



**MAIS ACCREDITATION MANUAL**

**AND**

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

**(Updated May 2021)**



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

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# ACCREDITATION STANDARDS

(Revised May 2021)

## Legal Authority

The Accreditation Commission of the Midsouth Association of Independent Schools, under the authority of Section 37-17-9 of the Mississippi Code of 1972 and in accordance with the Bylaws of the Midsouth 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 Midsouth 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 cultivates 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 taxpayer 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 Midsouth 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 Midsouth 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 Midsouth 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/Cognia), and the Mississippi Institutions of Higher Learning (IHL). The Midsouth 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 Midsouth 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 Midsouth 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 INTERNAL REVIEW PROCESS

### Annually:

The head of school is responsible to

1. Update MAIS directory and complete 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 Standards
  - Surveys/constituent feedback
  - Improvement Plan
3. Update school profile
4. Gather and analyze applicable constituent feedback
5. Review all MAIS Assurances and 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 Standards and Indicators

MAIS has five Standards for accreditation, listed below. Indicators are provided to help schools and external review teams determine whether a school meets each Standard. Levels serve as a guide to determine whether the Indicators are present. The highlighted terms in each Level help distinguish it from the other Levels. In general terms, Level 1 means the Indicator is not present. Level 2 means that the Indicator “indicates” that a specific aspect of the Standard is met but with notable deficiencies. Level 3 means that the Indicator “indicates” that a specific aspect of the Standard is met. Level 4 means the Indicator strongly “indicates” that a specific aspect of the Standard is met. The lists of Supporting Evidence guide schools and external review teams where to look to determine whether the Indicators are present.

### Standard 1 – Mission and Vision

**The school maintains and communicates a vision that fulfills a clearly defined mission, committing itself to high expectations for learning as well as shared, mission-appropriate values and beliefs.**

**Indicator 1.1** – The head of school directs a systematic and comprehensive process that involves multiple constituency groups to review and revise day-to-day operations and to communicate educational objectives in accordance with the school’s mission.

**Level 4** – The head of school directs a **formal** process for review, revision, and communication of the school’s operations in accordance with the school’s mission. The process is **clearly documented**, and a **clear record of the use and results** of the process is maintained. The head of school implements the process on a **continual basis**. The head of school considers information **actively obtained** from representatives **selected at random** from all constituency groups. The school’s educational objectives **clearly reflect** the school’s mission and vision.

**Level 3** – The head of school directs a process for review, revision, and communication of the school’s operations in accordance with the school’s mission. The process is **documented**. The head of school implements the process on a **regular basis**. The head of school considers information obtained from representatives of **all** constituency groups. **Most** of the school’s educational objectives reflect the school’s mission and vision.

**Level 2** – The head of school **occasionally** reviews, revises, and communicates the school’s operations in accordance with the school’s mission. The head of school considers information obtained from **some** constituency groups. **Some** of the school’s educational objectives reflect the school’s mission and vision.

**Level 1** – **No** process to review, revise, or communicate the school’s operations in accordance with the school’s mission. Constituents are **rarely** asked for input. **Few or none** of the school’s educational objectives reflect the school’s mission and vision.

**Indicator 1.2** – The school personnel commit to shared values and beliefs in accordance with the school’s mission and support challenging educational programs and learning experiences that include educational objectives in the areas of academics and life skills (including examples: social-emotional learning, character or spiritual development, physical development, practical skills, etc.).

**Level 4** – Commitment to shared values and beliefs in accordance with the school’s mission is **clearly evident in documentation and decision making**. This commitment is **always** reflected in communication among the governing body, administration, and school personnel. The head of school directs challenging educational programs and learning experiences so that students achieve **clearly defined** educational objectives. Evidence indicates a **strong commitment** to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. The head of school and school personnel **hold one another accountable** to high expectations for professional practice.

**Level 3** – Commitment to shared values and beliefs in accordance with the school’s mission is **evident in decision making**. This commitment is reflected in communication among the governing body, administration, and school personnel. The head of school directs challenging educational programs and learning experiences so that students can achieve educational objectives. Evidence indicates **commitment** to instructional practices that include student engagement, understanding, and application of knowledge and skills. The head of school and school personnel share high expectations for professional practice.

**Level 2** – Commitment to shared values and beliefs about teaching and learning is **sometimes evident**. This commitment is **occasionally** reflected in communication among the governing body, administration, and school personnel. **Some** educational programs and learning experiences are implemented so that students achieve **some** educational objectives. Evidence indicates **some** commitment to instructional practices that include student engagement, understanding, and application of knowledge and skills. The head of school has high expectations for professional practice **not shared by all** school personnel.

**Level 1 – Minimal or no evidence** exists that indicates the culture of the school is based on shared values and beliefs. Educational programs challenge **few or no** students and are provided in a way that **few** students achieve educational objectives. Instructional practices **rarely** include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. **Little or no commitment** to high expectations for professional practice is evident.

**Indicator 1.3** - The head of school implements a continual improvement process that provides clear goals and vision to support both student achievement and institutional advancement in accordance with the school’s mission.

**Level 4** – The head of school directs the use of a documented, systematic **continual** improvement process for improving student achievement and institutional advancement **in accordance with the school’s mission**. **All** constituency groups **work collaboratively and consistently in authentic and meaningful ways** that **build and sustain fidelity** to the school’s mission and vision. The head of school or designee **systematically maintains, uses, and communicates** a profile with **current and comprehensive** data on student and school performance. The profile contains **thorough analyses** of a **broad range of data** used to identify goals for the improvement of achievement and instruction that are **aligned with the school’s mission**. **All** improvement goals have **measurable** performance targets. The process includes **thorough** action planning that identifies **measurable** objectives, strategies, activities, resources, and timelines for achieving **all** improvement goals. The head of school and school personnel **hold one another accountable** for and evaluate the overall quality of the implementation of **all** interventions and strategies. The head of school or designee reviews and evaluates the process **continually**. Documentation that the process is **implemented with fidelity** and yields improved student achievement and instruction is available and **communicated** to the governing body and parents.

**Level 3** – The head of school directs a documented, systematic improvement process for improving student achievement and institutional advancement in accordance with the school’s mission. **All** constituency groups are **engaged** in the process. The head of school or designee **maintains** a profile with **current and comprehensive** data on student and school performance. The profile contains **analyses** of data used to identify goals for the improvement of achievement and instruction that are aligned with the school’s mission. Most improvement goals have **measurable** performance targets. The process includes action planning that identifies **measurable** objectives, strategies, activities, resources, and timelines for achieving improvement goals. The head of school or designee **holds all school personnel accountable** and evaluate the overall quality of the implementation of all interventions and strategies. The head of school or designee reviews and evaluates the process. Documentation that the process yields improved student achievement and instruction is available and **communicated** to the governing body and parents.

**Level 2** – The head of school or designee implements an improvement process for improving student achievement and institutional advancement in accordance with the school’s mission. **Some** constituents are engaged in the process. The head of school or designee maintains a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school’s mission. The process includes **minimal** action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. **Some** interventions and strategies are implemented with fidelity. **Some** documentation that the process yields improved student achievement and instruction is **available**.

**Level 1** – An improvement process for improving student achievement and institutional advancement in accordance with the school’s mission is used **randomly and/or ineffectively**. The profile is **rarely** updated or used by school personnel and contains **little or no useful data**. Goals selected for improvement, if they exist, reflect the **minimum** required by governmental or organizational oversight agencies. **Few or no** measurable objectives, strategies, or activities are implemented with fidelity. Documentation linking the process to improved student achievement and instruction is **unclear or non-existent**.

### **Supporting Evidence for Standard 1 Indicators**

Mission statement

Vision statement

List of beliefs and/or core values

Information system/school management program

Surveys/evaluation instruments and results

Annual and long-range goals/strategic plan

Constituents’ interviews

School communication plan

Minutes of meetings of leadership and/or constituent groups

School profile

Newsletters containing information about mission, vision, and goals

Agenda/minutes of constituent meetings

Constituent membership on decision-making committees

Constituent participation in services provided by the school

Schedules of constituent meetings

Media reports on the school

School website/social media sites

Interviews

Other

## Standard 2 – Governance and Leadership

**The school operates under a governing body and a head of school that advocate for the mission and support student achievement and institutional advancement.**

**Indicator 2.1** – The governing body establishes mission-appropriate policies and supports mission-appropriate practices that ensure effective administration of the school.

**Level 4** – Policies and practices **clearly and directly** support the school’s mission and the effective operation of the school. Policies and practices **require and have mechanisms in place** for **monitoring** effective instruction and **assessment** that produce challenging learning experiences. There are policies and practices **requiring** and giving direction for professional growth of **all** personnel.

**Level 3** – Policies and practices support the school’s mission and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce and challenging learning experiences. There are policies and practices regarding professional growth of **all** personnel.

**Level 2** – Policies and practices **generally** support the school’s mission and the effective operation of the school. **Most** policies and practices promote effective instruction and assessment that produces challenging learning experiences. There are policies and practices regarding professional growth of personnel.

**Level 1** – **Little** connection exists between policies and practices of the governing body and the mission and the effective operation of the school. Policies and practices **seldom or never address** effective instruction and assessment that produce challenging learning experiences. There are **few or no** policies and practices regarding professional growth of personnel.

**Indicator 2.2** – The governing body operates responsibly and functions effectively.

**Level 4** – The governing body has **implemented a written policy** to evaluate its decisions and actions to **ensure** they are in accordance with defined roles and responsibilities and a **formally** adopted code of ethics. **All** members of the governing body are free of conflict of interest. **All** members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and financial responsibility. **All** members **comply with all** policies, procedures, laws, and regulations and function as a **cohesive unit in advancing the school’s mission**.

**Level 3** – The governing body **has a written policy** to ensure that its decisions and actions are in accordance with defined roles and responsibilities and a code of ethics, and its

members are free of conflict of interest. Members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body **complies** with all policies, procedures, laws, and regulations and functions as a **cohesive unit**.

**Level 2** – The governing body **ensures** that its decisions and actions are in accordance with defined roles and responsibilities, ethical, and free of conflict of interest. **Most** members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body **complies** with all policies, procedures, laws, and regulations.

**Level 1** – The governing body has **no method** for or **does not ensure** that decisions and actions are free of conflict of interest, are ethical, and in accordance with defined roles and responsibilities. Governing body members **rarely or never participate** in professional development regarding the roles and responsibilities of the governing body **does not always comply** with policies, procedures, laws, and regulations. Members act **independently without proper authorization**.

**Indicator 2.3** – The governing body ensures that the head of school has the autonomy to meet established goals and to manage day-to-day operations effectively, including oversight of all financial resources.

**Level 4** – The governing body **consistently** protects, supports, and respects the autonomy of the head of school to accomplish established goals and to manage day-to-day operations of the school. The governing body maintains a **clear** distinction between its roles and responsibilities and those of the head of school. Policies and practices provide **clear** requirements, direction for, and complete oversight of financial management.

**Level 3** – The governing body protects, supports, and respects the autonomy of the head of school to accomplish goals and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of the head of school. Policies and practices provide clear requirements, direction for, and complete oversight of financial management.

**Level 2** – The governing body **generally** protects, supports, and respects the autonomy of the head of school to accomplish goals and to manage day-to-day operations of the school. The governing body **inconsistently** maintains a distinction between its roles and responsibilities and those of school leadership. Policies and practices provide requirements and oversight of financial management.

**Level 1** – The governing body **rarely or never** protects, supports, and respects the autonomy of the head of school to accomplish goals and to manage day-to-day operations of the



school. The governing body **has difficulty distinguishing or does not distinguish** between its roles and responsibilities and those of the head of school.

**Indicator 2.4** – The head of school and school leaders foster a culture consistent with the school’s mission.

**Level 4** – The head of school and school leaders **deliberately and consistently** align their decisions and actions toward continual improvement to achieve the school’s mission. They **encourage, support, and expect all students** to be held to high standards in **all** courses of study, and they are collectively accountable for student learning. They **actively and consistently** support and **encourage** innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by **collaboration** and a sense of **community** among **all** constituents.

**Level 3** – The head of school and school leaders align their decisions and actions toward continual improvement to achieve the school’s mission. They expect all students to be held to high standards in all courses of study, and they are collectively accountable for student learning. They support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

**Level 2** – The head of school and school leaders make **some** decisions and take some **actions** toward continual improvement. They **expect** students to be held to standards. They **express a desire for** collective accountability for student learning. They **sometimes** support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a **minimal** degree of collaboration and **limited** sense of community.

**Level 1** – Decisions and actions **seldom or never** support continual improvement. The head of school and school leaders **may or may not** expect students to learn. There is **no** evidence of or desire for collective accountability for students learning. They **seldom or never** support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a **minimal** degree of collaboration and **little or no** sense of community.

**Indicator 2.5** – The governing body and the head of school engage constituents effectively in support of the school’s mission and vision.

**Level 4** – The governing body and the head of school **consistently** communicate **effectively** with **appropriate** and **varied** representatives from constituency groups, provide opportunities for constituents to shape decisions, solicit feedback and respond to constituents, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for constituents. Leaders’ **proactive and persistent** efforts result in **measurable, active** constituent participation, **positive engagement** in the school, a **strong** sense of community, and ownership.

**Level 3** – The governing body and the head of school communicate with varied representatives from constituents, provide opportunities for constituents to shape decisions, solicit feedback and respond to constituents, work collaboratively on school improvement efforts, and provide and support leadership roles for constituents. Efforts of the governing body and the head of school result in constituent participation in the school, a sense of community, and ownership.

**Level 2** – The governing body and the head of school **sometimes** communicate with constituents, provide opportunities for constituents to shape decisions, solicit feedback from constituents, work collaboratively on school improvement efforts, and provide **some** leadership roles for constituents. Efforts of the governing body and the head of school result in **some** constituent participation and engagement in the school.

**Level 1** – The governing body and the head of school **rarely or never** communicate with constituents. **Little or no** work on school improvement efforts is collaborative, and constituents have **little or no** opportunity for leadership. Efforts of the governing body and the head of school result in **limited or no** constituent participation and engagement in the school.

**Indicator 2.6** – Supervision and evaluation processes result in improved professional practice and student success.

**Level 4** – The **focus** of the criteria and processes of supervision and evaluation is improving professional practice and **exceeding** established goals. Supervision and evaluation processes are **consistently** and regularly implemented. The results of the supervision and evaluation processes are **analyzed carefully** and used to monitor and **effectively** adjust professional practice and strategies for meeting established goals. **Ongoing** evaluation takes place at **all** levels: governing body, head of school, and school personnel.

**Level 3** – The focus of the criteria and processes of supervision and evaluation is improving professional practice and **meeting** established goals. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and adjust professional practice and strategies for meeting established goals. **Annual** evaluation takes place at all levels: governing body, head of school, and school personnel.

**Level 2** – The criteria and processes of supervision and evaluation **include references to** professional practice and established goals. Supervision and evaluation processes are implemented at **minimal levels**. The results of the supervision and evaluation processes are used **sometimes** to monitor and adjust professional practice and strategies for meeting established goals. **Inconsistent** evaluation takes place at all levels: governing body, head of school, and school personnel.

**Level 1** – The criteria and processes of supervision and evaluation have **little or no focus** on improving professional practice or established goals. Supervision and evaluation processes are **randomly implemented, if at all**. Results of the supervision and evaluation processes, if any, are **used rarely or never**.

### **Supporting Evidence for Standard 2 Indicators**

School policy manual

Personnel handbook

Student handbook

Information technology system/school management system

Surveys/evaluation instruments on school effectiveness

Constituent perception data

Governing body handbook or document that contains the following

By-Laws

Governing body member identification, mission/by-law aligned composition, nomination and selection process

Governing body confidentiality agreement

Governing body code of ethics

Governing body professional development schedule and topics

Sample evaluations of the governing body PD

Governing body self-assessment schedule

Record of how the governing body assessment is evaluated by the governing body and steps taken as a result

The effectiveness of conflict-of-interest and confidentiality policies in clarifying the appropriate role of a governing body member

Strategic planning activities - committees

Example of communication between the governing body and school constituents

Head of school contract (confidential items may be redacted)

Evaluation process of head

Head of school hiring and employment practices

Professional development program

Personnel evaluation system

Organizational chart

Calendars

Agendas/minutes of constituent meetings regarding student learning and school effectiveness

Budget

Program and/or project description

Communication plan

Audit

Crisis management plan

Interviews

Other

## Standard 3 – Teaching and Assessing for Learning

**The school’s mission, curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.**

**Indicator 3.1** – The school’s curriculum is mission appropriate and provides challenging learning experiences that ensure students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

**Level 4** – Curriculum and learning experiences in **each** course/class provide students with **challenging** opportunities that **align with the school’s mission** to develop learning skills, thinking skills, and life skills. Evidence **clearly** indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same **high** learning expectations. Learning activities are **individualized** for students in ways that support achievement of educational objectives.

**Level 3** – Curriculum and learning experiences in **each** course/class provide students with challenging opportunities to develop learning skills, thinking skills, and life skills. There is evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have **equivalent** learning expectations. **Some** learning activities are individualized for students in ways that support achievement of educational objectives.

**Level 2** – Curriculum and learning experiences in courses/classes provide **most** students with opportunities to develop learning skills, thinking skills, and life skills. There is **some** evidence to indicate curriculum and learning experiences prepare students for success at the next level. **Most** like courses/classes have equivalent learning expectations. **Little** individualization for each student is evident.

**Level 1** – Curriculum and learning experiences in courses/classes provide **few or no** students with challenging opportunities to develop learning skills, thinking skills, and life skills. There is **little or no** evidence to indicate how successful students will be at the next level. Like courses/classes **do not always** have the same learning expectations. **No individualization** for students is evident.

**Indicator 3.2** – The head of school or designees systematically monitor and adjust curriculum, instruction, and assessment in response to data from multiple evaluations of student learning and an examination of professional practice.

**Level 4** – Using data from **multiple** evaluations of student learning and an examination of professional practice, school personnel **systematically** monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s educational objectives and mission. There is a **systematic, collaborative** process

in place to ensure alignment as curriculum, instruction. Assessments are reviewed or revised **annually**. The **continual** improvement process has **clear** guidelines to ensure that vertical and horizontal alignment as well as **alignment with the school's mission** are maintained and enhanced in curriculum, instruction, and assessment.

**Level 3** – Using data from student evaluations and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's educational objectives and mission. There is a process in place to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. The improvement process ensures that vertical and horizontal alignment as well as alignment with the school's mission are maintained and enhanced in curriculum, instruction, and assessment.

**Level 2** – School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's educational objectives and mission. A process is implemented **sometimes** to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is **limited evidence** that the improvement process ensures vertical and horizontal alignment in curriculum, instruction, and assessment and alignment with the school's mission.

**Level 1** – School personnel **rarely or never** monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the educational objectives and mission. **No** process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is **little or no** evidence that the continual improvement process is connected with vertical and horizontal alignment in curriculum, instruction, and assessment and alignment with the school's mission.

**Indicator 3.3** – Teachers implement the school's instructional program to achieve educational objectives in accordance with the school's mission and vision.

**Level 4** – **All** teachers **systematically** use an instructional process that **clearly** informs students of learning expectations and standards of performance. **All** teachers **systematically** and **continually** use data to identify unique learning needs of all students at all levels of proficiency. The process **requires** the use of **multiple measures, including formative assessments**, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with **specific** and **immediate** feedback about their learning.

**Level 3** – All teachers use an instructional process that informs students of learning expectations and standards of performance. All teachers use data to identify unique learning needs of all students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific feedback about their learning.

**Level 2 – Most** teachers use an instructional process that informs students of learning expectations and standards of performance. **Most** teachers use data to identify unique learning needs of **special populations of students**. The process **may** include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.

**Level 1 – Few** teachers use an instructional process that informs students of learning expectations and standards of performance. Teachers **rarely** provide examples to guide and inform students. The process includes **limited** measures to inform the ongoing modification of instruction. The process provides students with **minimal** feedback of **little value** about their learning.

**Indicator 3.4** – Teachers engage students in their learning through mission-appropriate instructional strategies that ensure educational objectives are met.

**Level 4 – All** teachers are **consistent** and **deliberate** in planning and using **developmentally-appropriate** instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. **All** teachers personalize instructional strategies and interventions to address individual learning needs of **each** student. **All** teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

**Level 3 – Most** teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. **Most** teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. **Most** teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

**Level 2 – Some** teachers use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. **Some** teachers personalize instructional strategies and interventions to address individual learning **needs of groups of students** when necessary. Teachers **sometimes** use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

**Level 1** – Teachers **rarely or never** use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers **seldom or never** personalize instructional strategies. Teachers **rarely or never** use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

**Indicator 3.5** – The head of school or designee monitors and supports the improvement of instructional practices of teachers to ensure educational objectives are met.

**Level 4** – The head of school or designee **formally** and **continually** monitors instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, and 3) are directly engaged with all students in the oversight of their learning.

**Level 3** – The head of school or designee **continually** monitors instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, and 3) are directly engaged with all students in the oversight of their learning.

**Level 2** – The head of school or designee **occasionally or randomly** monitors instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, and 3) are directly engaged with all students in the oversight of their learning.

**Level 1** – The head of school or designee **does not** monitor instructional practices procedures to ensure that they 1) are aligned with the school’s values and beliefs about teaching and learning, 2) are teaching the approved curriculum, or 3) are directly engaged with all students in the oversight of their learning.

**Indicator 3.6** – The head of school or designee provides onboarding and mentoring for all personnel consistent with the school’s mission and vision, as well as encourages collaboration and provides mission-appropriate professional development opportunities.

**Level 4** – **All** school personnel are engaged in systematic onboarding, mentoring, coaching, and professional development programs that are consistent with the school’s mission and vision. These programs set **high** expectations for **all** school personnel and include **valid and reliable measures** of performance. The head of school also **actively fosters formal** collaboration and provides **mission-appropriate professional development** opportunities that **demonstrably improve capacity** to meet **educational objectives**.

**Level 3** – School personnel are engaged in onboarding, mentoring, coaching, and professional programs that are consistent with the school’s mission and vision. These programs set expectations for school personnel and **include measures** of performance. The head of school also **encourages** collaboration and provides **mission-appropriate professional development** opportunities that **improve capacity** to meet **educational objectives**.



**Level 2 – Some** school personnel are engaged in onboarding, mentoring, coaching, and professional development programs that are consistent with the school’s mission and vision. These programs set expectations for school personnel. The head of school encourages collaboration and provides professional development opportunities.

**Level 1 – Few or no** school personnel are engaged in onboarding, mentoring, coaching, and professional development programs. Professional development programs, if any, are **not clearly consistent** with the school’s mission and vision. **Limited or no** expectations for school personnel are included. The head of school **does not** encourage collaboration or provide professional development opportunities.

**Indicator 3.7** – Teachers engage parents in meaningful ways in their children’s education.

**Level 4 – All** teachers **design, implement, and evaluate** programs that engage parents in meaningful ways in their children’s education. Parents have **multiple** ways of staying informed of their children’s learning progress. **All** teachers **consistently** use common grading and reporting policies, processes, and procedures based on **clearly defined** criteria that represent each student’s mastery of educational objectives. **All** teachers implement these policies, processes, and procedures **without fail** across **all** grade levels and **all** courses. **All** constituents are aware of the policies, processes, and procedures. The head of school or designee **formally** and **regularly** evaluates **all** policies, processes, and procedures.

**Level 3 – Most** teachers design and implement programs that engage parents in meaningful ways in their children’s education. **Most** teachers **regularly** inform parents of their children’s learning progress. **Most** teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s mastery of educational objectives. **Most** teachers implement these policies, processes, and procedures consistently across grade levels and courses. **Most** constituents are aware of the policies, processes, and procedures. The head of school or designee **regularly** evaluates **all** policies, processes, and procedures.

**Level 2 – Some** teachers offer programs that engage families in their children’s education. **Some** teachers provide information about children’s learning. **Some** teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student’s mastery of educational objectives. **Some** teachers implement these policies, processes, and procedures across grade levels and courses, or implement them **inconsistently**. Most constituents are aware of the policies, processes, and procedures. The head of school or designee **rarely** evaluates the policies, processes, and procedures.

**Level 1 – Few or no** programs that engage families in their children’s education are available. Teachers provide **little** relevant information about children’s learning. **Few or no** teachers use common grading and reporting policies, processes, and procedures. Teachers **rarely** implement policies, processes, and procedures, if they exist, across grade levels or



courses, and are not well understood by constituents. **No** process for evaluation of grading and reporting practices is evident.

**Supporting Evidence for Standard 3 Indicators**

Statement of educational objectives

“Portrait of a graduate”

Lesson plans

Description of personnel onboarding and mentoring process

Professional development expectations

Guides to services

Agendas/minutes of department meetings

Agendas/minutes of services provided to the school

Practices based on research

Program and/or project descriptions

Evaluation criteria for innovation

Locally developed assessments

Student achievement results within the school

Interviews

Surveys

Other

## Standard 4 – Resources and Support Systems

**The school has sufficient personnel, resources, and services to achieve its mission.**

**Indicator 4.1** – Administrators, teachers, and staff are sufficient to fulfill the roles and responsibilities necessary to support the school’s mission.

**Level 4** – The governing body **follows clear, written** policies and procedures that ensure the head of school **solely** hires, places, and retains qualified personnel. The head of school has a **clear** process to determine the number of personnel required to fill the roles and responsibilities **necessary to support the school’s mission as it strives for continual improvement**. The governing body ensures that sufficient financial resources are available to fund **all** positions necessary to achieve the school’s mission.

**Level 3** – The governing body **follows** policies and procedures that ensure the head of school is able to hire, place, and retain qualified personnel. The head of school determines the number of personnel required to fill the roles and responsibilities **necessary to support the school’s mission**. The governing body ensures that financial resources are available to fund all positions **necessary to achieve the school’s mission**.

**Level 2** – The governing body **has** policies and procedures that ensure the head of school is able to hire, place, and retain qualified personnel. The head of school determines the number of personnel required to fill the roles and responsibilities **necessary to operate**. The governing body ensures that financial resources are available to fund positions **necessary to operate**.

**Level 1** – The governing body **does not have or does not follow** policies and procedures that ensure the head of school is able to hire, place, and retain qualified personnel. The governing body **rarely or does not ensure** that financial resources are available to fund positions necessary to achieve the school’s mission.

**Indicator 4.2** – Instructional time and material and financial resources are sufficient and are directed to achieving educational objectives in accordance with the school’s mission.

**Level 4** – Instructional time and material and financial resources **focus on meeting clear educational objectives in accordance with the school’s mission**. **All** school personnel protect adequate instructional time in policy and practice. The head of school has a **clear, written** procedure whereby school personnel request materials or resources **necessary to achieve the school’s mission**. Data demonstrate **annually** that teachers and students meet **clearly** defined educational objectives **in accordance with the school’s mission**.

**Level 3** – Instructional time and material and financial resources **meet** educational objectives in accordance with the school’s mission. **Most** school personnel protect adequate

instructional time in policy and practice. The head of school has a procedure whereby school personnel request materials or resources necessary to achieve the school's mission. Data demonstrate that teachers and students meet educational objectives **in accordance with the school's mission**.

**Level 2** – Instructional time and material resources and financial resources **usually** meet educational objectives. **Some** school personnel protect adequate instructional time in policy and practice. The head of school has a policy whereby school personnel request materials or resources. Data suggest that teachers and students meet educational objectives.

**Level 1** – Instructional time and material and financial resources **rarely or do not** meet educational objectives. **Few** school personnel protect adequate instructional time in policy or practice. The head of school **does not** have a procedure whereby school personnel request materials or resources. Data suggest that teachers and students **rarely or do not** meet educational objectives, or **no data exist**.

**Indicator 4.3** – The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment.

**Level 4** – **Clear** definitions and expectations for maintaining safety, cleanliness, and a healthy environment exist in **written** policy and practice. These definitions and expectations are **continually** communicated to **all** constituents. The head of school or designee **continually** holds school personnel and students accountable for maintaining these expectations. The head of school or designee **continually** tracks these conditions and develops and implements improvement plans to correct unacceptable conditions. The head of school or designee **continually** evaluates the results of improvement efforts.

**Level 3** – Definitions and expectations for maintaining safety, cleanliness, and a healthy environment exist in policy and practice. These definitions and expectations are communicated to constituents. The head of school or designee holds school personnel and students accountable for maintaining these expectations. The head of school or designee tracks these conditions and develops and implements improvement plans to correct unacceptable conditions. The head of school or designee evaluates the results of improvement efforts.

**Level 2** – Definitions and expectations for maintaining safety, cleanliness, and a healthy environment exist in policy. These definitions and expectations are **occasionally** communicated to constituents. The head of school or designee **occasionally** holds school personnel and students accountable for maintaining these expectations. The head of school or designee **occasionally** tracks these conditions and develops and implements improvement plans to correct unacceptable conditions.

**Level 1** – **Few if any** definitions and expectations for maintaining safety, cleanliness, and a

healthy environment exist. The head of school or designee **rarely or never** holds school personnel and students accountable for maintaining safety, cleanliness, and a healthy environment. The head of school or designee **rarely or never** tracks conditions. **No** plans exist for correcting unacceptable conditions.

**Indicator 4.4** – An appropriate range of media and information resources are available to enable students to meet the school’s educational objectives in accordance with the school’s mission.

**Level 4** – **All** teachers and students **continually** use an **appropriate** range of media and information resources to meet the school’s educational objectives **in accordance with the school’s mission**. **Trained** personnel are **immediately** available to assist students and teachers in accessing and using appropriate media resources.

**Level 3** – **Most** teachers and students use an appropriate range of media and information resources to meet the school’s educational objectives in accordance with the school’s mission. Trained personnel are available to assist students and teachers in accessing and using appropriate media resources.

**Level 2** – **Some** teachers and students continually use a range of media and information resources to meet the school’s educational objectives in accordance with the school’s mission. Trained personnel are **sometimes** available to assist students and teachers in accessing and using media resources.

**Level 1** – **Few or no** teachers and students use a range of media or information resources to meet the school’s educational objectives in accordance with the school’s mission. Trained personnel are **not available** to assist students and teachers in accessing and using appropriate media resources.

**Indicator 4.5** – The appropriate technology infrastructure exists to enable students and teachers to meet the school’s educational objectives in accordance with the school’s mission.

**Level 4** – The head of school or designee, together with teachers, **continually** monitor and evaluate the technology needs of the school in accordance with the school’s mission. The appropriate technology infrastructure is functional and meets the teaching, learning, communication, and operational needs of students, parents, and school personnel. The head of school or designee authorizes appropriate changes **as needed**.

**Level 3** – The head of school or designee, together with teachers, monitor and evaluate the technology needs of the school in accordance with the school’s mission. The technology infrastructure is functional and meets the teaching, learning, communication, and operational needs of students, parents, and school personnel. The head of school or designee authorizes appropriate changes.

**Level 2** – The head of school or designee, together with teachers, monitor but **rarely** evaluate the technology needs of the school in accordance with the school’s mission. The technology infrastructure is functional but **barely meets** the teaching, learning, communication, and operational needs of students, parents, and school personnel.

**Level 1** – The head of school or designee, together with teachers, **rarely or never** monitor and evaluate the technology needs of the school in accordance with the school’s mission. The technology infrastructure is **barely** functional and **does not** meet the teaching, learning, communication, and operational needs of students, parents, and school personnel.

**Indicator 4.6** – The school has policies and procedures in place to attend to students with apparent physical, social, and emotional issues in accordance with the school’s mission.

**Level 4** – The employee handbook **clearly** prescribes to school personnel how to attend to students with apparent physical, social, or emotional issues, including when, how, and to whom to report concerns about students. The head of school or designee **continually** evaluates these procedures to ensure that students with apparent physical, social, or emotional issues are identified and attended to appropriately.

**Level 3** – The employee handbook prescribes to school personnel how to attend to students with apparent physical, social, or emotional issues, including when, how, and to whom to report concerns about students. The head of school or designee **annually** evaluates these procedures to ensure that students with apparent physical, social, or emotional issues are identified and attended to appropriately.

**Level 2** – The employee handbook prescribes to school personnel how to attend to students with apparent physical, social, or emotional issues. The head of school or designee evaluates these procedures **when there is an incident** to ensure that students with apparent physical, social, or emotional issues are identified and attended to.

**Level 1** – The employee handbook **does not** prescribe to school personnel how to attend to students with apparent physical, social, or emotional issues.

**Indicator 4.7** – The high school program provides guidance counseling for students regarding post-graduation opportunities in further education, employment, and service.

**Level 4** – School personnel implement a **clear, written** policy and process to determine the counseling, assessment, referral, educational, work, and service planning needs of all high school students. School personnel provide or coordinate a **clearly defined** program to meet the needs of **all** high school students. The head of school or designee **continually** uses data to measure program effectiveness. The head of school or designee designs and implements improvement plans related to these programs.

**Level 3** – School personnel implement a process to determine the counseling, assessment, referral, educational, work, and service planning needs of **most** high school students. School personnel provide or coordinate a program to meet the needs of **most** high school students. The head of school or designee uses data to measure program effectiveness. The head of school or designee designs and implements improvement plans related to these programs.

**Level 2** – School personnel implement a process to determine the counseling, assessment, referral, educational, work, and service planning needs of **some** high school students. School personnel provide or coordinate a program to meet the needs of **some** high school students. The head of school or designee **occasionally** uses data to measure program effectiveness. The head of school or designee **occasionally** designs and implements improvement plans related to these programs.

**Level 1** – School personnel **do not** have a process to determine the counseling, assessment, referral, educational, work, and service planning needs of high school students. School personnel **rarely or never provide assistance** to meet the needs of high school students. The head of school or designee **rarely or never** uses data to measure program effectiveness.

#### **Supporting Evidence for Standard 4 Indicators**

Job descriptions

Description of personnel induction and professional development expectations

Professional development plan

Data regarding personnel retention and recruitment

Agendas/minutes of personnel meetings

Evaluation system for new and continuing personnel

Annual budget

Long-range facility plans

Facility maintenance history

Financial audits

Crisis management plan

Policies for handling and reporting concerns of student welfare

Building evacuation plan

Interviews

Surveys

Other

## Standard 5 – Using Results for Continual Improvement

The head of school, or designee, implements an assessment system that includes mission-appropriate educational objectives and generates data about student progress.

**Indicator 5.1** – The head of school or designee maintains a clearly defined and comprehensive student assessment program.

**Level 4** – The student assessment program produces data from **multiple locally developed** assessments and **mission-appropriate**, norm-based standardized assessments for student learning and school performance. The head of school or designee uses results to design, implement, and **continually evaluate** the improvement action plans related to student learning and readiness.

**Level 3** – The student assessment program produces data from **locally developed** and **mission-appropriate**, norm-based standardized assessments for student learning and school performance. The results are used to design, implement, and **evaluate** the improvement action plans related to student learning and readiness.

**Level 2** – The student assessment program produces data from assessment measures of norm-based standardized tests for student learning and school performance. The results are used to design and implement the improvement action plans related to student learning and readiness.

**Level 1** – The school **does not have** a student assessment system in place.

**Indicator 5.2** – The head of school or designee evaluates and interprets data to ensure all teachers are improving in their ability to help students achieve educational objectives in accordance with the school’s mission.

**Level 4** – The head of school or designee **continually** evaluates and interprets data to ensure **all** teachers are improving in their ability to help students achieve educational objectives in accordance with the school’s mission. **All** teachers **participate in rigorous professional development** related to the school’s mission and the evaluation and interpret data. **All** teachers **know** the school’s educational objectives and **regularly** gather, evaluate, and interpret data to improve their ability to help students achieve educational objectives in accordance with the school’s mission.

**Level 3** – The head of school or designee **annually** evaluates and interprets data to ensure teachers are improving in their ability to help students achieve educational objectives in accordance with the school’s mission. The head of school or designee **provides teachers rigorous professional development** related to the school’s mission and the evaluation and interpret data. **Most** teachers know the school’s educational objectives and gather, evaluate,

and interpret data to improve their ability to help students achieve educational objectives in accordance with the school's mission.

**Level 2** – The head of school or designee **occasionally** evaluates and interprets data to ensure teachers improve in their ability to help students achieve educational objectives in accordance with the school's mission. The head of school or designee **provides** teachers **professional development** related to the school's mission and the evaluation and interpretation of data.

**Level 1** – The head of school or designee **rarely or does not** evaluate and interpret data to ensure teachers improve in their ability to help students achieve educational objectives in accordance with the school's mission. The head of school or designee **rarely provides** teachers professional development related to the school's mission and the evaluation and interpretation of data.

**Indicator 5.3** – Teachers continually collect and analyze data from a range of sources, including comparison and trend data about student learning, instruction, and program evaluation. They use this data to improve their ability to help students accomplish educational objectives in accordance with the school's mission.

**Level 4** – **All** teachers use clear processes and procedures for collecting, analyzing, and evaluating student achievement from **all** data sources. **All** teachers use data to design, implement, and evaluate improvement plans to improve student learning, instruction, and effectiveness of programs.

**Level 3** – **Most** teachers use clear processes and procedures for collecting, analyzing, and evaluating student achievement from all data sources. **Most** teachers use data to design, implement, and evaluate improvement plans to improve student learning, instruction, and effectiveness of programs.

**Level 2** – **Some** teachers use processes and procedures for collecting, analyzing, and evaluating student achievement from several data sources. **Some** teachers use data to design, implement, and evaluate improvement plans to improve student learning, instruction, and effectiveness of programs.

**Level 1** – **Few** or no teachers collect, analyze, and evaluate student achievement from data sources. Teachers **rarely** use data to improve student learning, instruction, and effectiveness of programs.

**Indicator 5.4** – The head of school or designee monitors and communicates comprehensive information about student learning and the achievement of school improvement goals to constituents.



**Level 4** – The head of school or designee **continually** monitors **comprehensive** information about student learning, conditions that support student learning, and the achievement of school improvement goals. The head of school or designee **continually** communicates results using appropriate methods to constituents.

**Level 3** – The head of school or designee **frequently** reviews information about student learning, conditions that support student learning, and the achievement of school improvement goals. The head of school or designee **annually** communicates results using appropriate methods to constituents.

**Level 2** – The head of school or designee **occasionally** reviews information about student learning, conditions that support student learning, and the achievement of school improvement goals. The head of school or designee **occasionally** communicates results to constituents.

**Level 1** – The head of school or designee **does not** monitor or review information about student learning, conditions that support student learning, and the achievement of school improvement goals.

### **Supporting Evidence for Standard 5 Indicators**

Strategic plan/school improvement plan

School profile information

“Portrait of a graduate”

School's improvement plan that focuses on student learning and organizational effectiveness in the context of the mission statement

A plan that includes components that provide specific goals, a set of appropriate assessments, a set of interventions expected to cause growth to occur, and a plan for ensuring that the personnel have the skills to implement the plan

Locally development assessments tied to mission-appropriate educational objectives

Student performance and achievement data

Agendas/minutes of meetings regarding improvement activities and results

Professional development plans

Communications to constituents regarding improvement activities and results

Description of personnel induction and professional development expectations

Agendas/minutes of personnel meetings

Evaluation system for new and continuing personnel

Annual budget

Interviews

Surveys

Other

## **MAIS ASSURANCES**

The head of school affirms the following:

1. Legal Compliance –

The school is not knowingly out of compliance with any applicable, legitimate local, state, and federal laws.

2. Accreditation Guidelines –

The school meets and maintains all requirements for MAIS accreditation as recorded in the MAIS Accreditation Manual, MAIS Regulations and Guidelines, MAIS Teacher Certification, and MAIS Ethics Policy.

3. Mission Statement –

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

4. School Improvement Plan –

The head of school formulates and monitors an educational School Improvement Plan that supports the school's mission, vision, values, and beliefs.

5. Governing Body Fiscal Responsibility –

The governing body ensures adequate funding for the total educational program.

6. Insurance Coverage –

The governing body ensures the school has an adequate insurance program to cover property, buildings, equipment, and professional liability to protect constituents' financial investment.

7. Physical Plant Policy –

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

8. Governing Body Governance Policy –

The governing body has policies to ensure that the head of school alone directs the daily operations of the school.

9. Administrator Qualifications –

The head of school meets MAIS certification requirements for administrators.

10. Teacher Qualifications –

The head of school employs sufficient instructional and support staff in compliance with the MAIS Teacher Certification Manual.

11. Administrators Conference –  
The head of school, or administrative designee, participates in an MAIS Administrators Conference at least once every two years.
12. Professional Development –  
The head of school directs, supervises, and documents a mission-appropriate professional development program that is designed to ensure attainment of educational objectives and that requires 100% participation of the instructional staff.
13. Employee Evaluations –  
The head of school or designee develops and administers an annual evaluation program for all school employees.
14. School Environment Policy –  
The head of school or designee creates and implements mission-appropriate policies that ensure a safe environment for students, employees, and campus visitors.
15. Student Health Policy –  
The head of school or designee directs and supervises the implementation of procedures for handling illnesses and injuries that occur on school property and off-campus during school-sponsored events.
16. Crisis Management –  
The school publishes crisis procedures, and the head of school ensures they are periodically drilled.
17. Budgetary Responsibility –  
The head of school superintends the school's budget, all financial resources, all financial accounts, and all fundraising efforts performed in the school's name.
18. Maintenance and Security of Records –  
The head of school or designee ensures student transcripts, attendance records, teacher grade books, and other applicable data and documents are professionally maintained and secured.
19. School Calendar –  
The school publishes an annual calendar sufficient in length to attain the established educational objectives for each course of study at all levels of instruction.
20. Written Handbooks –  
The school publishes written, mission-appropriate policy guidelines for constituent (including but not limited to governing body, employees, and students) conduct, attendance, appearance, etc.
21. Student Activities –  
The head of school or designee plans and provides student activities that support the school's mission, vision, beliefs, and values and furthers its educational objectives.

22. Library/Media Services –  
The head of school ensures mission-appropriate library/media services that support the school’s educational objectives.
23. Challenged Material –  
The school publishes a mission-appropriate policy and procedure for responding to “challenged materials” used in instruction or support services.
24. Technology Plan –  
The school has a written, mission-appropriate plan that addresses technology and its acceptable uses necessary to meet the school’s educational objectives.
25. Guidance Counseling Services –  
The school provides mission-appropriate guidance counseling services to help students attain their educational objectives.
26. Course of Study –  
The school publishes a written course of study for each subject offered at each grade level that includes mission-appropriate course objectives for student mastery, as well as methods, materials, activities, and resources.
27. Curriculum Scope and Sequence –  
The head of school or designee directs an ongoing review of the school’s curriculum to ensure that mission-appropriate educational objectives are clearly established and pursued at every level.
28. PreK and Kindergarten Curriculum –  
The school’s PreK and Kindergarten programs employ mission-appropriate, integrated curricula that provide for developmentally appropriate learning activities necessary for students to attain established educational objectives.
29. Instructional Time –  
The school’s personnel, calendar, and course schedules (Grades 1-12) protect instructional time sufficient to enable students to attain established educational objectives.
30. Course Credit Guidelines –  
The head of school or designee establishes clearly defined educational objectives for each course of study and bestow credit on students who successfully master the educational objectives.
31. Standardized Testing Program –  
The school employs a variety of mission-appropriate testing programs and documents the use of the results to improve the curriculum, teaching, and learning thus ensuring students attain mastery of established educational objectives.

# MAIS EDUCATIONAL PRACTICES GUIDE 2021

## Introduction

This Educational Practices Guide describes the educational practices that the Midsouth 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 Cognia Accreditation Standards for Quality Schools and the MAIS Standards and Assurances.

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. MAIS Standards and Assurances presume this comprehensive view of quality. Schools should use the Standards and Assurances as tools in their pursuit of quality. The practices highlighted are examples of benchmarks of good practice and pertain to specific assurances.

MAIS Assurances are identified in bold type and are non-negotiable statements. The items listed after each Assurance contained within this guide offer evidence or examples of 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. Note that many Assurances focus attention on the head of school as person responsible for the operation of the school.

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

### 1. Legal Compliance –

**The school is not knowingly out of compliance with any applicable, legitimate local, state, and federal laws.**

- 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 –

**The school meets and maintains all requirements for MAIS accreditation as recorded in the MAIS Accreditation Manual, MAIS Regulations and Guidelines, MAIS Teacher Certification, and MAIS Ethics Policy.**

- Printed certificate issued by MAIS office

3. Mission Statement –

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

- Student handbook
- Employee handbook
- Parent handbook
- Governing body handbook
- Bylaws
- Enrollment application
- Employment application
- Promotional materials

4. School Improvement Plan –

**The head of school formulates and monitors an educational school improvement plan that supports the school’s mission, vision, values, and beliefs.**

- Written improvement plan
- Written recommendations from previous site visit
- Written executive summaries on progress regarding implementation of visiting team’s recommendations
- Written constituent survey responses
- Written minutes of school improvement committees’ meetings

5. Governing Body Fiscal Responsibility –

**The governing body ensures adequate funding for the total educational 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 –

**The governing body ensures the school has an adequate insurance program to cover property, buildings, equipment, and professional liability to protect constituents' financial investment.**

- Printed Certificate of Insurance
- Governing body handbook policy regarding insurance

7. Physical Plant Policy –

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

- Governing body handbook policy regarding physical plant

8. Governing Body Governance Policy –

**The governing body has policies to ensure that the head of school alone directs the daily operations of the school.**

- Governing body handbook
- Governing body evaluations

9. Administrator Qualifications –

**The head of school meets MAIS certification requirements for administrators.**

- See MAIS Teacher Certification Manual [Appendix F]

10. Teacher Qualifications –

**The head of school employs sufficient instructional and support staff in compliance with the MAIS Teacher Certification Manual.**

- See MAIS Teacher Certification Manual [Appendix F]

11. Administrators Conference –

**The head of school, or administrative designee, participates in an MAIS Administrators Conference at least once every two years.**

12. Professional Development –

**The head of school directs, supervises, and documents a mission-appropriate professional development program that is designed to ensure attainment of educational objectives and that requires 100% participation of the instructional staff.**

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

13. Employee Evaluations –

**The head of school or designee develops and administers an annual evaluation program for all school employees.**

- 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 mission-appropriateness, employee effectiveness, time management, character, and professional development

14. School Environment Policy –

**The head of school or designee creates and implements mission-appropriate policies that ensure a safe environment for students, employees, and campus 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.

15. Student Health Policy –

**The head of school or designee directs and supervises the implementation of procedures for handling illnesses and injuries that occur on school property and off-campus during school-sponsored events.**

- 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.

16. Crisis Management –

**The school publishes crisis procedures, and the head of school ensures they are periodically drilled.**

- 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.*

17. Budgetary Responsibility –

**The head of school superintends the school’s budget, all financial resources, all financial accounts, and all fundraising efforts performed in the school’s name.**

- 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

18. Maintenance and Security of Records –

**The head of school or designee 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.

19. School Calendar –

**The school publishes an annual calendar sufficient in length to attain the established educational objectives for each course of study at all levels of instruction.**

- School calendar
- Mission statement
- Written course of study
- Written educational objectives for all levels
- Lesson plans

20. Written Handbooks –

**The school publishes written, mission-appropriate policy guidelines for constituent (including but not limited to governing body, employees, and students) conduct, attendance, appearance, etc.**

- Governing Body Handbook
- Staff Handbook
- Teacher Handbook
- Student Handbook
- Parent Handbook
- 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
- 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

21. Student Activities –

**The head of school or designee plans and provides student activities that support the school's mission, vision, beliefs, and values and furthers its educational objectives.**

- School Calendar
- Field Trips
- Special Speakers

22. Library/Media Services –

**The head of school ensures mission-appropriate library/media services that support the school's educational objectives.**

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

23. Challenged Material –

**The school publishes a mission-appropriate policy and procedure for responding to “challenged materials” used in instruction or support services.**

- Governing Body Handbook
- Staff Handbook

- Teacher Handbook
- Student Handbook
- Parent Handbook

24. Technology Plan –

**The school has a written, mission-appropriate plan that addresses technology and its acceptable uses necessary to meet the school’s educational objectives.**

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

25. Guidance Counseling Services –

**The school provides mission-appropriate guidance counseling services to help students attain their educational objectives.**

- Guidance counselor’s calendar
- College and university admissions material
- Opportunities for electives and independent study
- Career guidance

26. Course of Study –

**The school publishes a written course of study for each subject offered at each grade level that includes mission-appropriate course objectives for student mastery, as well as methods, materials, activities, and resources.**

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

27. Curriculum Scope and Sequence –

**The head of school or designee directs an ongoing review of the school’s curriculum to ensure that mission-appropriate educational objectives are clearly established and pursued at every level.**

- A written document containing scope and sequence of each course that addresses both vertical and horizontal alignment

28. PreK and Kindergarten Curriculum –

**The school's PreK and Kindergarten programs employ mission-appropriate, integrated curricula that provide for developmentally appropriate learning activities necessary for students to attain established educational objectives.**

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

29. Instructional Time –

**The school's personnel, calendar, and course schedules (Grades 1-12) protect instructional time sufficient to enable students to attain established educational objectives.**

- Master schedule
- School calendar

30. Course Credit Guidelines –

**The head of school or designee establishes clearly defined educational objectives for each course of study and bestow credit on students who successfully master the educational objectives.**

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

31. Standardized Testing Program –

**The school employs a variety of mission-appropriate testing programs and documents the use of the results to improve the curriculum, teaching, and learning thus ensuring students attain mastery of established educational objectives.**

- 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
- Locally developed tests to evaluate students' mastery of missional objectives





## **MAIS ACCREDITATION MANUAL APPENDICES**

### **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





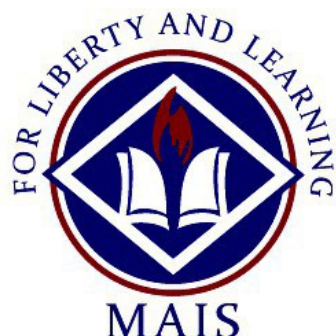


## **REGULATIONS AND GUIDELINES FOR STUDENT PLACEMENT AND TRANSFERS**

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.

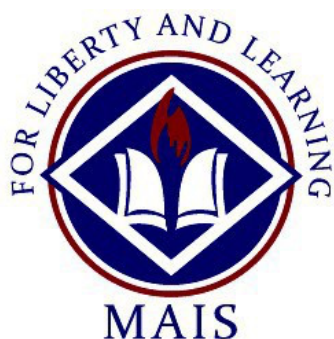




## REGULATIONS AND GUIDELINES FOR STUDENT PROMOTION AND RETENTION

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 to 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., one 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 of 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.
    - (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

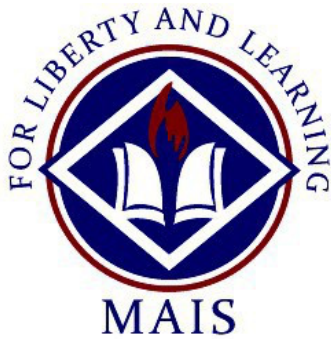
**BUSINESS EDUCATION**

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
<b>COMPUTER EDUCATION</b>		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
<b>DRIVER EDUCATION</b>		<b>HEALTH and PHYSICAL EDUCATION</b>	
Driver Ed. (Classroom & Practice)	0.5	Health Education	0.5
		Physical Education	0.5
		Athletics	0.5
<b>ENGLISH</b>		<b>HOME ECONOMICS</b>	
English I	1	Home Economics	1
English II	1	Bachelor Living	1 or 0.5
English III	1	Family Life Education	1 or 0.5
English IV	1	Consumer Education	1 or 0.5
Creative Writing	1 or 0.5		
Advance Placement English	1	<b>HUMANITIES</b>	
World Literature	1	Humanities	1 or 0.5
Advanced Composition	1		
		<b>INDUSTRIAL ARTS</b>	
<b>FINE ARTS</b>		Mechanical Drawing I	1 or 0.5
Art I	1 or 0.5	Mechanical Drawing II	1 or 0.5
Art II	1 or 0.5	Other Industrial Arts	1 or 0.5
Art III	1 or 0.5		
Art IV	1 or 0.5	<b>JOURNALISM</b>	
Ceramics	0.5	Journalism I	1 or 0.5
Commercial Art	0.5	Journalism II	1 or 0.5
Art Appreciation	0.5	Broadcast Journalism	1 or 0.5
Art History	0.5		
Graphic Arts	1 or 0.5	<b>MATHEMATICS</b>	
Dramatics	1 or 0.5	General Math I	1
Choral Music I	1 or 0.5	General Math II	1
Choral Music II	1 or 0.5	Pre-Algebra	1
Music Theory & Literature	0.5	Algebra I	1
Band 9-12	1 or 0.5	Algebra II	1
Music Appreciation	0.5	Algebra III	1
Survey of Fine Arts	1 or 0.5	Plane Geometry	1
		Unified Geometry	1
<b>FOREIGN LANGUAGE</b>		Solid Geometry	1
French I	1	Trigonometry	1 or 0.5
French II	1	Senior Math	1
French III	1		
French IV	1		
German I	1		

Advanced Math	1	<b>SOICAL STUDIES</b>	
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
		Economics	0.5
<b>SCIENCE</b>		Psychology	1 or 0.5
Biology	1	Sociology	0.5
Advanced Biology	1	Current Events	0.5
Marine Science	1 or 0.5	American History	1
Chemistry	1	World History	1
Advanced Chemistry	1	Western Civilization	1
Geology	1	Advanced Placement Social Studies	1
General Science	1	Advanced World	1
Anatomy and Physiology	1	Geography Global Studies	1
Advanced Science	1		
Physics	1	<b>SPEECH</b>	
Advanced Physics	1	Speech I	1 or 0.5
Earth/Space Science	1	Speech II	1 or 0.5
Physical Science	1	Discussion and Debate (Forensics)	1 or 0.5
Health	1		
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. General
  - (a) The head of school shall comply with the *MAIS Ethics Policy* in the selection, retention, and dismissal of all school personnel. 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 employ mission-appropriate instructional and 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 May 2021

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

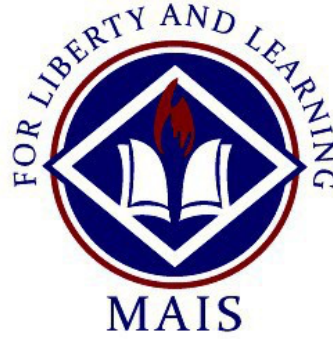
## **PREFACE**

The Teacher Certification Commission of the Midsouth 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 Midsouth Association of Independent Schools (Revised July 1993), was established to certify teachers and administrators who are hired to perform educational responsibilities within the Midsouth Association of Independent Schools.

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

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 Midsouth Association of Independent Schools and does not constitute any automatic reciprocity with other certification entities.



Midsouth 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 Cognia (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*

- D 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.
- D 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.
- D 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.
- D 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.
- D 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*

- D 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.
- D 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.

- D 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.
- D 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 Cognia (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 Midsouth 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](http://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, 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.
- 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.
- 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.
- MAIS shall revoke an 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 Midsouth Association of Independent Schools.

#### *Levels of Certification*

Class A	Hold a bachelor's degree in education from a college accredited by Cognia (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 <b>And</b> hold a master's degree in education from a college accredited by Cognia (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 Cognia (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 Bible	Economics	Health & PE	Social Studies
Business	English	Music	Sociology
Civil Government	Geography	Psychology	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 Mississippi College –
      - 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*

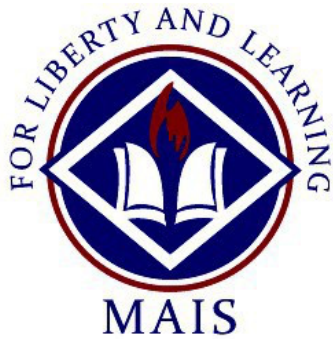
D Areas that can be added on by passing the Praxis II test with no additional hours:

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

# MAIS ETHICS POLICY

## Appendix G





## ETHICS POLICY

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 Mid-South 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 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. Employee
- (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 shall 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. Head of School

- (a) A school respects the right of any head of school 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 board chairman 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 board chairman of the interviewing school shall seek permission from the candidate's present board chairman before any discussion can ensue.

- (c) A board chairman 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 board chairman of the prospective employee's current school shall be notified of such negotiations before their consummation.
- (d) A board chairman shall not initiate contact or discussion with a currently employed candidate after July 1 without express permission from the candidate's present school's board chairman.

\* *MAIS Board recommends that items "b" and "c" be included in all head of school contracts.*

## 5. 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.

## 6. 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.