SAIS

ACCREDITATION WORKSHOP

ROAD TO A SUCCESSFUL ACCREDITATION

Spring 2023

WELCOME

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SAIS

—

Join an accreditation team!

www.sais.org/signmeup

WHAT WOULD YOU DO?

→ If a generous billionaire asked you to lead the team to imagine and design a new independent school, what would your vision of this amazing school be?

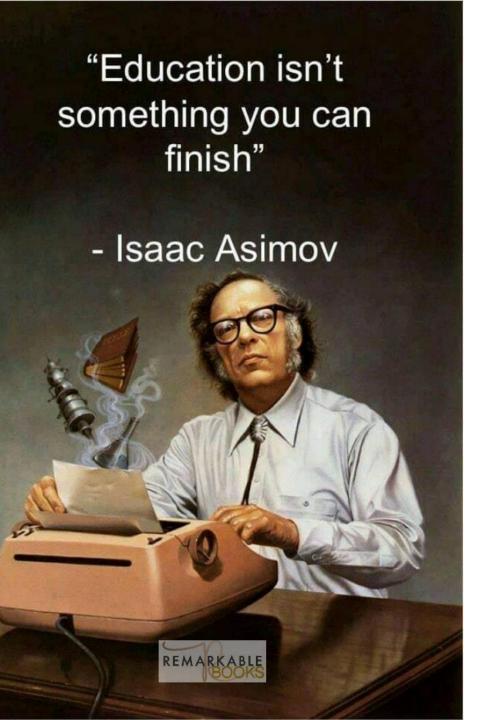SAIS | 4

NEW! SAIS WEBSITE WWW.SAIS.ORG

→ Log in – Members

→ Accreditation Resources - https://sais.org/accresources/accreditation-resources-for-schools/

→ General Resources - https://sais.org/all-resources/

→ Specific Documents - https://sais.org/resource/sample-trustee-manual-bad/

WHAT IS ACCREDITATION?

What do you think of when you hear the word "accreditation"?

SAIS

"Education isn't something you can finish"

- Isaac Asimov

REMARKABLE BOOKS

PRIMARY GOAL OF SAIS ACCREDITATION

Learning and growing so we can make a difference in the lives of the students we serve.

MISSION

The only thing an independent school is compared to is its mission.

Never should an accreditation visit evaluate a school in comparison to another school. How well a school meets standards and adheres to best practice as it pursues its mission is the focus of an independent school accreditation.

SAIS

Value of Membership

We are SAIS: a professional organization that helps independent schools of all sizes, and their leaders, stretch their potential through industry-leading accreditation, resources, and professional programs that make your job easier and your school stronger.

Grow your school.
Lead with heart.
Prepare for anything.

14 States
Mexico, Honduras & St. Maarten

386 Member Schools

487 Median Enrollment

SAIS is the largest regional independent school association in the country.

PROFESSIONAL LEARNING

Stretch and fulfill your potential with carefully crafted programs that provide exceptional value and growth opportunities. SAIS hosts monthly webinars on a variety of topics and self-paced online learning. Institutes and conferences throughout the year are led by experts in the field addressing issues relevant to independent school leaders .

RESOURCES

Practical research and streamlined news make your job easier and your school stronger. Cut through the clutter with advanced search tools on our growing website. Obtain meaningful, actionable feedback with surveys created specifically for our member schools. Dive in with timely topics and thought provoking articles delivered directly to your inbox.

NETWORKING

Connect with independent school professionals who share your same needs and challenges. SAIS Connect and our role based roundtables offer inspiring conversations with diverse independent school colleagues. We not only offer schools and school leaders a steady direction, but also a helping hand, an open ear, and a warm heart.

ACCREDITATION

SAIS provides industry leading accreditation that pushes you to elevate your school's story, set and strive for significant goals, and evolve as an institution - all while staying true to your culture, history, mission, and vision. Schools accredited by SAIS engage in a mission driven, continuous improvement process that culminates in a peer review team visit every five years.
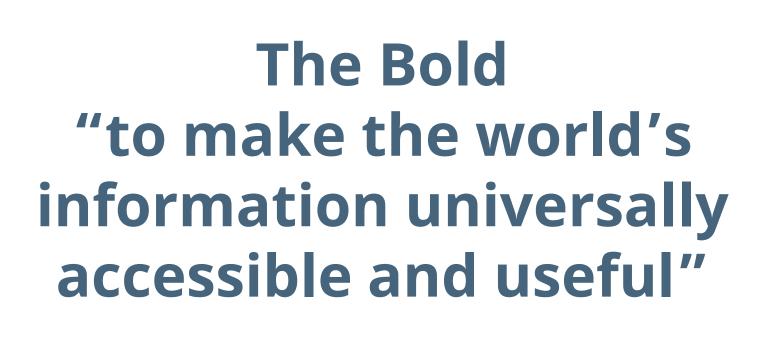
SAIS

Mission Driven

Data Informed

ONE SIZE DOES <u>NOT</u> FIT ALL!

The Bold
"to make the world's information universally accessible and useful"

The Concise-
"to enrich minds and inspire dreams"

AND ... NOT SO CONCISE!

Adolescents today are inheriting a world with staggering challenges. To meet those challenges and solve ever more complex problems, our young men and women will need a strong sense of moral and ethical responsibility, tremendous creativity, inner strength, and the ability to work with each other in a global context. At The School, our mission is to re-define the high school experience by educating our students to be resourceful, clear, and flexible thinkers, capable of making profound and positive contributions to the fast-changing world they inherit.

THE MISSION DRIVEN SCHOOL

Inspiring students to explore, create, contribute and achieve.

SAIS

Your Mission

What are the 3 most important words in this mission statement?

How do you define those 3 words?

How do your operations reflect this mission?

The mission
we feel like we serve ...

The mission of the school is
to educate the children of the
chronically anxious.

SAIS

The mission of SAIS is to strengthen member schools by providing high quality accreditation processes, comprehensive professional growth opportunities, and visionary leadership development programs.

SAIS professional development is unique.

From content quality to the caliber of presenters, we carefully craft programs to provide exceptional value, networking, and growth opportunities.

Accreditation and Professional Learning Connections

https://sais.org/upcoming-events/

https://sais.org/all-resources/

https://sais.org/event/22ac/

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Where do we start?

SAIS Philosophy of Accreditation

• Mission-driven

• Balancing standards, growth, and reflection

• Peer review

• SAIS Website: www.sais.org

SAIS Process

Our accreditation process is both focused and flexible — strategic in its protocols yet delivered with a human touch. Unlike one-size-fits-all programs, we adapt our process to fit each school's needs, allowing us to pinpoint unique ways to help you improve.

The SAIS process allows schools to pursue accreditation while maintaining their identity and mission. We ask schools to tell their stories in a way that demonstrates they are mission-driven. An SAIS accreditation confirms that a school's intended efforts are also the actualized ones.

SAIS

The 5 Year Cycle of SAIS Accreditation

Two Year Report

Submit Request for Participation (RFP)

Attend a Workshop

Standards and Self Study

Team Visit and Visiting Team Report

SAIS

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Three Pillars

Adherence to standards/indicators showing best practices in school operations

Completion of a self-study that leads to a plan for school growth and improvement

Visit by a team of peer educators

Accreditation Coordinator and Steering Committee

Guide	Guide the process
Delegate	Delegate to individuals/committees
Maintain	Maintain the accreditation timeline
Communicate	Communicate with the visiting team chair
Access	Have access to all data
Interface	Interface with SAIS … ask questions!

Timeline

- Create a calendar

- Establish an Accreditation Steering Committee

- Accreditation Guidebook
https://sais.org/resource/accreditation-guidebook/

- Organize your work

- Undertake Standards and Self Study work simultaneously

- Review the Resources for Schools
https://sais.org/accresources/accreditation-resources-for-schools/

CREATE YOUR CALENDAR

- **Today** - Attend the Accreditation Workshop
- **Tomorrow** - Work Begins on the Standards and Indicators, School Snapshot, Self Study
- **9-12 months before Visit** – Chair Assigned
  - Contact the chair to set Pre-Visit date and communicate with SAIS
- **6-8 months before Visit** – Pre-Visit
  - School Snapshot and Standards/Indicators/Evidence Due
  - Improvement Goals Identified
- **2-3 months before Visit** – Team Members Assigned
- **1 month before Visit** – School Report Due
- **VISIT DATE!**

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Accreditation = Balance

Pre-visit = Adherence to Standards/Indicators (Operations)

Team Visit = Self-Study and School Report (Growth and improvement)

Two Parallel Processes

→ Respond to the Standards/Indicators and provide the required and supplemental evidence.

→ Conduct a Self-Study process to identify the school's goals for improvement and develop a plan to achieve the goals.

The Pre-Visit
School Snapshot and Standards

→ 6-8 months prior to team visit

→ Tour campus, decide on rooms for team and interviews

→ Completed draft of responses to standards and indicators and evidence to chair for review in the SAIS Accreditation Portal (2 weeks before pre-visit)

Pre-Visit (continued)

- Review School Snapshot and discuss strategic goals and team composition
- Schedule visit: 2 ½ days https://sais.org/accresources/accreditation-resources-for-schools/
- Discuss SAIS Questionnaires
- Pre-visit confirmation completed by the chair

Accreditation Engagement Questions

Governance
https://sais.org/resource/questions-on-governance/

Financial Wellness
https://sais.org/resource/questions-on-financial-wellness/

Student Safety
https://sais.org/resource/questions-on-child-protection/

→ The Pre-Visit is focused on your compliance with the Standards and Indicators.

TEAM VISIT

- Chair + 3-5 additional team members
- Focus is on your goals
- Team members are chosen based on their expertise in the areas of your goals
- Interviews with constituent groups around your goals
- Emphasis on your plan to achieve your goals
- Commendations and Recommendations around your plan to achieve your goals

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➜ The Team Visit is about your GOALS for Improvement!

SAIS Accreditation Portal
SAIS Accreditation Portal

SAIS

SERVING & ACCREDITING
INDEPENDENT SCHOOLS

Username (usually your email):

Password: (forgot your password?)

Submit

https://www.accportal.org/sais
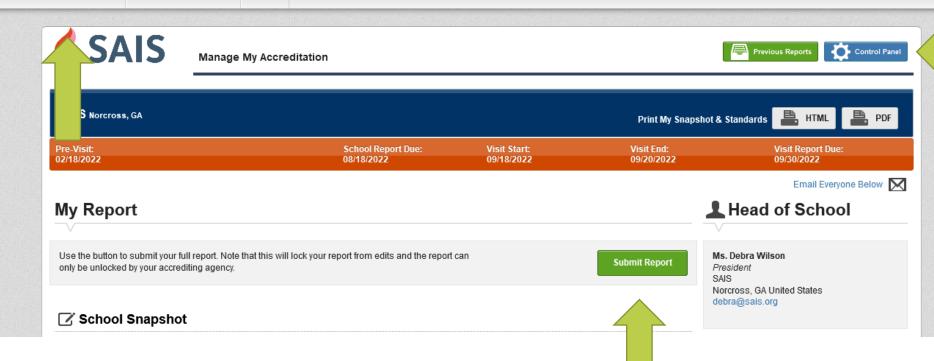
DASHBOARD   REPORT HOME   SCHOOL & TEAM RESOURCES   CHAIR RESOURCES   SAIS

SAIS

Manage My Accreditation

Previous Reports   Control Panel

S Norcross, GA

Print My Snapshot & Standards   HTML   PDF

| Pre-Visit:
02/18/2022 | School Report Due:
08/18/2022 | Visit Start:
09/18/2022 | Visit End:
09/20/2022 | Visit Report Due:
09/30/2022 |

Email Everyone Below ✉

My Report

👤 **Head of School**

Use the button to submit your full report. Note that this will lock your report from edits and the report can only be unlocked by your accrediting agency.

Submit Report

Ms. Debra Wilson
President
SAIS
Norcross, GA United States
debra@sais.org

📝 **School Snapshot**

SAIS
Norcross, GA United States
debra@sais.org

✏ School Snapshot

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	Mission	--	
Open	Brief History ✉	--	
Open	Leadership	--	
Open	Self Study	--	
Open	Improvement	--	
Open	Accreditation Engagement Questions	--	

Accreditation Coordinator(s)

Ms. Lori Spear
Executive Vice President
SAIS
Norcross, GA United States
lori@sais.org

Email Team ✉

👤 Team Chair(s)

Ms. Joanne Andruscavage
Chair
Director of Accreditation
SAIS
Norcross, GA United States
joanne@sais.org

✏ Standards & Indicators

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

School Snapshot

- Mission What is the school's mission statement? How does it inform decision making in the school?

- Brief History Give a brief history of the school and provide current school statistics (grade levels, number of students, number of faculty/staff, etc.)

School Snapshot

- **Leadership** What is the current leadership model? How does it relate to the governance structure?

- **Self-Study** Briefly describe the school's model of self-study.

- **Improvement** What are the major areas of school improvement/goals for the future?
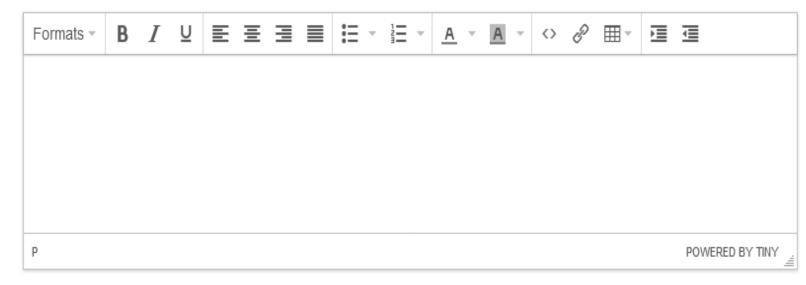
Mission

What is the school's mission statement? How does it inform decision making in the school?

1 words

Formats | B | I | U | | | | | | | | A | A | <> | | | |

P

POWERED BY TINY

SCHOOL SNAPSHOT

- Accreditation Engagement Questions

Please __click this link__ (will open in a new tab) and complete the questionnaire. At the conclusion, you will be directed to save the results as a PDF document and upload to the __School Report Visit Schedule Other Files__ area of the portal.

Standards and Indicators

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	--	
Open	SAIS Standard 2: Governance & Leadership	08-19-2021 2:44pm	Mark Complete
Open	SAIS Standard 3: Teaching & Learning	--	
Open	SAIS Standard 4: Stakeholder Communication & Relationships	--	
Open	SAIS Standard 5: Resources & Support Systems	--	
Open	SAIS Standard 6: Virtual Learning	--	

SAIS Standard 2: Governance & Leadership

The school provides a governance, leadership, and organizational structure that promotes its mission.

In an SAIS accredited school, trustees and administrators clearly understand their roles and are advocates for the school's mission, vision, and continuous improvement. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders.

☑ Indicator 1::

Operates within the jurisdiction of a governance structure or civil authority and, when necessary, has a charter, license, or permit to operate within that jurisdiction.

Schools will operate independently with the necessary charter, license or permit as required by the relevant jurisdiction. Schools that function under the authority of another 501(C)(3) authority, such as an ecclesiastical bishop or national organization, or as a proprietary school must show the location of evidence that such authority has been delegated to the school.

192 words | View archived versions (2)

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The School operates within the jurisdiction of a governance structure or civil authority and, when necessary, has a charter, license, or permit to operate within that jurisdiction.

The Board of Trustees is the governing body responsible for the fiscal health and well-being of Carolina Friends School. Trustees act in the best interests of the school in a fiduciary capacity. Their overall responsibilities include preparing for and attending Board meetings, engaging in committee work, contributing financially to the School, participating in advancement activities, and facilitating Board decision-making in a spirit of Unity. Trustees maintain confidentiality of board business, avoid and/or report conflicts of interest, and report to the Clerk of the Board any concern of any breach of fiduciary duty.

The Board is composed of at least 12 and up to 23 members. Four of these Trustees are nominated by and from the community. The remaining 4-15 Trustees are recruited at large and all nominees are approved by presently seated Trustees at a Spring Board meeting. No employee of the school may be a Trustee.

Evidence:

- Bylaws (see supporting document)
- Articles of Incorporation (see supporting document)

✏ **Documents relative to Standard 2:**

Use the file library to upload any documents relative to standard 2.

Documents Relative to Standard 2 (right click to open link in new tab)

Related Files: Documents relative to Standard 2

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

File Library

⬀ 2021_08_19-12_54_NAIS Trustee Evaluation Instrument.docx   **X**

⬀ 2021_08_19-12_55_NAIS Principles of Good Practice.pdf   **X**

⬀ 2021_08_19-12_55_Records in Independent Schools071.pdf   **X**

⬀ 2021_08_19-12_56_Sample_Trustee_Manual_2017-converted.docx   **X**

Documents Relative to Standard 2: GOVERNANCE & LEADERSHIP
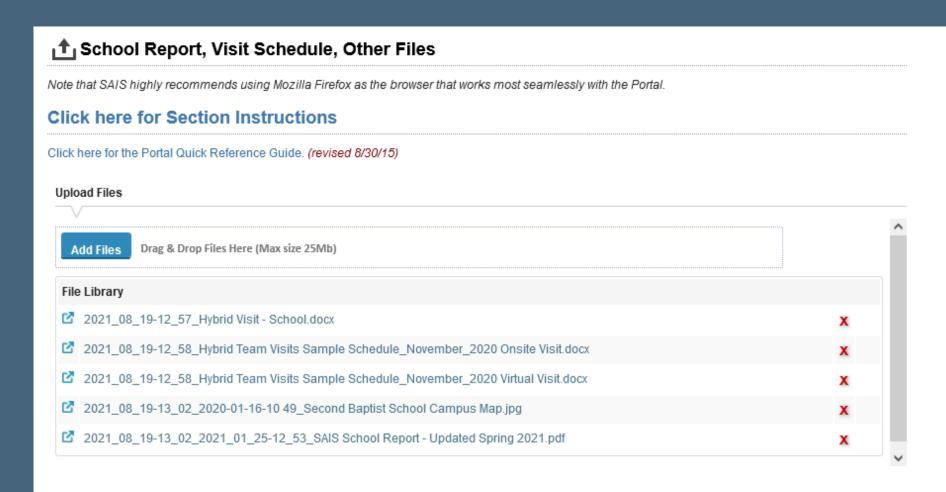
Required documents:

- Bylaws

- Board policy manual

- Evidence that the board has engaged in conversations about leadership transitions

- Evidence of annual board governance training

- Succession plan which includes provisions for training for a first-time head of school and a newly appointed trustees

- Articles of incorporation

- Most recent strategic plan

- Head of school annual evaluation procedure

- Board development plan and evaluation procedure

- Conflict of interest statements signed by all trustees and key employees

Facility and Safety Documents (see also Standard 5)
Required documents:

- Licenses or permits for the school to operate (if required in your municipality, city, or state)

- Documents demonstrating adherence to fire, safety, and health codes

- Documentation of annual training of all faculty and staff in identifying and reporting

School Report

Visit Schedule

Other Files

Click here for Section Instructions

Click here for Section Instructions

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

Click on the Open button to get started on a Standard. For each of the indicators, enter a narrative response that 1) indicates that your school is in compliance, 2) describes briefly how your school is in compliance 3) describes what evidence you will present to the team to demonstrate your compliance (note that you can use the file library to upload evidence and / or the hyperlink feature within each indicator to link directly to evidence or artifacts).
In each of the sections, the last "save" will overwrite the previous one - it is recommended that only one person work in a section at a time. **Please save your work often.**

Use the "Mark Complete" buttons to track your progress. Use the "Print My Snapshot & Standards" button at the top of the page to see your report compiled as a pdf that you can save and email to others as needed. This PDF format is exactly what your visiting team sees.

NOTE that for almost all of the Indicators, a few sentences are sufficient:

- **RESPOND**: provide an affirmative statement that you meet the indicator;
- **DESCRIBE**: provide a brief description of how your school meets the indicator and how your school approaches the elements of the indicator ** note that you must address all elements of the indicator;
- **SUPPORT**: provide your best evidence that demonstrates that you meet the indicator - your goal is to demonstrate compliance to a reasonable person, not overwhelm with minutiae! Use the Library and/or the hyperlink feature to upload or link evidence. -- NOTE that the Library is only listed at the end of each standard. Use the "Print My Snapshot & Standards" button to see what it looks like.
- **NOTE**: each indicator has suggested evidence. Anything marked with an asterisk, if absent, may slow the accreditation process down. Click here for the list of documents.

Accreditation Resources for Schools

https://sais.Org/accresources/accreditation-resources-for-schools/

Accreditation Resources for Schools

Accreditation Guidebook

Important information and direction for schools as they undertake initial accreditation and re-accreditation.

Accreditation Guidebook ›

Standards, Indicators, and Documentation

SAIS standards for accreditation, including indicators and lists of both required and suggested evidence.

Full SAIS Standards ›

Accreditation Training

On campus workshops for initial accreditation and regional and virtual training for re-accreditation.

Learn More ›

Visit Schedule Template

Sample schedule for accreditation team visit.

Sample Schedule ›

Questions for Student Safety

These questions pertaining to student safety are to be addressed by the school during the accreditation visit chair's initial compliance visit.

Questions ›

Questions for Financial Wellness

These questions pertaining to financial wellness are to be addressed by the school during the accreditation visit chair's initial compliance visit.

Questions ›

Questions for Governance

These governance questions are to be

SAIS School Community Feedback Survey

SAIS Accreditation Portal Reference Guide

SAIS

LET'S DIG INTO THE STANDARDS AND INDICATORS!

Standards for Accreditation

1

Mission

The school commits to a mission that leads to continuous improvement for teaching and learning.

2

Governance and Leadership

The school provides a governance, leadership, and organizational structure that promotes its mission.

3

Teaching and Learning

The school provides a curriculum and instructional methods that facilitate achievement of all students in support of its mission.

4

Stakeholder Communications and Relationships

The school develops and maintains effective communication and relationships to further its mission.

5

Resources and Support Systems

The school has the resources, services, and policies necessary to support its mission.

6

Virtual Education

The school's virtual learning, whether required by circumstance or offered outside of its regular in-person programming, aligns with its mission.

How to Answer Indicators

- **Respond** Affirmative response signaling school's adherence to indicator

- **Describe** Clear and compelling description of the school's approach to the indicator and how the school meets the indicator

- **Support** Best evidence that the school meets the indicator

SAIS Accreditation Indicator 3.4

Implements curriculum based on clearly defined expectations for student learning.

- What are we really asking?
- What are the key words?
- Have I answered all parts of the indicator?

1. Respond

(Your school name) implements a curriculum based on clearly defined expectations for student learning.

2. Describe

The school designs curriculum to encourage students to reach their potential. The School aims to teach the "whole child" and as such provides a myriad of opportunities for students to discover and grow their unique talents and passions. The School's inquiry and constructivist-based instructional approach allows for individuals to connect to learning from their own level of understanding and experience as well as take the learning in a personal direction. Multiage classrooms require differentiation to meet each child at their current level and support their growth. The use of newly created Developmental Continua supports curriculum design and differentiation. Student goal-setting and student-led conference in grades 4-8 provide another opportunity for students to recognize and reach their potential. Our Middle Years students also participate in mini-courses each day in which they self-select 6-week courses from a variety of offerings. Finally, the After-School Enrichment Program (ASEP) is open to all students as a way to extend their learning and discover passions beyond the normal school day.

3. Evidence

- Curriculum and Curriculum Guides
- "Portrait of a Graduate"
- Statement on Learning
- Samples of Student Work
- Other

LET'S PRACTICE!

Each breakout group will be
assigned an indicator
Prepare a 3-part response
Report back to the group

5 minutes

GROUP 1
GOVERNANCE INDICATOR 2.9

Assures that the governance structure clearly defines roles and responsibilities for board members and the head of school and provides procedures and evidence for: orientation; continuous growth, renewal, and training; and evaluation of both the board and the head of school.

- *Clear evidence of the distinction between the roles of the board and head of school is required.*

I NEVER THOUGHT OF THAT….

→ By-laws….do that match what you are doing today?

→ Conflict of Interest….board and employees

→ Financial Procedures….GAAP guidelines

→ Fundraising….who is in charge?

GROUP 2
TEACHING AND LEARNING
INDICATOR 3.12

Uses assessment data for making decisions for continuous improvement of teaching and learning processes.

- *Examples of documented uses of data for student placement, teacher preparation, and curriculum adjustments are sources of evidence.*

GROUP 3
RESOURCES AND SUPPORT SERVICES
INDICATOR 5.5

Implements an evaluation system that provides for the professional growth of all personnel.

- *Programs of evaluation of performance can take many forms and should be developed to support the growth and development of employees within the mission context of the school. There is no one correct way to do this. A thorough written description of the evaluation system provides good evidence. Consider how the school assesses the effectiveness of the evaluation program.*

Accreditation Partners

Cognia
Assurances for Schools in the United States

Effective July 1,2022

1. The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	Choose an item.
1. The institution complies with all applicable governmental laws or regulations.	Choose an item.
1. The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	Choose an item.
1. The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	Choose an item.
1. The institution annually submits all financial transactions for an **ANNUAL** **AUDIT** conducted by an accounting authority external to the institution.	Choose an item.
1. The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that that includes expectations, communications protocols, and training for students, staff and stakeholders.	Choose an item.
1. The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	Choose an item.

The Self-Study and School Report

Self-Study The Process

Mission-Driven

Comprehensive

Inclusive and engaging of all stakeholders

Leads to the identification of goals for improvement

Work on this along with your standards responses: Parallel Processes

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Why Study Ourselves?

Opportunity is another word for a problem to be solved. And opportunity is often there, but it rarely knocks."

Seth Godin

Let's go back to our discussion about our generous benefactor...!

How?

Our school has a regular/annual process of strategic planning and school improvement.

Our school matches our strategic planning and school improvement process to our accreditation cycle.

Our school has a different process of identifying goals and planning for improvements.
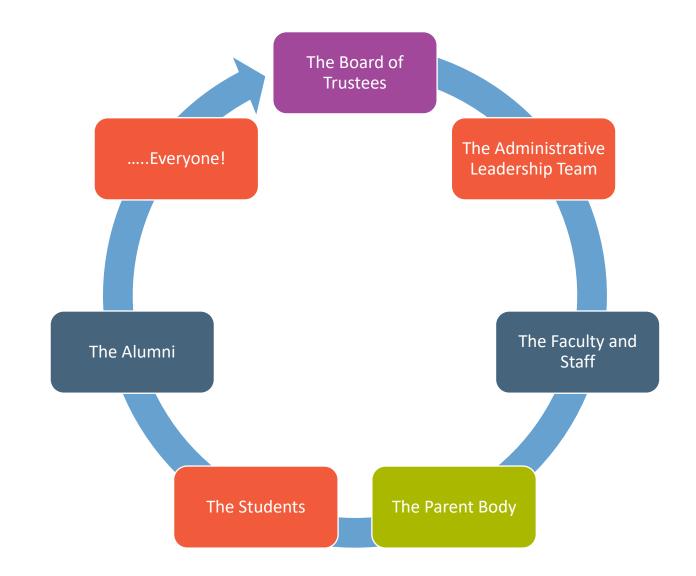
Whose work is it anyway?

The Board of Trustees

The Administrative Leadership Team

The Faculty and Staff

The Parent Body

The Students

The Alumni

…..Everyone!

Results

3-5 Major Goals for School Improvement

Improvements that make an Impact on a large portion of the school community
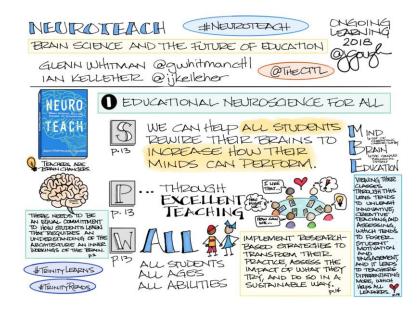
Goals that are specific and meaningful for your school

Goals that are measurable

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Major Goals for School Improvement

- Stay true to your mission
- Strive for significant goals
- Evolve as an institution

2

A Collaborative Culture With a Focus on Learning for All

A PLC is composed of collaborative teams whose members work *interdependently* to achieve *common goals* for which members are mutually accountable.

1

A Focus on Learning

The very essence of a *learning* community is a focus on and a commitment to the learning of each student.

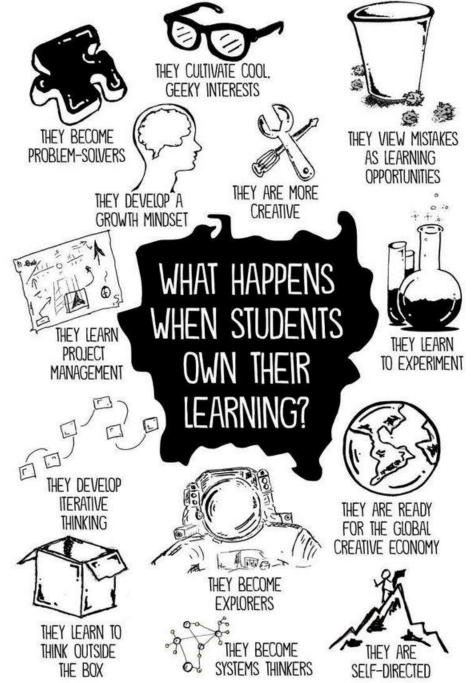**3**

Collective Inquiry Into Best Practice and Current Reality

The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning.

5

A Commitment to Continuous Improvement

Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization.

6

Results Orientation

Members of a PLC realize that all of their efforts must be assessed on the basis of results rather than intentions.

4

Action Orientation: Learning by Doing

Members of PLCs are action oriented: they move quickly to turn aspirations into action and visions into reality.

6 Essential
Characteristics of a PLC

allthingsplc.info

Adapted from:
DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work™* (2nd ed.). Bloomington, IN: Solution Tree Press.

THEY CULTIVATE COOL, GEEKY INTERESTS

THEY BECOME PROBLEM-SOLVERS

THEY VIEW MISTAKES AS LEARNING OPPORTUNITIES

THEY DEVELOP A GROWTH MINDSET

THEY ARE MORE CREATIVE

THEY LEARN PROJECT MANAGEMENT

WHAT HAPPENS WHEN STUDENTS OWN THEIR LEARNING?

THEY LEARN TO EXPERIMENT

THEY DEVELOP ITERATIVE THINKING

THEY ARE READY FOR THE GLOBAL CREATIVE ECONOMY

THEY LEARN TO THINK OUTSIDE THE BOX

THEY BECOME EXPLORERS

THEY BECOME SYSTEMS THINKERS

THEY ARE SELF-DIRECTED

SAIS

26 Books That Disrupt Traditional Perspectives & Practices in Education

teachthought
WE GROW TEACHERS

Let's look at a sample!

The Very Generic Method of Self-Study

The traditional strategic planning model

Step 1: Measuring Climate and Culture

SCHOOL COMMUNITY FEEDBACK SURVEY

How are you meeting expectations of parents, faculty, and students?

- **Survey options for parents, faculty, students (grades 9-12)**

- **About 10 minutes to complete**

- **Net Promoter Score included**

- **www.sais.org/surveycenter**

* Describe your experience with the school community.

	Always	Sometimes	Never
The priorities, programs, and actions of the school are in alignment with the school's mission.	○		
I/We feel connected to the school community.	○		

How well does the school meet your expectations in the following areas?

	More than expected	As expected	Less than expected	N/A
High academic standards	○	○	○	○
Variety of course offerings	○	○	○	○
Academic requirements outside of school hours				
Use of technology as an instructional tool				

* Student Support
When needed, how well does the school support student development in the following areas?

	More than expected	As expected	Less than expected
Physical health	○	○	○
Social-emotional well being	○	○	○
Discipline and behavioral expectations	○	○	○
Academic success	○	○	○

AREAS ADDRESSED

- Curriculum and Program
- Classroom Experience
- Administration
- Athletics
- Fine Arts
- Clubs and Co-curriculars
- Campus Safety and Security
- Welcome and Included
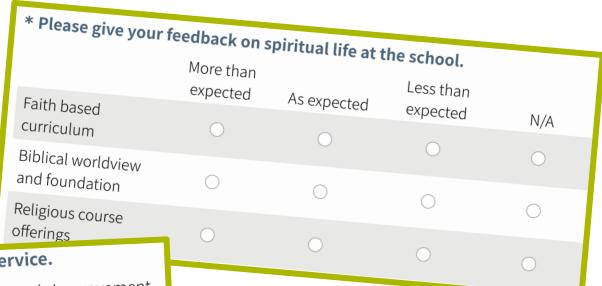- Promoting Life and Learning Skills
- Student Support

OPTIONAL AREAS ADDRESSED

When appropriate, you can add an optional section on any of these three topics:

- Uniforms
- Dining Services
- Faith-based schools

* Please give your feedback on spiritual life at the school.

	More than expected	As expected	Less than expected	N/A
Faith based curriculum	○	○	○	○
Biblical worldview and foundation	○	○	○	○
Religious course offerings	○	○	○	○

* Please share your feedback on school provided food service.

	Very satisfied	Satisfied	Needs improvement
Quality of offerings	○	○	○
Variety of offerings	○	○	○
Healthy options	○	○	○

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NET PROMOTER SCORES

On a scale of 1 to 10 where 1 is not likely and 10 is very likely, how likely are you to recommend the school to friends, neighbors, and / or coworkers?

Opportunity for narrative comments.

SURVEY FEES:

(SAIS Member pricing)

- Parent Survey ($300)
- Faculty/Staff Survey ($250)
- Student Survey (for 9th-12th grade students only) ($250)
- Custom questions may be added to the survey for an additional charge.

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SCHOOL COMMUNITY FEEDBACK SURVEY

Preview the Parent/Family version of the survey here.

www.research.net/r/SCFPreview

Step 2: Analyze the surveys

- What are the expectations of your school community?

- How is your school performing in those areas?

- What are the areas that need improvement?

- What are the needs of the school community?

- How are you going to meet those needs?

- Work of the steering committee/leadership team.

Step 3: Focus Groups or other community input

- Easy, short-term way to gather input from the community
- A way to engage a broad spectrum of the community
- Focus the work of the steering committee into specific goals for improvement

Step 4:

Committee Work on the improvement goals

- Each goal should be a separate committee
- Committee members may represent several constituent groups within the school
- Committee answers the 4 Critical Questions which form the School Report.

4 Critical Questions: The Basis for the School Report

- 1. Where is the school today in relation to each goal?

  - A profile of the school's current status with respect to each selected goal.

- 2. Where does the school envision it will be in the future with the completion of each goal?
  - A vision for where the school wants to go relative to each goal.

4 Critical Questions: The Basis for the School Report

3. What is the school's plan to achieve each goal?

- A plan for achieving the desired outcomes of the school's goal.

4. What measures will the school use to chart its progress toward each goal?

- Measurable results that will demonstrate the school's movement towards the completion of each goal.

The key to success will be creating measurable milestones for the journey.

Step 5:
Communicate, communicate, communicate!

- Share your process and your work with your entire community
- Newsletters, town halls, assemblies, all school meetings
- Everyone onboard and supporting the process!

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Committees and Their Work

- Standards/Indicators Committees

- Self-Study Committees

- School Report/4 Critical Questions Committees

- Steering Committee and Accreditation Coordinator

School Report:
The Plan to Achieve Your Goals

1. Introduction

- Welcome letter from head of school

- Deep look at school history and self-study process

- Executive update from the last several years/since your last accreditation visit. Update your two-year interim report.

2. The 4 critical questions for each goal

Goal #1 – Title

- Where are you now?
- What is your vision?
- What is your plan to achieve this goal?
- How will you measure your progress?

Goals 2, 3, 4, 5

Same format as Goal 1

3. Summary and Conclusion

How will your school community benefit from reaching these goals?

↓

What are the challenges ahead?

Getting Ready for Your Team Visit

- Budget for travel, lodging, meals
  https://sais.org/accreditation/what-is-accreditation/overview-of-accreditation-costs/

- Prepare your school
  https://sais.org/accreditation/accreditation-process/planning-for-the-visit/

- Team workroom resources- student work, projects, art, music. Show the team who you are as a school!

What Should we expect from the team?
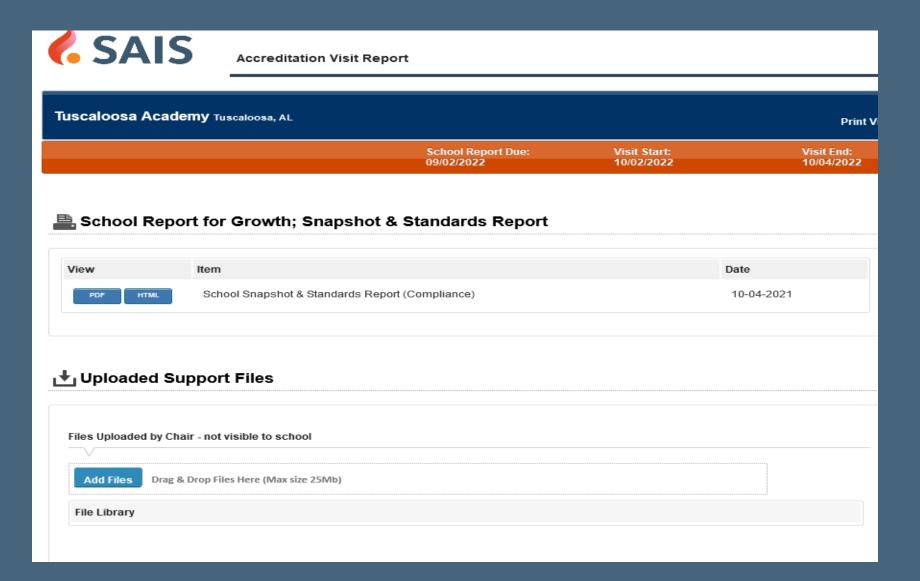
Interviews with stakeholder groups and individuals
- Faculty and staff
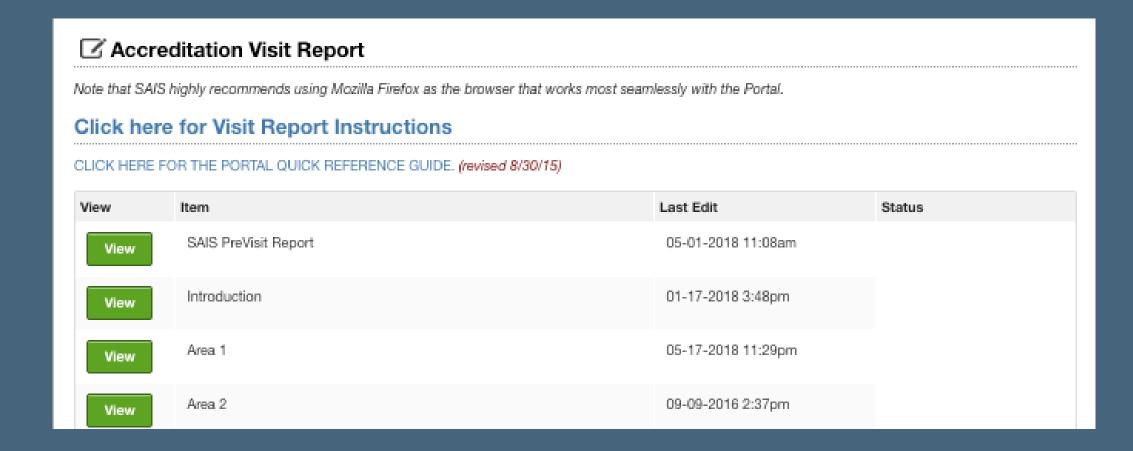- Parents
- Alumni
- Students
- Board members

Classroom visits
- Observing school culture, not evaluating teaching

Visiting Team Portal

Visiting Team Report Sections

Visiting Team Report Sections

Area 4

In the Goal Title box, enter the name of the strategic vision or goal you are responding to - this information should be in the school snapshot or in the school report.

Briefly describe the school's approach to the goal - where did it come from, what plans have they made to address the goal, how will they assess it?

Provide commendations and recommendations in a bulleted list - the introduction ("The team commends the school for the following:" or "The team recommends the school consider the following:") is already in the final report, so so all you have to do is add a list starting with an uppercase letter, ending each line with a semicolon, and ending the list with a period.

NOTE that any section you leave blank will not generate into the final report. So, for example, if there are only three goals, just leave the rest blank.

☑ **Title**

☑ **Description**

☑ **Commendations**

The visiting team commends the school for the following:

☑ **Recommendations**

The visiting team recommends that the school consider the following:

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Ongoing Accreditation Requirements

Continuous adherence to all SAIS standards and indicators

Substantive change notifications
https://fs19.formsite.com/sais/form16/index.html

Two-year interim report

- Adherence to standards

- Progress on improvement goals

- Progress on team recommendations

https://sais.org/accreditation/what-is-accreditation/ongoing-requirements/

LET'S WRAP IT UP!

→ Key Ideas

- A school must be authentically engaged in the accreditation process.
- Accreditation is a process for demonstrating the shared educational journey which is school is on.
- Accreditation is a **balance** of adherence to standards and the process of identifying and planning for goals for improvement.
- It's all about your **mission!**

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MISSION

The only thing an independent school is compared to is its mission.

Never should an accreditation visit evaluate a school in comparison to another school. How well a school meets standards and adheres to best practice as it pursues its mission is the focus of an independent school accreditation.

THANK YOU AND QUESTIONS

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How are you feeling?