

2007 INDICATORS		2013 INDICATORS	
STANDARD 1: Vision and Purpose			
1.01	Establishes in collaboration with its stakeholders a mission for the school that guides all planning and decision-making	1.01	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. <i>[SAIS 2007 - indicator 1.1, 1.2]</i>
1.02	Identifies goals to advance the mission of the school 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.	1.02	Assures that goals are aligned with and advance the mission of the school. <i>[SAIS 2007 - indicator 1.1, 1.2]</i>
1.03	Ensures the beliefs and mission guide the instruction and curriculum throughout the school and reflect research and best practices concerning teaching and learning.	1.03	Ensures the beliefs and mission guide the instruction and curriculum throughout the school and reflect research and best practices concerning teaching and learning.
1.04	Regularly reviews its mission and revises when appropriate.	1.04	Regularly reviews its mission and revises when appropriate.
1.05	Provides evidence that no form of bias or prejudice is allowed or practiced within the mission scope of the school in order to promote an equitable, just, and inclusive community that inspires students to respect and value diversity.	1.05	Provides evidence that no form of bias or prejudice is allowed or practiced within the mission scope of the school in order to promote an equitable, just, and inclusive community that inspires students to respect and value diversity.
STANDARD 2: Governance and Leadership			
2.01	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.	2.01	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. <i>[SAIS 2007 – indicator 2.1]</i>
2.02	Assures that the governance structure provides for the continuity of mission.	2.07	The school engages in formal and regular strategic thinking and planning aligned with its vision, mission, and beliefs and provides for the continuity of mission. <i>[SAIS 2007 – indicator 7.1, 2.2, assurance 1]</i>
2.03	Complies with all applicable statutes and governmental regulations.	2.02	Complies with all applicable statutes and governmental regulations. <i>[SAIS 2007 – indicator 2.3]</i>
2.04	Maintains access to legal counsel who can advise or obtain necessary information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates.	2.03	Obtains necessary information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates. <i>[SAIS 2007 – indicator 2.4, assurance 2]</i>
2.05	Assures that the governance structure clearly defines roles and responsibilities for board members and the head of school, and provides procedures for board and head orientation and evaluation.	2.09	Assures that the governance structure clearly defines roles and responsibilities for board members and the head of school, and provides procedures for: orientation; continuous growth, renewal and training; and evaluation of both the board and the head of school. <i>[SAIS 2007 – indicator 2.5]</i>
2.06	Assures that the governance structure supports and models inclusive decision-making methods.	2.05	Assures that the governance structure supports and models inclusive decision-making methods. <i>[SAIS 2007 – indicator 2.6]</i>
2.07	Establishes by its governing process policies to ensure no conflict of interest between business, professional or parental roles and duties to the school.	2.04	Establishes by its governing process policies to ensure no conflict of interest between businesses, professional or parental roles and duties to the school. <i>[SAIS 2007 – indicator 2.7]</i>

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2.08	Has an organizational structure that includes separate entities that carry out the distinct functions of governance and day-to-day management.	2.10	Has an organizational structure that includes separate entities that carry out the distinct functions of governance and day-to-day management. <i>[SAIS 2007 – indicator 2.8]</i>
2.09	Establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the managers of the school.	2.11	Establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the managers of the school and assure that the governance structure does not interfere with the day-to-day operations of the school. <i>[SAIS 2007 – indicator 2.9, 2.10]</i>
2.10	Assures that the governance structure does not interfere with the day-to-day operations of the school.	2.08, 2.11	Assures that the governance structure provides for stability in transitions of leadership. <i>[SAIS 2007 – indicator 2.13]</i> Establishes policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the managers of the school and assure that the governance structure does not interfere with the day-to-day operations of the school. <i>[SAIS 2007 – indicator 2.9, 2.10]</i>
2.11	Assures that the governance structure establishes comprehensive monitoring of overall school policies.	2.06	Assures that the governance structure establishes comprehensive monitoring of overall school policies. <i>[SAIS 2007 – indicator 2.11]</i>
2.12	Assures that the administrative head of the school allocates and aligns the human, instructional, financial, and physical resources in support of the vision, mission, and beliefs of the school. The school head shall have responsibility for the expenditure of all funds raised in the name of the school by booster clubs and other related organizations of students, parents, alumni, or supporters.	2.12	Assures that the administrative head of the school allocates and aligns the human, instructional, financial, and physical resources in support of the vision, mission, and beliefs of the school. The school head shall have responsibility for the expenditure of all funds raised in the name of the school by booster clubs and other related organizations of students, parents, alumni, or supporters. <i>[SAIS 2007 – indicator 2.12]</i>
2.13	Assures that the governance structure provides for stability in transitions of leadership.	2.08	Assures that the governance structure provides for stability in transitions of leadership. <i>[SAIS 2007 – indicator 2.13]</i>
2.14	Analyzes student performance and school effectiveness.	3.14	Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance. <i>[SAIS 2007 – indicator 4.3, 2.14]</i>
2.15	Assures that debt service or lines of credit are managed in such ways as to ensure that fiscal responsibility remains under the control of the governing authority.	2.14	Assures that debt service or lines of credit are managed in such ways as to ensure that fiscal responsibility remains under the control of the governing authority. <i>[SAIS 2007 – indicator 2.15]</i>
2.16	Assures that the school is not in, nor in prospect of moving into, financial reorganization under the protection of bankruptcy.	2.15	The school is not in, nor in prospect of moving into, financial reorganization under the protection of bankruptcy. <i>[SAIS 2007 – indicator 2.16, assurance 3]</i>
2.17	Assures that the governance structure provides adequate risk management policies for the protection of the school.	2.13	Assures that the governing body provides adequate risk management policies for the protection of the school and adequate documentation of insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage. <i>[SAIS 2007 – indicator 2.17 and 2.18, assurance 4]</i>
2.18	Provides adequate documentation of insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage.	2.13	Assures that the governing body provides adequate risk management policies for the protection of the school and adequate documentation of insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage. <i>[SAIS 2007 – indicator 2.17 and 2.18, assurance 4]</i>

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2.19	Maintains a plan to fund a maintenance reserve.	2.16	Budgets sufficient resources to support its educational programs and plans for improvement and maintains a plan to fund a maintenance reserve. <i>[SAIS 2007 – indicator 5.12, 2.19]</i>
STANDARD 3: Teaching and Learning			
3.01	Develops and aligns the curriculum and instructional design with the school's mission and expectations for student performance across subject areas and grade levels.	3.01	Develops and aligns the curriculum and instructional design with the school's mission and expectations for student performance. <i>[SAIS 2007 – indicator 3.1]</i>
3.02	Implements curriculum based on clearly defined expectations for student learning.	3.04	Implements curriculum based on clearly defined expectations for student learning. <i>[SAIS 2007 – indicator 3.2]</i>
3.03	Assures that the curriculum relies on sound learning principles and provides a balance of educational experiences, including academic, fine arts, and physical education based on knowledge of human growth and development.	3.08	Assures that the curriculum relies on sound learning principles, based on relevant research and provides a mission appropriate, well-balanced variety of educational experiences for all students: <i>[SAIS 2007 – indicator 3.3 and 3.6]</i>
3.04	Assures that the curriculum promotes the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying learning.	3.09	Assures that the curriculum promotes the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying learning. <i>[SAIS 2007 – indicator 3.4]</i>
3.05	Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.	3.02	Designs curriculum to encourage students to reach their potential. <i>[new and SAIS 2007 – indicator 3.5]</i>
3.06	Promotes the use of relevant data and research in making curriculum, instructional, and organizational decisions.	3.08	Assures that the curriculum relies on sound learning principles, based on relevant research and provides a mission appropriate, well-balanced variety of educational experiences for all students: <i>[SAIS 2007 – indicator 3.3 and 3.6]</i>
3.07	Provides for articulation and alignment between and among all levels of schools.	3.03	Provides for articulation and alignment across all subject areas and levels of schools. <i>[SAIS 2007 – indicator 3.7]</i>
3.08	Assures that there are written curriculum guides and support materials that serve as a basis for implementing the curriculum.		<i>[referenced throughout indicators]</i>
3.09	Instructional time is allocated and protected to support student learning.	3.06	Schedules instructional time to support student learning. <i>[SAIS 2007 – indicator 3.9]</i>
3.10	Plans a mission-appropriate academic calendar with a minimum of 170 days, or more if required by state law, during which students and teachers engage in teaching/learning activities (Note: for half-day kindergarten programs, one-half day is equivalent to one full day in meeting the 170-day standard).	3.07	Plans a mission-appropriate academic calendar with a minimum of 170 days, or more if required by state law, during which students and teachers engage in teaching/learning activities (Note: for half-day kindergarten programs, one-half day is equivalent to one full day in meeting the 170-day standard). <i>[SAIS 2007 – indicator 3.10]</i>
3.11	Provides comprehensive information and media services that support the curricular and instructional programs and the mission of the school.	3.10	Assures ready access to instructional technology and a comprehensive library/media collection integrated to support learning goals. <i>[SAIS 2007 – indicator 3.11, 3.12, 3.14]</i>
3.12	Assures that, in schools without a central library, students have access to all resources necessary to accomplish developmental learning goals.	3.10	Assures ready access to instructional technology and a comprehensive library/media collection integrated to support learning goals. <i>[SAIS 2007 – indicator 3.11, 3.12, 3.14]</i>
3.13	Assures that the school has a policy and procedure for responding to challenged materials.	3.11	Assures that the school has a policy and procedure for responding to challenged materials. <i>[SAIS 2007 – indicator 3.13]</i>

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3.14	Assures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program.	3.10	Assures ready access to instructional technology and a comprehensive library/media collection integrated to support learning goals. <i>[SAIS 2007 – indicator 3.11, 3.12, 3.14]</i>
STANDARD 4: Documenting and Using Results			
4.01	Provides a comprehensive system for assessing student progress based on clearly defined student results for learning.	3.12	Provides a comprehensive system for assessing student progress based on clearly defined student results for learning. <i>[SAIS 2007 – indicator 4.1]</i>
4.02	Uses assessment data for making decisions for continuous improvement of teaching and learning processes.	3.13	Uses assessment data for making decisions for continuous improvement of teaching and learning processes. <i>[SAIS 2007 – indicator 4.2]</i>
4.03	Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance.	3.14	Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance. <i>[SAIS 2007 – indicator 4.3, 2.14]</i>
4.04	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.	5.12	The school maintains secure, accurate, and complete records of operations, finances, personnel and students in accordance with state and federal regulations including both paper and electronic records. The school has a plan to ensure appropriate access and maintenance of all relevant records in the event of a school closure. <i>[SAIS 2007 – indicator 4.4, second part from policies]</i>
STANDARD 5: Resources and Support Systems			
5.01	Assures that administrative, instructional and support staff are qualified and competent to perform the duties assigned to them in the school in order to meet the needs of the total school program and the students enrolled.	5.02	Assures that administrative, instructional and support staff are qualified and competent to perform the duties assigned to them in the school in order to meet the needs of the total school program and the students enrolled. <i>[SAIS 2007 – indicator 5.1]</i>
5.02	Provides written policies covering recruitment, employment, assignment, evaluation, and termination of service to all school personnel.	5.01	Provides written policies covering recruitment, employment, assignment, evaluation, and termination of service to all school personnel. <i>[SAIS 2007 – indicator 5.2, assurance 11]</i>
5.03	Assures that there is an effective orientation program for faculty and staff new to the school.	5.03	Assures that there is an effective orientation program for faculty and staff new to the school. <i>[SAIS 2007 – indicator 5.3]</i>
5.04	Assures that all staff participate in a continuous program of professional development.	5.04	Assures that all staff members participate in a continuous program of professional development. <i>[SAIS 2007 – indicator 5.4]</i>
5.05	Implements an evaluation system that provides for the professional growth of all personnel.	5.05	Implements an evaluation system that provides for the professional growth of all personnel. <i>[SAIS 2007 – indicator 5.5]</i>
5.06	Provides counseling services that meet the needs of students.	5.10	Provides counseling services that meet the needs of students. <i>[SAIS 2007 – indicator 5.6]</i>
5.07	Assures that students whose needs cannot be met in school are referred to appropriate agencies for assistance.	5.11	Assures that students whose needs cannot be met in school are referred to appropriate agencies or resources for assistance. <i>[SAIS 2007 – indicator 5.7]</i>
5.08	Establishes written procedures for termination of any student.	5.06	Provides well defined and written student policies encompassing recruitment, admissions, administration of financial aid, conduct, discipline, and separation. <i>[SAIS 2007 – indicator 5.8, assurance 13]</i>
5.09	Has a written crisis management plan.	5.13	Has a written crisis management plan. <i>[SAIS 2007 – indicator 5.9]</i>
5.10	Provides documentation of ongoing health and safety inspections that verifies an environment that is safe, healthy, and orderly.	5.14	Provides documentation of ongoing health and safety inspections and procedures. <i>[SAIS 2007 – indicator 5.10]</i>

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5.11	Maintains the accounts of the school in accordance with generally accepted accounting principles (GAAP), audited regularly by an independent licensed accountant. The report of the annual audit is onsite and available to the accreditation visiting team.	2.17	Maintains its accounts in accordance with Generally Accepted Accounting Principles (GAAP). Its accounts are reviewed or audited annually by an independent licensed accountant. A full audit is conducted in the year before the visit. <i>[SAIS 2007 – indicator 5.11]</i>
5.12	Budgets sufficient resources to support its educational programs and plans for improvement.	2.16	Budgets sufficient resources to support its educational programs and plans for improvement and maintains a plan to fund a maintenance reserve. <i>[SAIS 2007 – indicator 5.12, 2.19]</i>
STANDARD 6: Stakeholder Communication and relationships			
6.01	Fosters collaboration with community stakeholders to support student learning.	4.01	Fosters collaboration with community stakeholders to support student learning. <i>[SAIS 2007 – indicator 6.1]</i>
6.02	Assures that communications among and between school staff, stakeholders, and alumni are clear and effective.	4.02	Assures that communications among and between school staff, stakeholders, and alumni are clear and effective. <i>[SAIS 2007 – indicator 6.2]</i>
6.03	Uses the knowledge and skills of parents to enhance the work of the school.	4.03	Uses the knowledge and skills of parents to enhance the work of the school. <i>[SAIS 2007 – indicator 6.3]</i>
6.04	Assures that there is evidence of communication with appropriate agencies, such as public health, mental health, physicians, and other professionals.	4.04	Assures that there is evidence of ongoing communication with appropriate agencies, such as public health, mental health, physicians, and other professionals. <i>[SAIS 2007 – indicator 6.4]</i>
6.05	Assures that the school’s advertising and promotional materials reflect accurate information about the school’s programs and accomplishments.	4.05	Assures that the school’s advertising and promotional materials reflect accurate information about the school’s programs and accomplishments. <i>[SAIS 2007 – indicator 6.5]</i>
6.06	Assures that there is a well-defined, published admission process including criteria upon which admission decisions are made, and that professional ethics are strictly observed in the admissions process.	5.07	Assures that there are well-defined, published admissions and financial aid/scholarship processes including criteria upon which decisions are made, and that professional ethics are strictly observed in the process. <i>[SAIS 2007 – indicator 6.6, 6.8]</i>
6.07	Accepts students for whom there is a reasonable expectation of success from the program.	5.08	Accepts students for whom there is a reasonable expectation of success from the program. <i>[SAIS 2007 – indicator 6.7]</i>
6.08	Bases financial aid and scholarships upon established and published criteria.	5.07	Assures that there are well-defined, published admissions and financial aid/scholarship processes including criteria upon which decisions are made, and that professional ethics are strictly observed in the process. <i>[SAIS 2007 – indicator 6.6, 6.8]</i>
6.09	Gathers information about graduates and other former students, using the resulting data to inform the school.	4.06	Gathers information about graduates and other former students, using the resulting data to inform the school. <i>[SAIS 2007 – indicator 6.9]</i>
6.10	Emphasizes elements of citizenship and conduct that include honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect for others.	3.05	Emphasizes elements of collaboration and collegiality that include honesty, integrity, trustworthiness, responsibility, citizenship, self-discipline, and respect for others. <i>[SAIS 2007 – indicator 6.10]</i>
6.11	Assures that guidelines for student conduct, attendance, and dress are written and communicated to all students, parents, and members of staff.	5.09	Assures that guidelines for student conduct, attendance, and dress, and discipline are written and communicated to all students, parents, and members of staff. <i>[SAIS 2007 – indicator 6.11]</i>
STANDARD 7: Commitment to Continuous Improvement			
7.01	Assures that a strategic plan aligned with the vision, mission, and beliefs of the school is developed and implemented to guide improvement efforts.	2.07	The school engages in formal and regular strategic thinking and planning aligned with its vision, mission, and beliefs and provides for the continuity of mission. <i>[SAIS 2007 – indicator 7.1, 2.2, assurance 1]</i>

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7.02	Engaged in a continuous process of improvement that is documented by a self study every five years explaining four essential actions: Describe the current school environment, student profile, performance indices, and organizational effectiveness (Profile); Explain the vision and purpose the school wants to pursue (Vision); Indicate how the school plans to move from where it is to where it wants to go (Plan); Explain how the school will show the results of its plan and its effect on future improvement (Results).	Separate from Standards		
7.03	Evaluates the effectiveness and impact of its continuous process of improvement and takes action to correct any identified areas of noncompliance with standards, addressing recommendations for improvement.	Separate from Standards		