1
Physics	1		
Advanced Physics	1	SPEECH	
Earth/Space Science	1	Speech I	1 or 0.5
Physical Science	1	Speech II	1 or 0.5
Health	1	Discussion and Debate (Forensics)	1 or 0.5
Botany	1 or 0.5		
Environmental Science	1 or 0.5		
Advanced Placement Science	1		



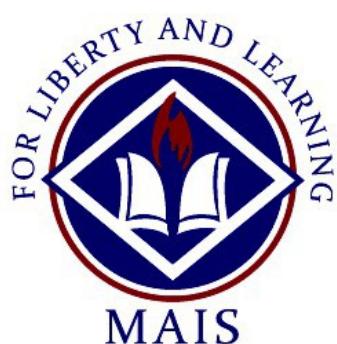
REGULATIONS AND GUIDELINES FOR CRISIS MANAGEMENT

MAIS members' first concern is the safety and security of their students and staff. As such, member schools create, publish, and periodically drill crisis management procedures to ensure preparedness for potential crises. Annual in-service training and review of crisis management procedures, as well as training to ensure that all employees are alert for suspicious persons, unusual student behavior, student gossip, unusual dress/ appearance, etc., are integral to the safety and security of the school environment.

Specifically, member schools should write procedures for handling bomb and/or other types of terrorist threats. These procedures should include, but not be limited to, the following:

- Handling the phone call
- Establishing a school alert system
- Contacting appropriate outside authorities
- Establishing an evacuation procedure
- Establishing a "lock-down" procedure
- Establishing a search procedure
- Establishing a procedure for handling suspicious items
- Determining "all clear" status

Additionally, member schools should have similar written procedures for responding to crises caused by natural disasters, including such events as tornadoes, hurricanes, ice storms, etc.



REGULATIONS AND GUIDELINES FOR PERSONNEL

1. 1. General

- (a) The Head of School shall comply with the *MAIS Ethics Policy* in the selection, retention, and dismissal of all school personnel. The MAIS recommends annual criminal background checks and drug testing for all employees. [see Appendix G]
- (b) Each school shall maintain adequate records for all administrative, instructional, and non-professional personnel. A copy of a current MAIS Teacher Certificate and other verifying credentials shall be included in each personnel file.
- (c) Each school shall conduct a systematic, annual, and mission-appropriate evaluation of all personnel.

2. Administrative Personnel

- (a) The Head of School, as professional leader of the school, administers and supervises the school as a whole.
- (b) Any school that employs a headmaster or principal who is not endorsed in administration shall be placed on "Approved Warned" accreditation status with a second year violation resulting in loss of accreditation.
- (c) Each pre-school or kindergarten shall designate a coordinator with K-3 or K-8 certification. An elementary principal or designated kindergarten teacher may serve as coordinator.
- (d) The elementary principal shall administer and supervise grades K-6 or K-8. The principal shall hold an elementary administrator's certificate or a master's degree in elementary education. Any elementary school having grades 7 or 8 may use either a certified elementary or secondary administrator.
 - K-12 schools having fewer than 200 elementary students (grades one through six) are not required to have a designated principal for the elementary division of the school.
 - K-12 schools with 200 to 399 elementary students shall have a designated elementary school principal who shall devote part-time to administration and supervision of the elementary school.
 - K-12 schools with 400 students or more shall have a designated elementary school principal who devotes full time to the administration and supervision of the elementary school.
- (e) The secondary school principal shall administer and supervise grades 7-12 or 9-12. The principal shall hold a secondary administrator's certificate.

- (f) Administrator:Student Ratio No school shall exceed the following ratios of 1:299 or 1.5:649 or 2:999 or 2.5:1,249 administrator:student. No school shall have fewer than 3 administrators for enrollments over 1,250.

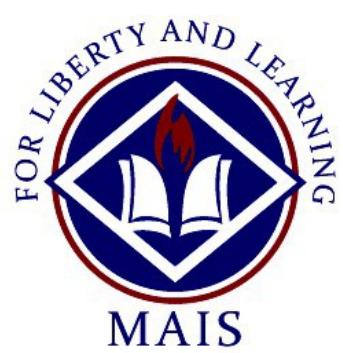
3. Instructional Personnel

- (a) Certification [see Appendix E - MAIS Teacher Certification Manual]
- Each school shall have a certified librarian/media specialist or a certified teacher designated to provide mission-appropriate librarian/media specialist services to students and teachers.
 - Each school shall have a certified guidance counselor or certified teacher designated to provide mission-appropriate counseling services to students.
 - Each school shall employ other mission-appropriate non-instructional personnel to the extent necessary for the operation of an effective educational program.
 - Any teacher in a three or four year old pre-school shall hold K-3 or K-8 certificate; however, to obtain an exception to this rule, any teacher who does not hold such a certificate shall attend pre-K teacher training provided by the MAIS Teacher Certification Commission.
 - Any teacher in a five year old kindergarten shall hold either a K-3 or K-8 certificate.
 - All elementary and secondary school teachers shall hold a valid MAIS teacher's certificate with proper endorsement to teach in their assigned duties.
 - Teachers in grades nine through twelve may teach in an area other than their field of endorsement less than half of the instructional school day, provided they have earned at least 12 semester hours in that subject area.
 - No teacher shall teach in more than 3 subject-matter fields in a given semester.
- (b) Teacher:Student Ratios
- No preschool for 3 year olds shall exceed a 1:14 or 2:18 teacher:student ratio in a classroom.
 - No preschool for 4 year olds shall exceed a 1:16 or 2:24 teacher:student ratio in a classroom.
 - No 5 year old kindergarten shall exceed a 1:25 or 2:30 teacher:student ratio in a classroom.
 - No elementary school shall exceed a 1:28 teacher:student ratio in a classroom.
 - No high school shall exceed a 1:28 teacher:student ratio in a classroom.

4. Professional Development

- (a) All administrators and teachers shall participate in a minimum of 15 hours of professional development each year.
- (b) For an administrator or teacher to earn 15 hours of professional development, the following activities are suggested:
- Attendance at MAIS District Meetings – 3 hours
 - Attendance at the MAIS Annual Teacher Convention – 3 hours
 - In-service programs based on needs of instructional staff – Maximum credit to be earned: 10 hours

- Teacher observation visits of classes in another school – Maximum credit to be earned: 2 hours
- Individual use of video/distance learning presentations addressing assessed needs (motivation, classroom management, innovative school practices, etc.) – Maximum credit to be earned: 3 hours
- Individual use of video recordings of classroom instruction of the teacher and analysis and evaluation of the recording by the teacher – Maximum credit to be earned: 4 hours
- Preparation for and participation in the school's accreditation visit – Maximum credit to be earned: 10 hours
- Developing a Course of Study – Maximum credit to be earned: 5 hours
- Revising a Course of Study – Maximum credit to be earned: 3 hours
- Any other activities of a professional advancement nature as approved by the MAIS Department of Instruction



MAIS TEACHER CERTIFICATION MANUAL

Appendix F



TEACHER CERTIFICATION MANUAL

Revised February 2014

Printed under the authority of the MS Association of Independent Schools Teacher Certification Commission.

PREFACE

The Teacher Certification Commission of the Mississippi Association of Independent Schools (MAIS), under the authority of Section 37-17-9 of the Mississippi code of 1972 and in accordance with the by-laws of the Mississippi Association of Independent Schools (Revised July 1993), was established to certify teachers and administrators who are hired to perform educational responsibilities within the Mississippi Association of Independent Schools.

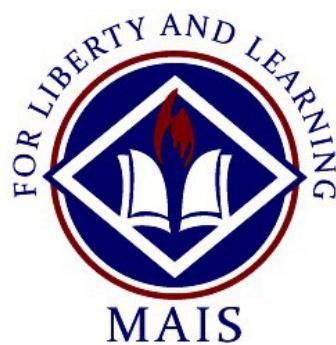
Affirming the importance of qualified personnel in maintaining the academic integrity of the Mississippi Association of Independent Schools, Commission establishes, evaluates, and maintains standards for the certification of school personnel.

According to the Mississippi Association of Independent Schools By-laws:

The power to set standards for certification of teachers shall be vested in a body of this association to be known as the Mississippi Association of Independent Schools Teacher Certification Commission. Said Commission shall be composed of one (1) administrator and one (1) teacher from each Mississippi Association of Independent Schools District who shall be appointed by the president of the Mississippi Association of Independent Schools executive committee and shall serve until their successors shall have been duly appointed or until he/she shall resign, in order to create a stable, enduring commission of respected educators.

The Commission and its executive agents assume only the responsibilities of applying the established standards of the manual herein provided in determining the qualifications of the candidates for certification. The employment or termination of certified personnel is a function left totally to the discretion of the individual school and its leadership.

Teacher certification recognition, as described in this manual, represents certification in the Mississippi Association of Independent Schools and does not constitute any automatic reciprocation with other certification entities.



Mississippi Association of Independent Schools Certification Manual

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Section I

TEACHER CERTIFICATION REQUIREMENTS

To qualify for any MAIS certificate, a teacher candidate must be a graduate from a College or University that is accredited by AdvancED (Southern Association of Colleges and Schools) or a comparable regional agency.

Candidates may qualify for certification by satisfying the required conditions listed under one of the following certificate types:

Standard Certification

- To qualify for a standard certificate a candidate must hold an educational degree (BSEd, BAEd, or MEd) and must have the qualifying scores on the Praxis I, Praxis II, and subject area tests. Qualifying scores are defined according to the state in which the school is located. If a candidate has completed student teaching, Praxis scores are required.
- The MAIS will reciprocate with a state-issued standard certificate for a period of time not to exceed the indicated expiration date of said certificate.
- The MAIS will reciprocate with any standard, valid out-of-state certificate for a period of time not to exceed the indicated expiration date except in the case of lifetime certificates.
- The MAIS will reciprocate with out-of-state standard lifetime certificates for a period of time not to exceed eight (8) years for a Bachelor's Degree and twelve (12) years for a Master's Degree.
- Graduates shall be issued a standard certificate for a period of time not to exceed five (5) years for a Bachelor's Degree and ten (10) years for a Master's Degree from date of graduation. Appropriate documentation must be provided verifying date of graduation, degree conferred (subject/major) and qualifying scores on the Praxis sequence.

Pure Degree Certification

- A teacher candidate who possesses a valid college "pure" degree (meaning a non-educational degree) may qualify for a special certificate in that area of his "pure" degree.
- Pure Degree teacher candidates must hold a degree in an endorsable area and/or have their transcript evaluated by the MAIS Department of Instruction to determine the feasibility of endorsement.

- The evaluation will be based on a comparison of required course work in the area of endorsement sought and course work that has been completed by the candidate in that area. For purposes of accreditation evaluation “Pure Degree” certificate based on a Bachelor’s Degree shall be considered the equivalent of a Class A Certificate. In addition, a “Pure Degree” certificate based on a Master’s Degree shall be considered the equivalent of a Class AA certificate, and a “Pure Degree” certificate based on a Doctoral Degree shall be considered the equivalent of a Class AAAA Certificate.
- Candidates who are degreed in an un-endorsable area will be eligible for certification in Junior High areas (include grades 5 – 8 if in a departmental format) if they hold eighteen (18) hours of college coursework as indicated in the course requirement section of this manual. Those certified under this interdisciplinary degree option will not be eligible for supplemental endorsements unless additional hours are earned to meet pure degree certification requirements (30 or 32 hours) in areas to be considered for endorsement.

Alternate Route Certification

A person holding a valid standard or “Pure Degree” MAIS Teacher’s Certificate may obtain an additional endorsement in areas listed on *page 18* by providing documentation of successful scores on the appropriate qualifying test, or by completing eighteen (18) semester hours in the additional subject area of endorsement being sought. Certification areas excluded from alternate route options include: Administration/Supervision, Guidance/Psychometrics, and Driver Education.

A person holding a Bachelor’s Degree in a non-endorsable area from a college or university accredited by SACS or a comparable regional agency may gain certification by providing documentation of successful scores on the appropriate qualifying test of the area in which they are seeking endorsement. Additional coursework could be required depending on the amount of course work already held in the endorsement area being pursued.

Provisional Certification

Teacher candidates who hold an expired teacher’s certificate and have never been issued a MAIS Certificate will be issued, with proper documentation, a one (1) year Provisional Certificate.

A Teacher who qualifies for a “Pure Degree” certificate, but has not graduated within five (5) years of the request for certification will be issued a one (1) year Provisional Certificate.

A teacher candidate graduating from a college or university not accredited by Southern Association of Colleges and Schools (SACS) or a comparable regional agency will have his

educational history evaluated by the MAIS Department of Instruction, and with recommendation from the current Head of School shall be granted a one (1) year Provisional Certificate upon approval by the MAIS Teacher Certification Commission. The Director of Instruction, if needed, shall determine additional coursework.

A candidate for guidance certification who has met all course requirements for endorsement but lacks the required internship shall be issued a Provisional Certificate upon the request of the Head of School, provided the candidate is supervised during the internship by a certified guidance counselor.

Any MAIS certificate holder who is inactive for a period of time and is employed with an expired certificate by a Mississippi Association of Independent Schools member school, will be granted a one-year provisional certificate to provide additional time to complete re-certification requirements. Certificate holders can use this option only once. Any additional sequence of leaving and returning to employment by a certificate holder shall require the employee to renew his certificate before returning to the classroom.

Emergency Status Certification

Each MAIS member school shall be granted no more than two (2) Emergency Status Certification (ESC) in two of the following teaching areas for any given school year: Art, Bible, Music, Computer, and Foreign Language. This is interpreted to mean one teacher in two of the above areas, not one teacher in each of the above areas.

Request for ESC shall be made in writing by the Head of the School and accompanied by the MAIS "Application for Educator's Licensure" form. Each ESC candidate's qualifications shall be validated by a portfolio of references, recommendations, and experience that shall be maintained on file at the member school. A second year at a different member school may be considered.

ESC candidates shall be approved for one (1) year; approval continuing for a second year requires the ESC candidate to complete at least one college course or 5 CEU's in his area of study. Continuing service beyond the second year requires three (3) hours of additional college credit or five (5) CEU's in his area of study or areas related to his field of study. The course and CEU requirements after the third year then follow a 5-year cycle (the same as renewing a standard valid certificate).

Emergency Status Certification (ESC) an emergency status shall be granted on a temporary basis in cases of dire need and for short periods of time. The Director of Instruction shall review each case and each decision shall be based on individual circumstances. Approval for an emergency status shall be made through the Headmaster of the school with the signature of approval from the school board chairman of the institution making the request. Non-degree candidates are not eligible for emergency certification.

Section II

RE-CERTIFICATION REQUIREMENTS

Upon receipt of a MAIS teacher's certificate, the certificate holder is responsible to know the expiration date and to fulfill the requirements to renew the certificate.

Options for Certificate Renewal

Bachelor's degree certificate holders must complete six (6) hours of coursework for a five (5) year renewal.

Master's degree certificate holders must complete three (3) hours of coursework for a ten (10) year renewal.

Certificate holders may renew their certificates by completing one of the following options:

- Completing six (6) Bachelor's or three (3) Master's semester hours in his major field of study.
- Completing six (6) Bachelor's or three (3) Master's semester hours in his minor field of study.
- Completing six (6) Bachelor's or three (3) Master's semester hours for the purpose of an advanced degree.
- Completing six (6) Bachelor's or three (3) Master's semester hours for additional endorsements
- Completing six (6) Bachelor's or three (3) Master's semester hours for the purpose of educational advancement
- Completing ten (10) CEU's, five (5) Bachelor's CEU's, or five (5) Master's CEU's in workshops and seminars sponsored by agencies of institutions authorized to issue CEU credit. CEU's must be taken in a teacher's teaching area, or in an area that would relate to the enhancement of teaching skills. The Head of Schools is to approve CEU participation according to the above-stated criteria. Documentation on CEU credit shall be submitted for certificate renewal only after all requirements for renewal have been met. One CEU is defined as ten (10) contact hours.
- Participation in any workshop, seminar, or similar course that does not carry college credit or CEU's must be approved by the MAIS Director of Instruction. The workshop/seminar shall receive no consideration unless said course carries the academic integrity, content, and number of contact hours required for college credit. The request must be submitted in writing and approved in advance of

participation. The Director of Instruction may require that other criteria be met before granting approval.

Certificate Length and Renewal Procedure

- An “A” Certificate (Bachelor’s) may be renewed for one five (5) year period beyond the present expiration date of the certificate. Hours must be used for renewal within five (5) years of completion for “A” Certificate holders.
- A “AA” (Master’s) and a “AAA” (Specialist) certificate may be renewed for one ten (10) year period beyond the present expiration date of the certificate. Hours must be used for renewal within ten (10) years of completion for “AA” and “AAA” certificate holders.
- A teacher requesting recertification shall use the recertification form “Application for Educator’s License” provided online on the MAIS website (www.msais.org). Recertification requests shall be made only after the appropriate hours have been completed. All documents shall be included with the “Application for Educator’s License” form.
- Upon request of the certificate holder, the MAIS shall issue Lifetime Certificates to personnel who hold a valid MAIS certificate and have reached the age of 55. Teachers with documented teaching experience of 25 years or more are also eligible for Lifetime Certificates. Teachers holding a terminal degree shall be granted a Life-Time Certificate.
- Community “Pure Degree” professionals (M.D., Pharmacist, Engineer, Veterinarian, etc.) who are certified and are used for no more than 2 periods of instruction by an MAIS member school, may have their certificate extended at one (1) year intervals at the request of the Head of School and Board provided that certified personnel are not available in the needed teaching area.
- The MAIS shall assess a fifty-dollar (\$50) administrative fee for MAIS certificate holders who pursue MAIS re-certification credit through any entity other than a college or university, or an MAIS sponsored summer course.

Section III

POLICIES AND CERTIFICATION LEVELS

Issue of Certificates

- Although the Director of Instruction shall review transcripts and credentials to determine certification status for anyone who makes such a request, the MAIS shall issue a certificate only those candidates who are employed by MAIS accredited schools. All others will receive a verbal or written evaluation of their transcripts and credentials.
- The MAIS prints teacher certificates and mails them to the school of employment. Member schools are strongly encouraged to keep a copy of the certificate and give the original to the employee.
- The MAIS shall revoke the MAIS Teacher's Certificate held by any individual who is convicted, or is found to have been convicted, of a felony.
- If credentials are submitted for evaluation that have been awarded by institutions of higher learning that are not located in the United States, those credentials shall be pre-screened and evaluated by a second party to determine the U.S. Institution equivalent prior to submission to the MAIS Director of Instruction.
- For certification purposes, a school year is defined as July 1 through June 30. All certificates expire on June 30 of year of expiration.
- An individual may request a duplicate copy of his certificate by submitting a written request and a five (\$5) dollar money order payable to Mississippi Association of Independent Schools.

Levels of Certification

Class A	Hold a Bachelor's Degree in Education from a college accredited by AdvancED or comparable regional agency in the area in which certification is sought, or have completed requirements under Pure Degree or Alternate Route Certification.
CLASS AA	Hold or qualify to hold a Class A Certificate. And, hold a Master's Degree in Education from a college accredited by AdvancED or comparable regional agency in the area in which certification is sought, or a Master's Degree that qualifies for Pure Degree or Alternate Route Certification.

CLASS AAA Hold or qualify to hold a Class A Certificate. And, shall have completed thirty (30) semester hours of graduate credit above a Master's Degree or shall hold an Education Specialist Degree in the area in which certification is being sought. College hours shall have earned at an institution accredited by AdvancED or a comparable regional agency.

CLASS AAAA Hold or qualify to hold a Class A Certificate. And, shall hold a doctoral or terminal degree in the area in which certification is being sought, or shall hold hours within the doctoral or terminal degree structure that qualifies the candidate under Pure Degree or Alternate Route endorsement.

Section IV

ENDORSEMENT AREAS

Teacher candidates holding certification or a degree who seeks endorsement in an area different from the currently held endorsement and candidates who hold a degree in a non-endorsable area must have their transcript reviewed by the MAIS Director of Instruction to determine whether requirements for certification area are met.

3 and 4 Year Old Kindergarten Requirements

Endorsement in this area shall meet one of the following requirements:

- Hold valid certification in this area
- Hold Elementary Education Certification
- Attend MAIS Pre-K Workshop

5 Year Old Kindergarten Requirements

Endorsement in this area shall meet one of the following requirements:

- Hold valid certification in this area
- Hold Elementary Education Certification in K-3, Pre-K, K, K-8, or Pre-K-3
- Hold a Bachelor's Degree or higher with child development emphasis from a regionally accredited institution of higher learning with official verification of program accreditation by the American Association of Family and Consumer Sciences or National Association for Education of Young Children, and pass the Praxis I and Praxis II Tests in this area.

Elementary Requirements

Endorsement in this area must meet one of the following requirements:

- Hold valid certification in this area
- Hold Elementary Education degree (Transcript and Praxis scores must be submitted)

- Add-on – 18 hours and Praxis II (Elementary Education Test # 5011)

Reading for Children

Science for Children

Math for Children

Language Arts for Children

Social Studies for Children

Elective for Children

A K-3 grade elementary endorsement can be added to a 4-8 elementary endorsement by either taking or have taken the following courses:

Language Arts for Children

Math for Children

Reading for Children

Either Science or Social Studies for Children

Computer Requirements

- Endorsement in this area must meet one of the following requirements:

1. Hold valid certification in this area

2. Pure Degree with 24 hours

 6 hours in computer programming

 6 hours in computer application

 12 hours in computer electives

3. Add-on – 18 hours

 6 hours in computer programming

 6 hours in computer application

 6 hours in computer electives

4. Minor part of the day – 12 hours

Drivers Education Requirements

- Endorsement in this area must meet one of the following requirements:

1. Must hold a current valid certificate in any endorsable area

2. Must complete ten (10) hours in Driver Education training from a qualified institutional program

3. Must complete a First Aid or Safety course worth two (2) college credits

When applying for this add-on certification, the applicant shall attach to his "Application for Educator's License" form an "Institutional Program Verification" form and documentation verifying completion of First Aid or Safety course.

Foreign Language Requirements

- Endorsement in this area must meet one of the following requirements:
 1. Hold valid certification in this area
 2. Pure Degree with 24 hours of a specific foreign language
 3. Add-on – 18 hours
 4. Minor Part of the day 12 hours

Library/Media Requirements

- Endorsement in this area must meet one of the following requirements:
 1. Hold valid certification in this area
 2. Pure Degree with 30 hours
 3. Add on – 18 hours, or 12 hours and Praxis Test
 4. Minor part of the day – 12 hours

Mathematics

- Endorsement in this area must meet one of the following requirements:*
 1. Hold valid certification in this area
 2. Pure Degree with 30 hours to include 12 hours of calculus
 3. Add-on – 18 hours to include 9 hours of calculus
 4. Minor part of the day:

Level I: Algebra I and General Math I, II – 12 hours to include College Algebra and Trigonometry

Level II: Geometry and, Algebra II – 12 hours to include the requirements of Level I plus Calculus I and Geometry

Level III: All other mathematics courses above Algebra II – 12 hours to include the requirements of Level II plus Calculus II.

- Instructors of Pre-Algebra are required to have one of the following endorsements:
Level I as stated above or K-8, K-9, or 4-8 endorsement

Science Requirements

- Endorsement in this area must meet one of the following requirements:
 1. Hold valid certification in area
 2. Pure Degree with the requirements below:

All science endorsements require a minimum of 32 hours of combined sciences.

General Science must include

3 hours in Biological Science	3 hours in Earth Space Science
3 hours in Chemistry	3 hours in Physical Science

Biology – 16 hours must be in Biological Science to include Botany and Zoology

Chemistry – 16 hours must be in Chemistry

Earth/Space – 16 hours must be in Geology, Meteorology, or Astronomy

Physics – 16 hours must be in Physics

3. Add-on – 18 hours
4. Minor part of the day – 12 hours in specific area

Other Areas of Endorsement

Art	Civil Government	Geography	Psychology
Bible	Economics	Health & PE	Social Studies
Business	English	Music	Sociology Speech

- Endorsement in the above areas must meet one of the following requirements:
 1. Hold valid certification in area
 2. Pure Degree with 30 hours
 3. Add-on – 18 hours
 4. Minor part of the day – 12 hours

Junior High Endorsements/Interdisciplinary Requirements

- A teacher who qualifies for a fully endorsable area and who meets the requirements listed below, may gain additional endorsements in Junior High.
- Teacher candidates who hold a degree in un-endorsable areas are eligible for endorsement under the following Junior High requirements. (Includes grades 5-8 if in a departmental structure but does not include grade 9).

Junior High English – 18+ hours in English three (3) hours in foreign language may be applied toward this endorsement area

Junior High Math – 18+ hours in Math (teaching 8th grade Algebra I requires 12 hours of college math to include College Algebra or above).

Junior High Science - 18+ hours in Science to include one lab-based biological science and one course in the physical science area

Junior High Social Studies – 18+ hours in Social Studies to include a minimum of 12 hours of history

Minor part of day – 12 hours

Guidance Counselor Requirements

- Endorsement in this area must meet one of the following requirements:
 1. Hold valid certification in this area

2. Pure Degree with a Master's Degree in School Guidance Counseling with Internship
3. Add-on –
 - a. Two (2) years of documented teaching experience
 - b. Hold a Master's Degree that includes twenty-one (21) hours in the following courses:
 - Professional Orientation for Counseling
 - Individual Analysis (includes group testing)
 - Career Development and Information Services
 - Counseling Processes
 - Group Techniques
 - Methods and Techniques of Consultation
 - Supervised Practice in Counseling
 - Internship in Counseling
 - Educational Research
 - Curriculum Methods

Administration

- Endorsement in this area must meet one of the following requirements:
 1. Hold valid certification in this area.
 2. Pure Degree with a Master's Degree in Educational Leadership
 3. Add-on –
 - a. Two years of documented full time teaching experience
 - b. Hold a Master's Degree that includes 24 hours of the following coursework:
 - Educational Leadership (3 hours)
 - Curriculum Methods (3 hours)
 - Basic School Administration (3 hours)
 - Supervision of Instruction (3 hours)
 - Administration/supervision electives (12 hours)

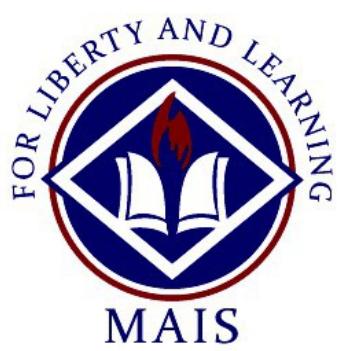
- Alternate route to administration endorsement
 - 1. MAIS Leadership Institute
 - a. Completion of 12 college hours through Delta State University –
 - Basic Principles of Education Administration (3 hours)
 - Supervision of Instruction (3 hours)
 - Basic Leadership/Management Skills (3 hours)
 - The Principalship (3 hours)
 - b. Completion of Mentor Week
 - c. One year internship under a certified administrator
 - 2. Candidates must hold a valid MAIS teaching certificate
 - 3. Candidates must have two (2) years of documented full-time teaching experience before endorsement will be added to certificate

Bachelor's Degree candidates may earn certification as an assistant administrator. Master's Degree candidates may earn full administrative certification, which will allow them to serve as Head of School.

Areas of Add-On Endorsements

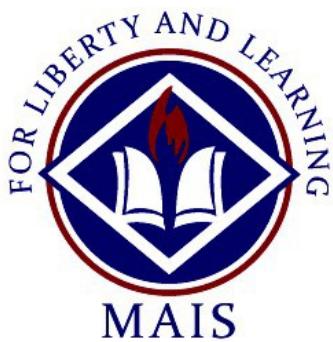
- Areas that can be added on by passing the Praxis II test with no additional hours:

Art	German	Mathematics (7-12)
Biology	Health & PE	Music
Business	Jr. High Language Arts	Physical Science
Chemistry	Jr. High Math	Physics
Chinese	Jr. High Science	Social Studies
Economics	Jr. High Social Studies	Spanish
English	Latin	Speech
French	Library/Media	



MAIS ETHICS POLICY

Appendix G



ETHICS POLICY

CODE OF ETHICS

MAIS member schools exist for the educational development and wellbeing of their students. MAIS schools share this purpose and the commonality that the sources of their funding are those who value their missions and the parents who choose their services. Individual member schools often perform tasks that affect other member schools, so following a common code of ethical conduct ensures that individual schools do no harm to their fellow members. The Mississippi Association of Independent Schools adopted the following guidelines to provide common ground for the leaders of each school. An appreciation and adherence of these guidelines will produce benefits of cooperation that result in the common good for all member schools.

1. Student Admission

- (a) A school shall not discriminate on the basis of race, sex, color, national, or ethnic origin in the administration of its admission practices.
- (b) A school shall make clear, in writing, to the candidate and their parents/guardians its admission policy concerning dates, costs, schedule of payments, admission standards, program of instruction, and requirements for graduation, etc., before enrollment.
- (c) No constituents of the school community (employees, students, parents, and/or patrons) shall knowingly initiate attempts to enroll or bring about the transfer of a student from another member school. It shall be the duty of the Head of the School to make this policy known to all constituents of the school community.
- (d) If a school chooses to provide scholarships and financial aid, then that school shall adopt a standard procedure that will be in writing and available to the public.
- (e) No scholarship or financial aid shall be granted for the purpose of interscholastic competition. The Head of School shall not allow anyone in an official capacity to discuss with applicants the alleged weaknesses of competitor schools.

2. Student Transfers

- (a) A school shall recognize the right of its students and/or families to visit and consider other schools without notifying their present school.
- (b) A school shall not knowingly initiate attempts to enroll or bring about the transfer of a student from another member school unless the student's present school has a terminal grade level at which he must transfer. If a student or his parents/guardians

initiate contact with another member school, then that school may provide information about their school.

- (c) A school shall request and obtain a copy of all records from any school previously attended before final acceptance of a student who seeks transfer. When all withdrawal procedures have been completed, request for transcripts and all records shall be promptly served.
- (d) Each school shall take all reasonable and lawful measures to ensure the confidentiality of student records before, during, and after transfer.
- (e) A school must allow each candidate for admission reasonable time to accept an offer or a place, and to notify the candidate of existing time constraints or deadlines.
- (f) The member school that is considering receiving by transfer a student from another member school shall review the candidate's athletic eligibility and the MAIS rules and guidelines regarding transfers from member school to member school before it initiates admission procedures.

3. Faculty

- (a) A school respects the right of any school personnel to visit and consider employment in another member school, and it respects the right of another member school to hold preliminary discussions about the possibility of employment without notifying the present school.
- (b) The Head of School shall inquire whether any contract exists with a candidate's present school before entering into hiring conversations with a prospective candidate for employment. If the candidate is under contract for the desired period of employment, then the Head of School of the interviewing school shall seek permission from the candidate's present Head of School before any discussion can ensue.*
- (c) A Head of School may (1) initiate contact with an employee of another member school, (2) enter into discussion, and (3) execute a contract for a designated time period when no contractual obligations exist with the candidate's present school for any part of the same time period. The Head of School of the prospective employee's current school be notified of such negotiations before their consummation.*
- (d) A Head of School shall not initiate contact or discussion with a currently employed candidate after July 1 without express permission from the candidate's present school's Head of School.

* MAIS Board recommends that items "B" and "C" be included in all faculty contracts.

4. General

Each member school shall observe, both the letter and the spirit, the rules of the Academy Activities Commission and all other state or national activities in which it participates. Further, member schools shall also comply with the *By-Laws of the MAIS, Accrediting Commission Manual, Teacher Certification Manual*, and any other such guidelines or directives established through the appropriate MAIS administrative process.

5. Ethics Committee

- (a) A complaint against another member school shall be specific, in writing, and presented to the MAIS Executive Director and President of the Executive Committee. If they find merit in the complaint, the President shall appoint an Ethics Committee consisting of five members and the Executive Director.
- (b) The complaint shall be presented to the Ethics Committee for consideration. If the Executive Committee finds merit in the complaint, it shall recommend action(s) to the entire Executive Committee.
- (c) Penalties shall be applied based on the severity of the violation. Previous violations shall weigh heavily in determining the penalties. Penalties may involve reprimand, probation, fines, and/or suspension of activities.