SAIS Accreditation Portal Quick Reference

SAIS Accreditation Portal
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Username (usually your email):

Password: (forgot your password?)

Submit

www.accportal.org

The Dashboard View

The initial screen that you will see after you log in is your dashboard. You will only see the school(s) to which you have access either as a head of school, accreditation coordinator, visiting team chair, or visiting team member.

The menu choices at the top are consistent on various page views:

DASHBOARD	REPORT HOME	SCHOOL & TEAM RESOURCES	CHAIRS RESOURCES	CHAIRS PRE-VISIT FORM	SAIS

Dashboard: returns to your dashboard view, the initial view when you log in to the Portal.

Report Home: returns to your report view. This is the landing page for the report you are working on, the same word is used for visiting team view and school view. This selection appears once you have entered one of the sections by clicking on the edit button.

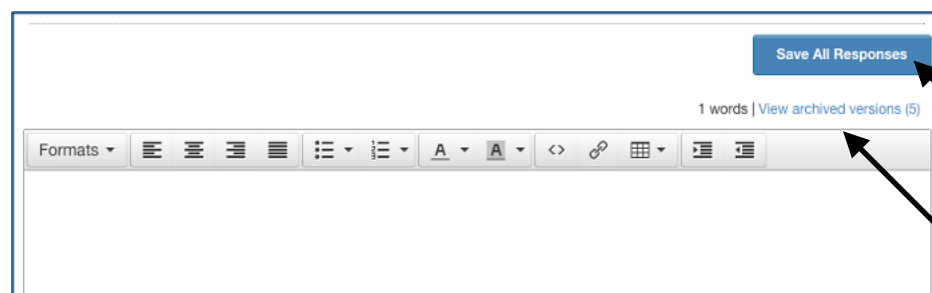**School & Team Resources:** links to help files

Chairs Resources: links to help files specific for chairs

Chairs Pre-Visit Form: link to the form chairs fill out after their pre-visit

SAIS: links to the SAIS home page

Entering Data

In all sections of the Portal, the text entry screen looks the same and has the same features.

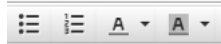There is an autosave feature, but it is a good practice to hit the saved button.

Archives are generated every 6 hours (midnight, 6AM, noon, 6PM) of anything that has been changed. To restore from an archived version, copy and paste.
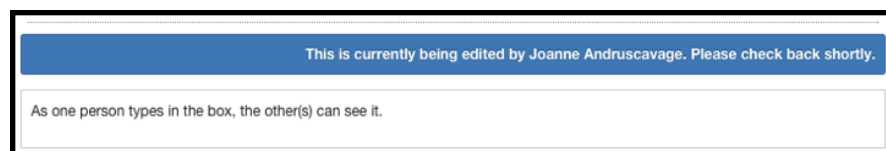
Formatting options in the Portal are as follows:

Formats ▾ Headings ▸ Inline ▸ Blocks ▸ Alignment ▸	**Headings**: change the header sizes **Inline**: Bold, Italic, Underline, Strikethrough, Superscript, Subscript, Code **Blocks**: Paragraph, Blockquote, Div, Pre **Alignment**: Left, Center, Right, Justify
≡ ≡ ≡ ≡	**Justifications**: Left, Center, Right, Justify
≣ ≣ A ▾ A ▾	Bulleted List, Numbered List, Font color, Background color
<> 🔗 ▦ ▾	Source code, Hyperlink, Tables
⇥ ⇤	Increase Indent, Decrease Indent

You can copy and paste from Word or Google docs if you would like. The Portal will preserve most of the formatting, but you may still have a little clean up to do. You may find it easier to compose directly into the Portal.

COLLABORATION:
One person can edit each section with an "Open" button at a

> This is currently being edited by Joanne Andruscavage. Please check back shortly.
>
> As one person types in the box, the other(s) can see it.

time. If there are five sections, then five people can work on their sections simultaneously. For each section, if there is someone who already has the section open, the next person to try to open it will get a message indicating who is working on the section. The second person can see, in real time, as the first person enters content.

THE SCHOOL VIEW

At the top of the school view are important dates, a button to see your standards responses in PDF (the way the visiting team sees them), a button to email your entire team, and your button to submit your report.

The school snapshot is quick information for the visiting team that explains who the school is and provides brief information to acquaint the team with the school. The school snapshot sections automatically appear in the visiting team's final report.

☑ Standards & Indicators

Note that SAIS highly recommends using Mozilla Firefox as the browser that works most seamlessly with the Portal.

Click here for Section Instructions

Click here for the Portal Quick Reference Guide. *(revised 8/30/15)*

Edit	Item	Last Edit	Status
Open	SAIS Standard 1: Mission	04-02-2019 1:59pm	**Mark Complete**
Open	SAIS Standard 2: Governance & Leadership	08-10-2018 11:01am	**Mark Complete**
Open	SAIS Standard 3: Teaching & Learning	04-05-2019 11:37am	**Mark Complete**
Open	SAIS Standard 4: Stakeholder Communication & Relationships	04-20-2017 11:23am	**Mark Complete**
View	SAIS Standard 5: Resources & Support Systems	03-16-2017 3:35pm	**Re-Open**

Click the Open button next to each of the standards to open the screen where you can write your responses to the indicators (see below).

☑ Indicator 1::

Establishes in collaboration with its stakeholders a mission for the school that guides all planning and decision-making and ensures the mission is congruent with principles of academic scholarship; permitting and encouraging freedom of inquiry, diversity of viewpoints, and academic independent, critical thinking.

The mission of the school is an essential written foundation on which all programs and organizational structures are based. The mission statement should be reflected in all offerings, activities, and personnel within the school. The mission statement is what sets a school apart from others. It is a statement of the unique culture of the school. It permeates the school in places such as the beginning of the school's charter or bylaws, in its handbooks and viewbooks, in its admissions materials, on the walls of classrooms and offices, and in the minds and hearts of the entire school community.

Help file: Measuring the mission

51 words | View archived versions (1)

| Formats ▾ | **B** | *I* | U̲ | ≡ | ≡ | ≡ | ≡ | ⋮≡ ▾ | ⋮≡ ▾ | A ▾ | A ▾ | <> | 🔗 | ⊞ ▾ | ⋮→ | ⋮← |

1. The mission of the school is to enrich minds and inspire dreams. Supported by our core values of respect for each other and the other among us, we are a community of learners dedicated to making the world a better place and preparing our children for their very bright future.

POWERED BY TINY

Confidentiality: *The only people with access to this information are SAIS, the visiting team, the head of school, accreditation coordinator(s) and others the school asks SAIS to give access.*

THE FILE LIBRARY

The file library provides the school an opportunity to upload documents and artifacts that directly support the statements made in their response to standards and indicators.

You can drag files into the appropriate file library or use the add files button.

Use the file library to upload any documents relative to standard 1.

Documents Relative to Standard 1 (right click to open link in new tab)

Related Files: Documents relative to Standard 1

Add Files	Drag & Drop Files Here (Max size 25Mb)

File Library

⬈ 2021_09_19-19_35_SAIS Accreditation Role of the Team.docx   **x**

The file library may be at the standard level (usually connected with the first indicator in the standard) or at the indicator level.

The size limit for files is 25MB. Acceptable file formats are PDF, doc, excel, video files, etc. Certain types of executable files are not permitted.

Please note that very large files will take you a long time to upload and will take your team a long time to download. If you are working with video (and these files tend to be large, especially if uncompressed), you may wish to upload to a video site such as YouTube or Vimeo and then paste the link in the body of the response box.

The evidence you provide should be your best evidence and does not need to be exhaustive evidence. This is a password-protected site and your data is as secure as we can make it, however, you should be cautious uploading very sensitive information, such as financial data or student or personnel information. You may indicate to the team chair where they may review files you do not wish to upload.

THE CONTROL PANELS

The head of school and the accreditation coordinator(s) have access to the control panel. You can manage individual's access to your own accreditation record, assign sections of the report to different people in your school. If a user is unassigned a section, that section does not appear when they log in, but they can still see the compiled report by using the "Print My Snapshot & Standards" button.

The visiting team chair has access to the control panel and can assign sections of the report to team members. If a team member is unassigned access to a section, that section will not appear when they log in, but they can still see the compiled report by using the "Print Visiting Team Report" button.

THE TEAM VIEW

At the top of the team view and chair view are the School Report for Growth (which is what your visiting team report will be based on) and the school's Snapshot & Standards Report. From this page, you have access to the school's compiled PDF report.

Your visit report is at the bottom of the page. Once you click open in any section, there are more instructions available.

Confidentiality: *The visiting team deliberations and the final report are confidential. Once the SAIS Accreditation Review Committee accepts the visit report, the report belongs to the school and the school determines how to share it with its stakeholder community.*

MARKING COMPLETE

In both the school view and the team view, click the mark complete button when you are finished with a section. You can re-open the section for editing. Mark complete is an internal tool that you can use as a way to indicate to each other which sections are finished, but you are not required to use it. Many schools and teams have found it to be very helpful.

SUBMIT REPORT

SCHOOL: Four weeks prior to the visit, the school's reports should all be complete, the snapshot, all responses to standards, and the school report for growth. At this point, the school should click the "Mark Report Complete" button. Once you click this button, the visiting team and chair are alerted that all of your materials are in their final form. Please note that your chair has access to your reports, so you don't need to mark your report complete at the time of the pre-visit (but your responses to standards should be in near final form).

VISITING TEAM: No later than 10 days after the conclusion of the visit (and earlier if all of the sections of your report are finished and the team has had an opportunity to proof for consistency, language, content, etc.) the **chair** of the team should click the "Submit For Final Review" button. Once you click this button, SAIS office staff members are alerted that your report has been turned in. SAIS will then begin the review process.

NOTE: After your report is submitted (either school or visiting team), it is locked for editing. Contact SAIS if you need to edit your report further.