

**SELF-STUDY 1**

**(v.1.6.18)**

**Southwestern Association of Episcopal Schools**

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***The mission of the Southwestern Association of Episcopal Schools is to lead, to nurture, and to unify Episcopal schools in order to advance educational excellence within the faith community of the Episcopal Church.***

[NOTE: In addition to the information in this document, please see the *SAES Accreditation Handbook,* found on the SAES website, www.swaes.org , under *Accreditation Resources*.]

***PREFACE***

Accreditation employs a process of evaluation that combines internal self-scrutiny with an external review by a team of peers. Both the internal and external reviews bring helpful and accurate observations, comments, and suggestions for the purposes of validation and improvement.

The *Self-Study 1* reflects the Association’s interest in each school’s efforts to meet the Standards of the Association and to provide the highest quality school program. The *Self-Study 1* is predicated on institutional self-examination and peer review that together, provide an accurate picture of the school so it can continue to operate responsibly and effectively. This model of self-study offers a school a traditional approach to self-reflection and planning, whereby the school responds to standards-based questions, and in doing so demonstrates compliance and current practice. The On-Site Visiting Team uses this self-reflection to answer the question, “Is the school doing what it says it’s doing?”

***INSTRUCTIONS FOR COMPLETING SELF-STUDY 1***

The self-study contains sections related to all SAES Standards in sections A-G: *Mission*, *Episcopal Identity, School Climate & Culture*, *Governance*, *Organization & Administration*, *Teaching & Learning*, *Fiscal Responsibility*, and *Facilities & Safety*. Each lettered section begins with the *Standards* (in *italics*), followed by the School’s Response. In the School’s Response, questions that are directly linked to the Standards and Criteria are to be answered by the school. In recognition of the process of self-discovery often experienced by schools working on a self-study, the school is required in each section to highlight both the strengths and areas needing improvement for the school that are discovered during this response process. The completion of an effective self-study traditionally takes six to twelve months depending on the size and complexity of the school.

1. Once approved to begin the *Self-Study* by SAES, the Head of School shall develop a plan to achieve this project. SAES strongly advises that the Head of School not be the sole or major author of the report. Rather, a Steering Committee, which is under the direction of the Head of School, should be formed that includes representatives from the school community. A member of the Steering Committee should be designated as the Chair (aka, *Steering Committee* or *Self-Study* Chair). Depending upon the size and complexity of the school, the Steering Committee may oversee report section subcommittees or the Steering Committee may consist of the primary report authors. Ultimately, administration, faculty, clergy, staff, trustees, parents, students, and alumni should all have a voice and a role in the *Self-Study*.
2. The SAES website has links to all the materials and templates that will be needed to complete the *Self-Study*. Look under the “Accreditation,” and “Accreditation Resources, ” tabs. The *Self-Study* template (*Word*) may be downloaded so answers to School Response questions may be inserted into the report. You also may create a *GoogleDoc* for this report and convert it to a PDF for the Visiting Team.
3. Conduct constituent surveys prior to writing the report. Samples may be found on the SAES website as noted above. The school may convert these surveys to a distribution method of choice.
4. *Self-Study 1* has the following sections. Each section of the *Self-Study* shall conclude with the names and titles of those members of the sub-committee that wrote that section, with the chair/point person for each section indicated. Each section should also include a reflection by the section authors on what has been learned as part of their contribution to the section. Sections should be organized in the order indicated below. *Self-Study* pages should be numbered.
5. Cover Page for *Self-Study*
6. *Table of Contents*
7. SAES *Annual Report*
8. Introduction-*Head of School Letter I*
9. *School Response to SAES Standards* 
   1. Mission
   2. Episcopal Identity, School Climate & Culture
   3. Governance
   4. Administration & Organization
   5. Teaching & Learning
   6. Fiscal Responsibility
   7. Facilities & Safety
10. Reflections and Conclusions – *Steering Committee Report*
11. Summary - *Head of School Letter II*
12. *Documents in Adherence to Standards Compliance Checklist (v.6.18)*
13. The Head of School should provide a narrative introduction, *Head of School Letter I*, that includes, but is not limited to, the following:
    1. A brief history of the school
    2. The school’s current mission statement, noting when it was last updated
    3. The school’s Episcopal affiliation
    4. The current location and physical description of the school
    5. The “state of the school”
    6. Prominent strengths of the school.
    7. Major changes that have occurred since the school hosted its last On-Site Visit Team.
    8. Recent improvements for which the school should be commended.
    9. Significant challenges that the school faces.
    10. A summary of results of constituent surveys.
14. In the *School Response to SAES Standards,* for each section A-G, state the standard (in italics), including section (A-G) and number (e.g., A.1), and related questions followed by the school’s response. Please be thorough but succinct. Provide evidence as required in the *Documents in Adherence to Standards*. If a question does not pertain to a school, include the question and indicate it is not applicable (N/A).
15. *Reflections & Conclusions - Steering Committee Report*: The collaboration necessary for a successful self-study focuses different groups within the school community on the inner workings of the school and the possibilities of school improvement. Provide a narrative summary by the Steering Committee that describes the ways working on the *Self-Study 1* has informed the school’s understanding of itself, and what has been learned informs the school’s future course of action. This summary should include
    1. Strengths of this school as they became evident during work on this report;
    2. Weaknesses or gaps that were noted as the work on this report progressed;
    3. Priorities for probable action noted as a result of creating this *Self-Study 1*.
    4. Changes in data collection and utilization of data analysis planned in the future to assist with evaluating the school’s operations and program?
16. *Summary - Head of School Letter II:* While the Head of School is an integral member of the steering committee for the *Self-Study*, the Head of School brings a vision and crucial interpretation of the school’s mission to the school community. As such, the Head is asked to complete the following summary report. This report should include, but is not limited to
17. Mission congruence
18. The school in the future: Major changes anticipated in the life of the school in the next five years and how these changes will these impact the future of the school.
19. *Documents in Adherence to Standards* *[DAS]* is a list of documents made available to the Visiting Team at the time of the On-Site Visit. While SAES expects all documents that are listed at the end of the of the Self Study to be submitted, if a document is not available, the school is to indicate the status of that document. The printed documents must be organized in a “documents box” with one file folder per document clearly labeled by *Self-Study* section letter, item number, and document name. A document may appear in more than one section. You may make a single copy, but please cross-reference the document. Schools may choose to use *GoogleDocs* to assemble the documents and share the folder with the Visiting Team prior to the visit.
20. Report Presentation: A PDF of the entire report should be created as one document file and emailed to Pat Blevins, [pblevins@swaes.org](mailto:pblevins@swaes.org), [skirkpatrick@swaes.org](mailto:skirkpatrick@swaes.org), and s[schotz@swaes.org](mailto:Sschotz@swaes.org) no later than one month prior to the On-Site Visit. A printed copy should available for the Visiting Team at the time of the On-Site Visit. Section dividers should be labeled and tabbed. The entire report should be bound or organized in a 3-ring notebook. Prior to visiting team members’ departure, annotated copies of the report will be destroyed.

**SAES *Self-Study 1* Template**

[To complete the *Self-Study,* use the pages that follow as a *Word* template, or you may use a *GoogleDoc* template. The *Word* version of the template may be found on the SAES website, [www.swaes.org](http://www.swaes.org), under *Accreditation Resources*. It may be downloaded and converted to a *GoogleDoc.*  Please remove the directions when writing the report.]

**COVER PAGE FOR SAES *SELF-STUDY***

**[**A template for this *Cover Page* may be found on the SAES website, www.swaes.org, under *Accreditation Resources*.**]**

***TABLE OF CONTENTS***

[List major sections of the report with page numbers.]

***SAES Annual Report for 20\_\_\_ - 20\_\_\_***

[Insert the school’s current year *SAES* *Annual Report*. For an insertable form of the *Annual Report* document, contact the SAES Office.]

***INTRODUCTION – HEAD OF SCHOOL LETTER I***

[Insert *Head of School Letter 1* here.]

***SCHOOL RESPONSE to SAES STANDARDS***

[Insert *School Response* here.]

***A. MISSION***

***A.1. The school has a clear statement of educational mission that is in congruence with the school’s Episcopal Identity.***

SCHOOL RESPONSE

1. How does the mission define the school’s operational, planning, and decision-making practices?
2. Give examples of how the mission of the school is congruent with principles of academic scholarship: permitting and encouraging freedom of inquiry, diversity of viewpoints, and independent/critical thinking? How does the mission reflect what the school values?

SCHOOL RESPONSE – OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school’s mission, what are the school’s greatest strengths in this area?
2. What are the areas that need improvement? How does the school plan to address them?

**See *Documents in Adherence to Standards* *[DAS] v.6.18* for the document list relating to this section. This list may be found at the end of this template, or it may be located on the SAES website,www.swaes.org, under *Accreditation Resources.***

***B. EPISCOPAL IDENTITY, SCHOOL CLIMATE AND CULTURE***

***B.1. The Episcopal Identity of the school shall be expressed within its mission and governance structure, school organization, and operations.***

SCHOOL RESPONSE

1. Explain the relationship between the school and the sponsoring parish/mission and diocese.
2. How is the school’s Episcopal Identity reflected in the mission of the school?
3. Describe that which captures the spirit of Episcopal education in the school’s program and culture.
4. How has the school’s Episcopal Identity informed the work of the Board?
5. What written policies are in place to clarify shared space issues and joint school-church financial obligations?
6. In what ways does the Episcopal ethos of inclusion influence the admissions process?
7. In what ways does the Episcopal ethos of inclusion influence the hiring and orientation of personnel?
8. How does the Head of School act as the primary advocate for the school’s Episcopal Identity?

***B.2 Episcopal Identity shall be evident in the spiritual, intellectual, and socio-emotional development of all students.***

SCHOOL RESPONSE

1. How does the school offer meaningful, age-appropriate worship experiences sensitive to the diversity of religious identity as represented by students and faculty? How does the school remain faithful to Episcopal liturgy, practices, and traditions?
2. How is religious education incorporated into the instructional program?
3. How does the school address students’ spiritual development?

***B.3 The program shall reflect the Episcopal commitment to being a caring, inviting and welcoming community, which supports varied religious, cultural, and economic backgrounds and family structures in the school community.***

SCHOOL RESPONSE

1. Provide an example of how the school is caring, welcoming, and inviting.
2. How does the school support varied religious, cultural, and economic backgrounds and family structures in the school community.
3. In what ways does the pastoral care that is provided for the school community reflect the school’s Episcopal Identity?

***B.4. The school shall provide opportunities for student participation in meaningful programs of service to others with respect for the dignity of every human being.***

SCHOOL RESPONSE

1. In what ways does the school provide students with experiences to develop a social ethic that fosters mutual respect and concern for individual and community rights, equity, and justice?
2. Describe any service projects or partnerships the school has developed to enhance students’ awareness of community and global responsibility.

***B.5. The school shall interact with the community in which it resides, including the parish (if applicable) and the diocese in which it is located.***

SCHOOL RESPONSE

1. What community resources, human and otherwise, does the school use?
2. Give examples of how the school shares its resources with the greater community?
3. In what ways do the Head of School and the Rector/Bishop’s Representative maintain an open and collaborative relationship in support of school operations?

SCHOOL RESPONSE – OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school’s Episcopal Identity, school climate and culture, what are the school’s greatest strengths in this area?
2. What are the areas that need improvement? How does the school plan to address them?

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***C. GOVERNANCE***

***C.1 There shall be provision in the school's by-laws for a board of trustees, which shall be elected or appointed according to clearly established guidelines that advance the school’s mission and vision. The board’s membership, structure, policies, and practices shall support the school’s long-term viability and goals.***

SCHOOL RESPONSE

1. Explain the school’s IRS 501(c)(3) non-profit status. (N.B.: A school must either maintain its own 501(c)(3) status or be a part of an institution that maintains that status.)
2. Describe how the board determines the school’s financial priorities in order to provide safe and adequate physical facilities, sufficient staffing, and appropriate instructional resources.

***C.2. The by-laws shall indicate that the vestry/diocese has empowered the board to be the governing body of the school.***

SCHOOL RESPONSE

1. Describe the extent to which the diocese or vestry or rector is involved in any decision-making or oversight of school operations.
2. What evidence indicates that the board creates and approves the school’s budget, hires the head of school, and sets general operational policies for the school?

***C.3. The size and composition of the board shall reflect the expertise and diversity needed to achieve the mission, vision, and strategic goals of the school.***

SCHOOL RESPONSE

1. What are the plans for the recruitment, orientation, and development of trustees?
2. Explain the board’s annual process to assess, improve, and sustain its effectiveness through an evaluation of its work, corporately and individually.

***C.4. The board shall assume responsibility for mitigating risk to the school, be it strategic, operational, financial, or legal.***

SCHOOL RESPONSE

1. Explain the basic components of the school’s risk management planning protocols.
2. Does the school have any litigation pending or threatened? If so, please explain.

***C.5. The school shall have policies that include but are not limited to***

* ***whistleblower***
* ***conflict of interest***
* ***grievance/conflict resolution***
* ***confidentiality that all trustees sign annually***
* ***anti-bullying/anti-hazing***
* ***anti harassment that includes sexual misconduct/sexual assault***
* ***the location and accessibility of essential records in the event of the permanent closure of the school***
* ***records retention and destruction policy***
* ***gift acceptance policy***
* ***investment and spending (if endowment fund exists) and minutes of recent board meetings pertaining to the endowment***

SCHOOL RESPONSE

1. Explain the policy development process, including the decision-making process.

***C.6.******The board shall employ the head of school as its sole employee, delegate the operational functions of the school to the head of school, and respect the boundaries that separate board governance and administrative management.***

SCHOOL RESPONSE

1. Give examples of how the board nurtures and supports the head of school with a process of regular communication, opportunities for professional growth and development, and annual evaluation based on clearly established criteria and goals, including an understood procedure that is ethical, fair, and provides for due process.
2. Explain the timeline for the renewal of the head of school’s contract and how it addresses issues of evaluation, compensation, renewal, non-renewal and termination.
3. What plans are in place for leadership transition for the head of school?

SCHOOL RESPONSE – OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school’s governance, what are the school’s greatest strengths in this area?
2. What are the areas that need improvement? How does the school plan to address them?

**See *Documents in Adherence to Standards* *[DAS] v.6.18* for the document list relating to this section. This list may be found at the end of this template, or it may be located on the SAES website, www.swaes.org, under *Accreditation Resources*.**

***D. ORGANIZATION AND ADMINISTRATION***

***D.1 The school’s personnel policies and operations are in compliance with applicable local, county/parish, diocesan, state, and federal laws and regulations.***

SCHOOL RESPONSE

1. Are all school policies and operations in compliance with codes, laws, or regulations? If not, explain.

***D.2. In keeping with its mission and culture, the school’s employment and admissions policies and practices reflect the Episcopal tradition of respect for the dignity of every human being. The school promotes an equitable, just, and inclusive community, and its policies and practices shall reflect accordingly. Unlawful discrimination has no place in SAES schools. The school must adopt and publish a non-discrimination policy consistent with IRS guidelines.***

SCHOOL RESPONSE

1. Is the school aware of any such discrimination? If so, explain. How were the issues resolved and what steps were taken to ensure discrimination would not occur again?

***D.3. The administration shall create written policies and procedures that outline roles, responsibilities, code of conduct, operational functions, financial management systems, admissions policies. There shall be clear, written procedures for an annual review of school organization, curriculum, administration, instructional facilities, and the determination of short- and long-range needs. . The school makes full, accurate and truthful disclosure of its mission, policies, expectations, programs, and practices.***

SCHOOL RESPONSE

1. Give examples of how the school makes full disclosure of its mission, policies, expectations, programs, and practices.
2. Detail the key facets of employee (1) professional and (2) behavioral expectations.
3. Describe an incident in which written policies or procedures were helpful in resolving an issue to which a policy applied.

***D.4. The head of school shall employ all faculty, staff and support personnel, and shall be responsible for overseeing annual performance evaluations. There shall be sufficient administrative staff with the education and experience for their assigned duties to fulfill all essential management functions.***

SCHOOL RESPONSE

1. How is each employee informed of his/her compensation, terms of employment and primary responsibilities?
2. Describe the employee recruitment and hiring process.
3. What is the school’s plan for encouraging/developing inclusivity/diversity among faculty and staff?
4. What are the challenges related to employee performance evaluation and retention? What changes, if any, are planned to improve these processes?
5. By what processes have the various administrative staff been assigned to their roles and responsibilities?

**D.5 *The administration shall create protocols for addressing extended school closures caused by natural disasters, major facility emergencies, or other exceptional interruptions of instruction. The policies shall address attendance, alternative or resumption of instruction, obligations to employees and communications with constituents.***

SCHOOL RESPONSE

1. What are the school’s protocols to address extended school closures?

**D.6.*****The school shall have a policy for the retention and destruction of personnel, student, graduate, financial (including fundraising) and medical records, as well as policies on securing these records against loss, identity theft, or fire/water damage, with access limited to authorized individuals. These records shall comply with applicable local, county/parish, state, and federal guidelines and codes, and be backed up both on-site and off-site.***

SCHOOL RESPONSE

1. Where and how are the following records stored? Who has access to these records?
2. Student
3. Personnel
4. Graduate
5. Financial
6. Health
7. Learning differences test results

**D.7. *Admission policies and procedures shall be clearly defined, transparent, and consistent with the stated mission of the school. These policies and procedures shall reflect the school’s efforts to enroll students most likely to benefit from its program. If the school, either day, homestay, or boarding, enrolls international, non-immigrant students, the school shall be a SEVIS (Student Exchange and Visitor Immigration Service, a branch of the Department of Homeland Security) certified school.***

SCHOOL RESPONSE

1. List the tuition schedule and fees for the last three years. Explain how payments are to be made and any unconditional obligations and policies regarding tuition refunds, if applicable. When was the enrollment contract last reviewed by legal counsel?
2. Describe policies related to tuition assistance, tuition and fees, and other enrollment obligations.
3. List (anonymously) tuition assistance awards for the last three years. Indicate the total as % of budget or as % of gross tuition revenue) for each year. Who determines those awards?
4. How do enrollment management practices (recruitment, admission, enrollment, retention) for all students (day, homestay, boarding, US and non-US passport holding, domestic and international) inform admissions decisions?
5. Outline the admission process from initial inquiry to enrollment. Indicate who interacts with students and parents throughout the process and how admission decisions are made. Who constitutes the admissions committee?
6. How does the school ensure that applicant students are screened so that they are mission-appropriate enrollees?
7. How has the admission process been applied to international, non-immigrant students?
8. If the school enrolls international students, has it been SEVIS certified? Has the school ever been denied SEVIS certification? If so, why?

**D.8. *The school has clearly defined internal and external development goals, which are reported to the board of trustees and school community.***

SCHOOL RESPONSE

1. What are the guiding principles of the school’s development and marketing practices? How do these principles support the school’s mission and vision?
2. What are the school’s major fundraising events/activities and goals?
3. What is the fundraising history for the past five years, together with participation rates by parents, trustees, and faculty?
4. Is the school currently conducting a capital campaign? Recently completed one? Close to beginning one? Explain the outcome and/or goals.
5. How actively is the board involved in supporting development and marketing initiatives? Elaborate.
6. In what ways does the school cultivate and maintain relationships with its alumni/ae?
7. Describe the process by which the school follows up on graduate success. How does it utilize data gathered from graduates to assess its goals and programs?

**D.9*. The parents’ organization shall be open to all parents and shall work with the school administration to assure that parent activities are in keeping with the overall mission and program.***

SCHOOL RESPONSE

1. What is the organizational structure of the parents’ organization?
2. Where are funds generated by parent association activities held and who is responsible for the distribution of these funds?
3. Detail parents’ organization goals and events, human and financial resources needed, and funds generated, if applicable.

SCHOOL RESPONSE – OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school’s organization and administration, what are the school’s greatest strengths in this area?
2. What are the areas that need improvement? How does the school plan to address them?

**See *Documents in Adherence to Standards* *[DAS] v.6.18* for the document list relating to this section. This list may be found at the end of this template, or it may be located on the SAES website, www.swaes.org, under *Accreditation Resources*.**

***E. TEACHING & LEARNING***

[Please delete any sections of Teaching & Learning that are not applicable.]

***E.1. The instructional program and its structure shall be developed from the school's stated mission, purposes, and objectives that reflect the educational goals and operational procedures of the school.***

SCHOOL RESPONSE

1. Provide a few examples of how the program facilitates the growth of awareness, exploration, and inquiry, and includes the teaching of critical reasoning and independent thinking.
2. What is the process by which the school develops a spiraling and sequential, well-articulated written curriculum that defines essential objectives of the instructional program for all grade levels and courses of study? What process is used for determining the relevancy of that curriculum?
3. How is it determined that the daily schedule provides adequate instructional and other learning time balanced against non-academic and transitional activities and needs?
4. What are the policies of attendance, assessment, graduation requirements, and credit for alternative or supplementary courses offered by another accredited institution to any student seeking such enrichment?
5. What systems are in place to assist new students to integrate successfully into the school’s instructional program?
6. What is the process for diagnostic testing for learning differences by trained professionals, and use of assessment results for placement or diagnostic purposes? Are these reports kept in a secure location, regarded as confidential documents, and accessed only by designated personnel on a need-to-know basis?
7. What are the policies that describe the extent to which the school will offer academic support for different learning styles, needs, and interests? What are school policies for addressing learning needs of exceptional students (e.g. learning disabled, gifted, etc.) and faculty or contract professionals who offer supportive services (e.g. counselors, tutors, etc.)?
8. What library, media, and technology resources are provided for students and faculty, and what are the time allotments for their use?
9. What experiences are part of the instructional program that enhance students’ understanding of our multicultural and diverse society?
10. What instructional elements address sustainability efforts and evidence of a school culture that models environmental stewardship?
11. How does the school determine the relevance of program enhancements (e.g., field trips, guest lecturers, etc.) and ensure that these are compatible with the school’s purpose or mission?
12. In what ways is fitness and wellness integrated into the overall program?
13. How are developmentally appropriate behavioral expectations and corrective actions communicated and to whom? What are the consequences for misbehavior at on-campus and off-campus school sponsored activities as well as policies for addressing serious misconduct?
14. How does the school address its student code of conduct if it is violated off-campus at a non-school sponsored event?

***E.2. The school program shall be in compliance with the laws of the state in which the school is located.***

SCHOOL RESPONSE

1. What is the length of the school day? How many instructional days are scheduled per school year? How many staff professional days are scheduled during the school year?
2. What protocols are in place to ensure the program meets or exceeds state regulations and licensing regulations, as applicable?
3. How does the school ensure that textbooks and instructional materials are current, accurate, and of high quality?
4. What is the placement process for students completing the school’s terminal grade?
5. What steps has the school implemented to ensure that sufficient resources (human and financial) are available to support the current and future needs of the program?

***E.3. In all aspects of student life (including early childhood, summer, residential, homestay, extended care, etc.) consideration for the age-appropriate intellectual, social, physical, aesthetic, emotional, ethical, and spiritual development of students is systematically addressed.***

## SCHOOL RESPONSE

1. What processes are in place to ensure that there will be a balance of daily academic work and homework that reflects the academic goals of the school and sound educational practice?
2. How does the school provide for attention to the social-emotional needs of the students at each grade level?
3. How does the school provide effective means and appropriate channels for communicating with parents about all aspects of school life and child/adolescent development?
4. List by grade level extracurricular/co-curricular activities that promote student leadership, talents, and interests.
5. Describe activities, events, or traditions that contribute to each division’s (EC, LS, MS, US) identity and encourage student cohesiveness.
6. What measures are in place to facilitate seamless transitions from one grade/division to the next?
7. List the high school graduation requirements, if applicable, including non-academic obligations such as service work, if applicable.
8. Explain the college counseling process for graduating seniors and their families, if applicable.

## E.3.EC Early Childhood Programs [In addition to the SCHOOL RESPONSE questions in E.3 above, answer these additional SCHOOL RESPONSE questions for early childhood programs:

SCHOOL RESPONSE

1. In what ways does the early childhood program include activities balanced between child- and teacher-directed, active/quiet, large group/small group, indoor/outdoor learning activities, and rest-time or naps where required, recognizing the individual, developmental, and spiritual needs of very young children?
2. Give examples of how the early childhood program is based on an integrated curriculum that identifies a reasonable balance of core and co-curricular/enrichment subject areas. How are best practices regarding active participation by the children incorporated into the early development program?
3. Explain the school’s rationale for determining class size and teacher-student ratios. At a minimum, schools are expected to adhere to state licensing requirements. Is the school in compliance with state licensing requirements for class size and teacher-student ratios? If not, explain.

## E.3.RP Residential/Boarding School Programs (programs where students live at the school or in a school sponsored dormitory setting that is a joint venture with other schools)

SCHOOL RESPONSE

1. What is the history of the residential program at the school?
2. How does the school provide its boarding students with a wholesome and nurturing experience that assures a balance between academic and residential life? Describe tutorial, enrichment, weekend, evening, and/or vacation activities offered and explain their scheduling. Who oversees these activities and how many students typically participate?
3. Describe the school’s residential life curriculum, formal or informal. What values, social responsibilities, citizenship, behaviors are being taught? Who is doing the teaching and who oversees the program?
4. Describe the dormitory facilities. Describe the housing structure, i.e., vertical or horizontal housing assignments, and why the school made the decision to structure it as such. Describe each student’s personal space. If the dormitory facilities are shared by students from other schools, explain how the spaces are designated and who makes the decisions about this.
5. List the qualifications of dormitory staff. Explain the supervisory responsibilities for student residential leaders (proctors, prefects, etc.) and residential life staff. What type of orientation and training does the school provide its student and staff supervisors? How are student residential leaders and residential life staff selected? Who coordinates this program, and what are this person’s responsibilities and areas of oversight? If the residential program is a joint venture with other schools, explain how the supervisory responsibilities are assigned and how the residential staff is selected, oriented, and supervised. If the school uses an outside agency/consultant to place students, does that agency/consultant provide any supervisory or counseling personnel? If so, how does that coordinate with the school’s program and who are the decision-makers?
6. How are day and boarding students encouraged to collaborate and engage with each other? Give at least three examples.
7. How does the school assure the safety of students outside the academic day? Describe the system of accounting for students as well as listing the person/people overseeing each system. If the residential program is a joint venture with other schools, explain the system of accounting.
8. Describe the support structure that the school applies to all residential students and their families. Explain how the school supports these students in their academic and personal experiences. Give examples of how the school functions *in loco parentis*. Is anything done differently for international students? Who oversees this?
9. Describe the additional components of the support system that the school applies to international students and their families. Explain how the school supports these students in their academic efforts, personal experiences, and immigration requirements if different from the response in #8. Describe the underlying philosophy for the number of international students admitted/enrolled.
10. Explain how the school keeps boarding students safe from harmful relationships. What specific training do residential staff receive on boundary issues with students?
11. What is the performance evaluation process for residential staff?
12. What health care and counseling resources are provided for boarding students?
13. Describe the process for keeping current the necessary SEVIS certifications. (If the school enrolls international, non-immigrant students who board, the school shall be a SEVIS (Student Exchange and Visitor Immigration Service, a branch of the Department of Homeland Security) certified school.) Who is in charge of this?

*E.3.HSP Homestay Programs* (programs where students live in host family homes)

SCHOOL RESPONSE

1. Describe the parameters of the homestay program including the acceptance of students, communication with parents, training for host families, and the general rules and policies of the program. Who oversees the homestay program? Describe the underlying philosophy for the number of international students admitted/enrolled.
2. Describe the process for keeping current the necessary SEVIS certifications. (If the school enrolls international, non-immigrant students who board, the school shall be a SEVIS (Student Exchange and Visitor Immigration Service, a branch of the Department of Homeland Security) certified school.) Who is in charge of this?
3. Describe the parameters defining responsibilities of the host family and/or placement agency contract. Explain the expectations for the school, host families, and students regarding the student academic program, behavior, and experiences both during the school week and outside of the academic day, in evenings, on weekends, and during vacations. Describe the process by which the school assures that homestay facilities are safe and clean, and provide sufficient living space. If this is not the case, how does the school remediate the problem? Explain how the school includes host families and students in defining and understanding the ethical and legal responsibilities of the school, host families, and students.
4. Describe how host families are screened, including background checks for adult family members, and a process for matching student and family interests. Explain the process by which adult members of host families receive, as a minimum, *Safeguarding God’s Children/People* training, in accordance with diocesan requirements (if applicable)?
5. Describe the school’s English Speakers of Other Languages (ESOL) program for English language learners. What academic support is available to these students? Explain how the academic work of these students is assessed. Describe the reporting system used to communicate with the parents of homestay students.
6. What are the school’s strategies for encouraging and facilitating the social interactions of homestay and other students? Give at least three examples.
7. Describe the additional components of the support system that the school applies to international, homestay students and their families. Explain how the school supports these students in their academic efforts, personal experiences, and immigration requirements. Give examples of how the host families functions *in loco parentis* for international, homestay students. Who oversees this?

*E.3.OSP Other School-Related Programs*

SCHOOL RESPONSE

1. Describe each additional program offered at the school and how it supports the mission of the school.
2. What are the qualifications of and requirements made of the adults who oversee these programs?

***E.4 The school provides evidence that it is engaged in ongoing review, evaluation, and development of its educational program, using data to assess, report, and monitor individual and collective student progress; and shows evidence of using the assembled data to make program adjustments and sustainable decisions.***

SCHOOL RESPONSE

1. What systems are in place to benchmark student learning as a reflection of the school’s mission?
2. How is individual student learning systematically evaluated, including the administration of annual standardized tests? How is it reported and communicated to parents?
3. What adjustments to curriculum and instruction have been made or are anticipated that are based on annual review and analysis of assembled data derived from evaluation instruments and measures of student learning?
4. How is data on individual student progress beyond the school’s terminal year tracked and used for decision-making about the school’s program?

***E.5 The school demonstrates that its program, practices, and institutional culture are informed by relevant research regarding how students learn and the knowledge and capacities they will need in the future.***

SCHOOL RESPONSE

1. Describe and give examples of how the school shapes its programs, practices, and institutional culture to help students cultivate relevant skills in the following areas:
2. Analytic and creative thinking and problem-solving
3. Oral and written communication
4. Leadership and teamwork
5. Technology as an evolving and fundamental tool for learning
6. Global awareness and sustainability
7. Illustrate how e-learning, virtual instruction, blended learning, etc. are consistent with the school’s mission, philosophy, and goals. For online courses that students may take for credit, provide evidence of accreditation of that course.
8. In what ways does the school encourage adaptability, initiative, and risk-taking in the exploration of new roles, ideas, and strategies?
9. What evidence is there that the school fosters integrity, honesty, fairness, and respect as necessary components of ethical decision-making?

***E.6******All administrators, faculty and staff shall be qualified for their positions and responsibilities by education and experience, and shall engage in ongoing professional development. Teachers of children up to and including age 3 shall hold no less than a Child Development Certificate (CDC or CDA) or an Associate’s Degree (AAS) reflecting specialization in child development. Teachers of children age 4 and older shall have no less than a baccalaureate degree (BA/BS/BFA, etc.) in an appropriate field. Assistants and extended care staff are not required to hold college degrees but should have other child-care related experiences.***

SCHOOL RESPONSE

1. Do all administrators and faculty have appropriate educational degrees/certification? What is the plan for each teacher/administrator who has not yet reached the prescribed level of education?
2. Describe the professional development plan that is reflective of the goals of the academic program, in general, and the curriculum, specifically. Explain how topics are determined, how requests are prioritized, and how funding is approved.

***E.7 The school’s personnel policies and operations are in compliance with applicable local, county/parish, diocesan, state, and federal laws and regulations.***

SCHOOL RESPONSE

1. What is the process for ensuring that the school is in compliance?
2. If not in compliance, explain.
3. What are the employee guidelines for appropriate use of social media, email, and other technologies, and where are those guidelines published?

***E.8 The faculty is provided with adequate time, materials/resources, including*** ***technology, to develop and implement the curriculum.***

SCHOOL RESPONSE

1. How are challenges with the schedule and/or materials/resources addressed? Explain the circumstances and steps planned, if any, to resolve the issues.

SCHOOL RESPONSE – OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school’s teaching and learning, what are the school’s greatest strengths in this area?
2. What are the areas that need improvement? How does the school plan to address them?

**See *Documents in Adherence to Standards* *[DAS] v.6.18* for the document list relating to this section. This list may be found at the end of this template, or it may be located on the SAES website, www.swaes.org, under *Accreditation Resources*.**

***F. FISCAL RESPONSIBILITY***

***F.1. The school shall employ sound financial planning and management policies and procedures with appropriate board of trustees’ oversight. The school should develop a long-range (multi-year) financial plan based on data-driven projections that clearly support the mission and the strategic objectives of the school.***

SCHOOL RESPONSE

1. Have there been recent changes or are changes anticipated in the school’s financial planning and management? If so, explain.
2. In developing the school’s long-range (multi-year) financial plan, what potential opportunities and obstacles were considered? How must the school balance its competing needs, yet set as a priority salaries and benefits?
3. Explain the process for providing accurate and timely financial reporting to the board of trustees on a scheduled basis.
4. How and by whom are funding priorities determined?
5. Detail any upcoming capital projects and how they will be funded. Are they budgeted and fully supported by adequate cash and personnel, pledges receivable and/or loan agreements prior to commencement?
6. What plans does the school have for generating non-tuition income?
7. Describe the process for financial records storage and back-up. How are financial records secured against loss, identity theft and fire/water damage? Who has access to these records? Is there provision for both on-site and off-site data/records back-up?

***F.2. All revenues generated by the school or in the name of the school, including related associations and other groups using the school’s name, are owned or governed by the school, and are included in the accounting and financial reports of the school.***

SCHOOL RESPONSE

1. What policies and practices assure that all revenues generated by the school or in the name of the school are included in the school’s charts of accounts and financial reports?
2. List all groups that raise money for the school and describe how the funds are managed.
3. How are decisions made regarding the use of these revenues?

***F.3. The school’s Board of Trustees will engage on an annual basis an independent certified public accounting firm to perform an audit with an accompanying management letter. Once the school has had an audit, a school may exercise the option of alternating audits and reviews, provided there are no more that two reviews between audits. However, a school with total budgetary revenues of $500,000 or less may exercise the option of an annual review produced by an independent certified public accounting firm.***

***(Beginning 2020-2021) F.3. Every year, the school’s Board of Trustees will engage an independent certified public accounting firm to perform an audit with an accompanying management letter. A school with annual revenue of less than $1,000,000 may alternate annually between an audit and a review.***

SCHOOL RESPONSE

1. Describe the school’s audit/review schedule.

***F.4. Revenues and expenses of the school must support the school's mission and be in compliance with Generally Accepted Accounting Principles (GAAP) and managed according to state and federal regulations governing such transactions.  In addition, the school must have written policies that place appropriate controls over standard business practices, including but not limited to gift acceptance, endowment and investment management, purchasing and personnel policies.***

SCHOOL RESPONSE

1. Outline the accounting practices of the school. Indicate when the financial policies of the board were recently reviewed and updated.

***F.5. Reasonable and realistic financial plans must be in place to maintain adequately school facilities and program and to meet the current and future obligations of operational budgets and debt.***

SCHOOL RESPONSE

1. Explain the school’s current debt, if any, and plans to retire it.
2. If the school’s annual budget shows a deficit, explain how the shortfall affects the school and its program. How are funding needs prioritized? What plans does the school have to ensure future financial stability?
3. What percent of the annual budget is derived from non-tuition and fees in the last three years? If the school has an endowment or other designated funds, what controls are in place to manage these, and how do they benefit the school?
4. Explain the budget creation timeline and who participates in the process.
5. What is the policy for determining contributions to a contingency (emergency) fund?

***F.6. The school shall have a risk management plan, supported by appropriate levels of insurance, to safeguard against human and financial losses.***

SCHOOL RESPONSE

1. Describe the program for risk management in effect for the physical assets of the school, including any type of liability.
2. Detail all insurance coverage carried by the school. When was coverage last reviewed? If coverage was found to be outdated or below current needs, what plans were made to correct that situation?
3. What are the sources of information and advice used to arrive at decisions regarding insurance coverage? Who reviews the adequacy of coverage?

SCHOOL RESPONSE – OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school’s fiscal responsibility, what are the school’s greatest strengths in this area?
2. What are the areas that need improvement? How does the school plan to address them?

**See *Documents in Adherence to Standards* *[DAS] v.6.18* for the document list relating to this section. This list may be found at the end of this template, or it may be located on the SAES website,www.swaes.org, under *Accreditation Resources*.**

***G. FACILITIES AND SAFETY***

***G.1. The school shall maintain facilities and campus in a manner that complies with applicable municipality, county/parish, state, and federal health and safety codes and regulations.***

SCHOOL RESPONSE

1. What is the process used for storing and securing chemicals and caustic/poisonous materials used in science, art, and housekeeping/maintenance? Who oversees this? What resources are used to stay current with safety guidelines and best practices?
2. Describe the food services program and licensing. What measures are taken to provide nutritionally adequate choices, and for the safe handling, preparation, and distribution of food?
3. Are school vehicles in compliance with federal and state laws regulating safety, licensing, registration, insurance, inspections, and capacity? If not, explain. Who oversees this?
4. Who oversees safety protocols within the school? How are inspection records maintained?

***G.2. The school shall maintain, or have available for its use, physical facilities and campus adequate to support the needs of the program.***

SCHOOL RESPONSE

1. How are outside areas, including playgrounds and athletic fields, regularly inspected, secured, and supervised with a safe ratio of attentive adults to children? Is a Plant Replacement, Renewal and Special Maintenance (PPRRSM) account (or similar) in place? Explain.
2. Are current facilities adequate for the school’s needs? Is there adequate storage for instructional materials, outdoor equipment, and maintenance supplies and equipment?If not, explain.
3. How are facilities cleaned and maintained in a timely manner for the health and well-being of the school community?

***G.3. The school shall maintain appropriate policies and implement relevant programs and training to assure the physical and emotional safety and well-being of its students, employees, and general school community****.*

SCHOOL RESPONSE

1. How have the school’s anti-bullying, anti-hazing, anti-harassment policies provided a physically and emotionally safe environment for students and employees? Explain how these policies address sexual misconduct and sexual assault.
2. Delineate the process by which employees are certified and recertified in *Safeguarding God’s Children/People* and similar programs, in accordance with diocesan requirements (if applicable).
3. Explain how the school instructs employees on the policies of the school related to code of conduct such as sexual misconduct/assault, child abuse, safety and security, health and injury management, and the supervision of students.
4. What policies and practices are in place that address campus and visitor access and security supervision.
5. How does the school supervise students when on campus but outside of class? How does the school ensure security of the campus from intrusion? What challenges does the school face?
6. How is the crisis response plan designed and updated to use in the event of a serious injury, natural catastrophe, criminal activity, bomb threat, fire, campus evacuation, intruder on campus, terrorism, or other significant emergencies.
7. Explain the school’s procedures for dealing with an injured or ill student or staff member, including those with contagious illnesses.
8. How often are safety drills (fire, lock down, shelter in place, intruder on campus, evacuation, severe weather, etc.) practiced and recorded? Has the school community achieved a level of confidence with these plans, and how often have they been shared with parents?
9. Describe the procedures and policies for student arrival and dismissal, including late arrivals and early departures.
10. What is the school’s protocol concerning the release of children to legally-designated adults? How are child custody matters handled and what challenges face the school in dealing with these?
11. Explain the school’s procedures for the storage and dispensing of medicine, first aid/CPR/AED, parent/emergency contact notification, and the recordkeeping and enforcement of immunizations. How are records health/medical records kept?
12. What are the school’s policies regarding food and environmental allergies and sensitivities?
13. Where are campus maps stored? Where are blueprints for school buildings stored? How are these maps and blueprints accessed in the event of an emergency?

***G.4 If the school provides programs that operate outside of the instructional day or instructional year, either on-campus or off-campus, they shall comply with local, county/parish, state, and federal codes, licensing, and inspections, and have in place adequate insurance coverages and safety protocols.***

SCHOOL RESPONSE

1. What measures does the school take to ensure the safety of its school population and facilities when the school hosts third party groups?
2. How does the school ensure that student safety and supervision is a priority in both indoor and outdoor settings, including classrooms, play areas, carpool, transition, and break periods? Explain the policies in place that address campus access, transportation, visitors, supervision, student movement around campus, and student release to legally-designated adults. Does the school ensure that instructor-to-student ratios are in keeping with SAES standards? If not, explain?
3. Is the school aware of the added risk taken on by the school for travel programs, outdoor education programs, and the like? What steps has the school taken to manage this risk? How does the school ensure that student safety and supervision is a priority in both indoor and outdoor settings for programs activities off-campus, such as travel programs and outdoor education programs? How does the school ensure the safety and well-being of students and staff while traveling internationally, including being hosted in private homes?
4. What is the process for training program instructors and supervisors (school employee and third party providers) regarding the school’s crisis response plan?
5. What is the process for training program instructors and supervisors in *Safeguarding God’s Children/People* or comparable programs, in accordance with diocesan requirements (if applicable)?

***G.5. In the event of a crisis, the school shall have procedures in place to implement the requirements of any local, county/parish, state, or national mandate.***

SCHOOL RESPONSE

1. Has the school dealt with a crisis with mandates from local, county/parish, state, or federal authorities? Explain.
2. How did this experience inform the school of safety/security challenges? What steps have been taken to deal with such crises in the future?

SCHOOL RESPONSE – OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school’s facilities and safety, what are the school’s greatest strengths in this area?
2. What are the areas that need improvement? How does the school plan to address them?

**See *Documents in Adherence to Standards* *[DAS] v.6.18* for the document list relating to this section. This list may be found at the end of this template, or it may be located on the SAES website, www.swaes.org , under *Accreditation Resources*.**

[NOTE ABOUT PROGRAMS: Because the SAES On-Site Visiting Team is unable to observe some programs in operation outside the school year (such as summer programs) or, in some cases, the school day (such as weekend programs), or in other cases, off-campus (such as travel and outdoor education programs) the Team is unable to review and comment on those programs. However, where possible, the report of the Team will include the effect of such programs on school operations such as finance, safety, facilities, and community outreach. If the school seeks SAES summer program accreditation, then following the on-site visit, a representative of SAES will visit the school to observe the summer program in session.]

***REFLECTIONS AND CONCLUSIONS – STEERING COMMITTEE REPORT***

[Insert *Steering Committee Report* here.]

***SUMMARY - HEAD OF SCHOOL LETTER II***

[Insert *Head of School Letter II* here.]

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***DOCUMENTS IN ADHERENCE TO STANDARDS (v.6.18)***

***Documents Compliance Checklist***

[Indicate the status of each document. Some documents are listed in more than one section. This is because they are relevant in more than one place. When assembling these documents for a self-study, please feel free to submit only one copy and cross-reference repeated documents.]

|  |  |  |  |
| --- | --- | --- | --- |
|  | **#** | **Name of Document** | **Document is:**  **✔- Complete**  **INC - incomplete**  **X - Missing**  **NA - not applicable**  **If document is missing or incomplete, please provide an explanation** |
| **A. Mission** | 1 | The published mission of the School |  |
|  | 2 | School philosophy/core values |  |
|  |  |  |  |
| **B. Episcopal Identity, School Climate & Culture** | 1 | Chapel service schedule and order of service with age group(s)/school division(s) indicated |  |
|  | 2 | Programs from graduations and other ceremonial events |  |
|  | 3 | Evidence of statements of Episcopal Identity in school publications |  |
|  | 4 | Diocesan canons that pertain to the school |  |
|  | 5 | Religion education curriculum. |  |
|  | 6 | Evidence that the school has a process for conducting initial background and for re-checking as required by state licensing (if applicable) and diocesan requirements. Checks have been made on all employees and regular volunteers, including third party providers and others working in programs that operate outside of the school day/year (such as before and after school care, weekend and summer programs. Include evidence that anyone working with students on a regular basis, within or outside the school day/year, has been certified/re-certified in *Safeguarding God’s Children/People*. [also in *Facilities & Safety,* G16, and *Teaching & Learning*, E17, sections] |  |
|  | 7 | School/church shared use agreement (if applicable), together with description of how costs are allocated between church and school. [also in *Fiscal Responsibility* section, F12] |  |
|  | 8 | If the school is separately incorporated, evidence of 501(c)(3) status. If the school is not separately incorporated, provide evidence that the school is by charter affiliated with a legally constituted not-for-profit church. [Also in *Governance* section, C1.] |  |
|  | 9 | By-laws [also in *Governance* section, C1] |  |
|  |  |  |  |
| **C. Governance** | 1 | Evidence of the school’s charter, constitution, bylaws, articles of incorporation/Certificate of Formation (if applicable), non-profit status [IRS 501(c)(3)] (if the school is NOT separately incorporated, show evidence that the school is, by charter, affiliated with a legally constituted not-for-profit church) [Also in *Episcopal Identity* section, B8 & B9] |  |
|  | 2 | Board finance committee minutes for the last school year. |  |
|  | 3 | School policies   * whistleblower * conflict of interest * grievance/conflict resolution * confidentiality that all trustees sign annually * anti-bullying/anti-hazing * anti harassment that includes sexual misconduct/sexual assault * the location and accessibility of essential records in the event of the permanent closure of the school * records retention and destruction policy * gift acceptance policy * investment and spending (if endowment fund exists) and minutes of recent board meetings pertaining to the endowment |  |
|  | 4 | Evidence of ongoing strategic planning [also in *Fiscal Responsibility* section, F.9] |  |
|  | 5 | Board minutes indicating that the audited or reviewed financial statements have been presented to, and approved by, the Board. |  |
|  | 6 | Board self-evaluation instrument, both corporate and individual |  |
|  | 7 | Instrument used for the Board’s head of school evaluation |  |
|  | 8 | Board minutes or bylaws or written policy demonstrating that compensation of the head of school is set by the Board, and minutes that note annual compliance with IRS Code 4958 concerning avoidance of Intermediate Sanctions using “Rebuttable Presumption Checklist” (this does not apply to persons compensated $85,000 or less) |  |
|  | 9 | Head of school’s contract with remuneration included. Place in sealed envelope with signature across the seal to be made available only to the Team Leader of the Visiting Team. |  |
|  | 10 | Board of Trustees Survey with summary of results (see *Self-Study* Appendix G) |  |
|  |  |  |  |
| **D. Organization & Administration** | 1 | Published statement regarding the school’s non-discrimination policy and demonstration of compliance with IRS Revenue Procedure 75-50 |  |
|  | 2 | Sample employment contract or letter of agreement for professional staff |  |
|  | 3 | Sample student application and admission/marketing publications |  |
|  | 4 | Tuition assistance application |  |
|  | 5 | Sample enrollment contract |  |
|  | 6 | Student enrollment history by grade or level; and an accounting of total enrollment for the past 5 years, showing enrollment figures for students of color—Enrollment Profile (Appendix D) |  |
|  | 7 | Chart of the school’s administrative organization (head of school, assistant head, department heads, etc.) and designations for academic levels (PS, LS, MS, HS, etc.) |  |
|  | 8 | Job description and qualifications required for each employee position at the school |  |
|  | 9 | Related documents for performance evaluation processes for administrators and staff |  |
|  | 10 | Student-parent handbook |  |
|  | 11 | Employee handbook [also in *Teaching and Learning*, E25, and *Facilities & Safety,* G17, sections] |  |
|  | 12 | Extended school closure protocols |  |
|  | 13 | Previous accreditation team *On-Site Visit Team* Report and most recent interim reports, if seeking re-accreditation |  |
|  | 14 | Samples of communications with graduates |  |
|  | 15 | Recent capital campaign and/or major fundraising initiative communications |  |
|  | 16 | Parent organization by-laws |  |
|  | 17 | Parent Survey with summary of results (Appendix A) |  |
|  |  |  |  |
| **E. Teaching & Learning** | 1 | Curriculum scope and sequence and mapping |  |
|  | 2 | Program materials prepared for parent and public information |  |
|  | 3 | Discipline policies/student code of conduct |  |
|  | 4 | E-learning or online course web page describing the course and indicating the provider’s accreditation agency |  |
|  | 5 | Evidence of parent communication regarding student progress and performance (e.g., progress reports, report cards). |  |
|  | 6 | Standardized tests summary by grade level for the last five years (omit student names) |  |
|  | 7 | Technology Acceptable Use Policy for students (if applicable), school employees, and volunteers using school technology |  |
|  | 8 | List of the school’s college acceptances for the past five years, if applicable |  |
|  | 9 | College counseling “fact sheet” or school/student profile, if applicable. |  |
|  | 10 | Residential Life/Boarding handbook, if applicable |  |
|  | 11 | Residential life education/curriculum, if applicable |  |
|  | 12 | Residential life staff training manual or appropriate sections of existing handbooks, if applicable |  |
|  | 13 | Residential life permission forms, activity schedules, logs, etc., if applicable |  |
|  | 14 | Evidence of SEVIS certification by the Department of Homeland Security (if applicable- Needed if the school, either day or boarding, enrolls international, non-immigrant students.) |  |
|  | 15 | Homestay host family and/or placement agency contract, if applicable |  |
|  | 16 | Homestay instructions/handbook for supervisors and students, if applicable |  |
|  | 17 | Evidence of, at a minimum, *Safeguarding God’s Children/People* in accordance with diocesan requirements, for homestay host families, if applicable [also in *Episcopal Identity, School Climate & Culture*, B6, and *Facilities & Safety,* G16, sections] |  |
|  | 18 | Assessment tool(s) used for evaluation of homestay program, if applicable |  |
|  | 19 | Agreement with other schools, if the school is involved in a boarding program that uses shared dormitory facilities |  |
|  | 20 | Contractual documents with outside agency/consultant involved with bringing international students to the school, if applicable |  |
|  | 21 | Certificate of insurance from any outside agency/consultant involved with bringing international students to the school, if applicable |  |
|  | 22 | Promotional materials and other information regarding summer programs that is sent to parents. Include copies of enrollment contracts or registration forms required for participation. |  |
|  | 23 | Faculty/Staff Information Forms for each faculty and staff person (see Appendix F) |  |
|  | 24 | Faculty/Staff Profile (see Appendix E) |  |
|  | 25 | Employee Handbook [also in *Organization & Administration,* D11*,* and *Facilities & Safety,* G17, sections] |  |
|  | 26 | Faculty/Staff Survey with summary of results (see Appendix B) |  |
|  | 27 | Alumna/ae Survey with summary of results (Appencies C1 and C2) (if applicable) |  |
|  |  |  |  |
| **F. Fiscal Responsibility** | 1 | For the most recently completed fiscal year, audited financial statement with management letter or financial review. [See *Fiscal Responsibility* Standard F3 for requirement.] |  |
|  | 2 | Verification and summary schedule of the school’s insurance coverages: fire and theft, auto loss or damage from owned or non-owned vehicle, general liability/accident or injury, umbrella excess liability, property and casualty, scheduled property, errors or omissions or professional liability, directors/ liability, workers’ compensation, other (such as student supplemental medical coverage, flood, business interruption, special events coverage) |  |
|  | 3 | Current budget, actuals year-to-date |  |
|  | 4 | Present salary scale, mean and median salaries, and average percent increase of salaries for each of the last five years |  |
|  | 5 | Description of employee benefit plan(s) |  |
|  | 6 | If the school has bank or mortgage debt, or has issued bonds, a list of the lender covenants and the school’s evidence of compliance with covenants. |  |
|  | 7 | Most recent Federal 990 tax return, if applicable |  |
|  | 8 | Statement that no separate bank accounts are open by affiliated organizations (parent association, booster club, etc.) unless the school’s business officer has signatory responsibility. |  |
|  | 9 | Multi-year strategic financial plan [also in *Governance* section, C4] |  |
|  | 10 | Financial records retention and destruction policy [also in *Governance* section, C3] |  |
|  | 11 | Previous and upcoming summer program budget |  |
|  | 12 | School/church shared use agreement (if applicable), together with description of how costs are allocated between church and school [also in *Episcopal Identity, School Climate & Culture* section, B7] |  |
|  | 13 | Loan agreement documentation, if loans are outstanding (if applicable) |  |
|  | 14 | Last five years tuition and fee schedules |  |
|  | 15 | Policies for funds management, collection, recording, and reporting |  |
|  |  |  |  |
| **G. Facilities & Safety** | 1 | Current safety inspection licenses and certificates |  |
|  | 2 | Evidence of satisfactory response to lead paint and asbestos hazards, if applicable |  |
|  | 3 | Evidence of satisfactory response to radon, water quality, and other inspections, if applicable |  |
|  | 4 | Daycare and program licenses, if applicable |  |
|  | 5 | Occupancy permits for buildings constructed since last on-site visit |  |
|  | 6 | Hold harmless agreement between parent and school (either in the enrollment contract or separate agreement, as permitted by law) |  |
|  | 7 | Certificate of insurance and hold harmless agreements with third party providers for regular school year and summer programs |  |
|  | 8 | Verification of the school’s risk management plan that includes safety policies:   * vehicle safety * requirements for bus or van driver qualification * chemical handling and storage (cleaning and science/art/other classroom materials) * preventative maintenance and inspections * review of risk management assessment for field trips, sports programs, hazardous activities, summer programs, outside contractors, construction, use of facilities by external groups * legal review of Employee Handbook that contains all employment policies and procedures * school records retention and destruction policies and procedures * verification of staff training in workplace sexual harassment policies and situations involving child sexual abuse |  |
|  | 9 | Evidence that school meets all applicable fire, safety, and health requirements for the local municipality/state/county/parish in which it is located. |  |
|  | 10 | Master site plan, if applicable |  |
|  | 11 | Plans, if any, to address major plant replacement, renovations, additions, together with Provisions for Plant Replacement Renewal and Special Maintenance (PPRRSM) account figure |  |
|  | 12 | Crisis/emergency response plan |  |
|  | 13 | Log of school safety drills, including but not limited to fire, lock-down and severe weather drills, for the last three years |  |
|  | 14 | Contracts with third-party contractors who provide services outside the school day/year |  |
|  | 15 | Safety/security/injury-medical incident log |  |
|  | 16 | Evidence that the school has a process for conducting initial background checks and for re-checking as required by state licensing (if applicable) and diocesan requirements. Checks have been made on all employees and frequent volunteers, including third party providers and others working in programs that operate outside of the school day/year (such as before and after school care, weekend and summer programs. Include evidence that anyone working with students on a regular basis, within or outside the school day/year, has been certified/re-certified in *Safeguarding God’s Children/People*. [also in *Episcopal Identity, School Climate & Culture*, B6, and *Teaching & Learning*, E17*,* sections] |  |
|  | 17 | Employee Handbook [also in *Organization & Administration,* D11*,* and *Teaching and Learning,* E25, sections] |  |
|  | 18 | Protocol for handling communicable and non-communicable diseases, including immunizations/immunizations exemptions (if applicable). Do not submit individual health or immunization records. |  |

**Southwestern Association of Episcopal Schools**

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