

**SELF-STUDY 2**

**(v.2.6.18)**

**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 the *Accreditation Resources* tab.]

***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.

*Self-Study 2* 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 2* 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 offers a customized approach to self-study that will help a school improve its practices, and plan and implement initiatives for the next ten years. It requires the school to take a strategic look at school governance and leadership, operations, and school life. This model allows flexibility in the methods and structure of self-reflection as long as the basic goals of a SAES self-study are met in that the self-study is

* Mission-driven;
* Provides evidence of compliance to the SAES Standards;
* Encompasses all aspects of school governance and leadership, operations, and school life; and
* Includes representation from all constituent groups.

The On-Site Visiting Team uses this self-reflection to answer the question, “Is the school doing what it says it’s doing?”

***PERMISSION TO USE SELF-STUDY 2***

**CONDITIONS TO BE MET**

1. The school must be in good standing with SAES membership requirements: up-to-date with dues, data submissions, reports, etc.
2. The school cannot be an Applicant School.
3. The school must have been accredited by SAES for at least its last (one) accreditation cycle, and must have gone through a successful cycle, either solely SAES or SAES and another accrediting association.
4. The School must have maintained *full* accreditation status, i.e., it could not be on SAES *provisional* or *probationary* accreditation status anytime within its most recent accreditation cycle, except if it was an Applicant School initially given provisional accreditation during its initial accreditation.
5. If the school is dually accredited by SAES and another association and wishes to use this model, both associations must agree that this SAES self-study model is the primary self-study for the school and SAES is the lead association in the school’s process of self-study and on-site visit.

**APPLYING TO USE SELF-STUDY 2**

1. If a school meets the conditions for *Self-Study 2*, at the beginning of Year 9 of its accreditation cycle, it must submit to the Director of Accreditation
2. Head of School letter that addresses the school’s reasons for using *Self-Study 2* that includes a list of the targeted areas of focus and a rationale for each.
3. Documents
4. *Annual Report* for the most recent school year
5. Budget and chart of accounts
6. By-laws
7. Roles and responsibilities of Board committees
8. Enrollment trends for the last five years
9. Last three (3) years’ independent audit/review and management letter(s) (if applicable) [See SAES Standard F.3.]
10. Evidence of strategic planning
11. Multi-year financial plan
12. Most recent *interim report, if not already accredited by SAES*
13. Permission to use the self-study model will be granted by the Standards Committee and depend on
14. Assessment of whether *Self-Study 2* will serve the school well,
15. Review of the school’s accreditation history,
16. Quality and completeness of submitted documents,
17. General assessment of the school’s overall sound and stable governance/leadership, finances, and school operations as indicated by *Annual Report*s and *interim reports*.

***INSTRUCTIONS FOR COMPLETING SELF-STUDY 2***

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*. 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 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* *2*, 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 supervision 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, *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 (if applicable) should all have a voice and a role in the *Self-Study*.
2. The SAES website, http://www.swaes.org, has links to all the materials and templates that will be needed to complete the *Self-Study*. The *Self-Study* template (*Word*) may be downloaded. A school may choose to use *GoogleDocs* to write the *Self-Study*.
3. Conduct constituent surveys prior to starting to write the report. Samples may be found on the SAES website. The school may convert these surveys to a method of choice, e.g. *SurveyMonkey*, and use a distribution method that works best for the school.
4. *Self-Study 2* has the following sections.
5. Cover Page for *Self-Study*
6. Table of Contents
7. SAES *Annual Report*
8. Introduction-*Head of School Letter I*
9. Compliance 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. *Episcopal Identity, School Climate & Culture* [if completed as a “stand-alone” section]
11. *School Plan*
12. Reflections and Conclusions – *Steering Committee Report*
13. Summary - *Head of School Letter II*
14. *Documents in Adherence to Standards Compliance Checklist (v.6.17)*

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. Sections should be organized in the order indicated below. *Self-Study* pages should be numbered.

1. 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.
	11. The reasons for choosing to undertake *Self-Study 2* and the process by which the major areas of focus were chosen.
2. In the *Compliance to SAES Standards* section*,* describe in narrative form how the school meets the SAES Standards of each section, A-G. Either address the standards in each section individually or as a group. Provide evidence as required in the *Documents in Adherence to Standards*.
3. The school may choose to address *Episcopal Identity* in one of three ways. The *Documents* are required for all three ways.
	1. Complete the SCHOOL RESPONSE questions of the *Episcopal Identity, School Climate and Culture* section from the *Self-Study 1* model - “stand alone” section. In this section*,*  the standard should be inserted and identified by its section/number; or
	2. Choose *Episcopal Identity, School Climate, and Culture* as one of the 2 to 4 target areas of study; or
	3. Infuse elements of Episcopal identity, school climate, and culture in each of the 2 to 4 targeted areas of focus.
4. Create a *School Plan*.
	1. Engage in reflective, analytic thinking about each area of the SAES *Standards* (Mission; Episcopal Identity, School Climate & Culture; Governance; Organization & Administration;Teaching & Learning; Fiscal Responsibility; Facilities & Safety) as they relate to the school. Use strategic thinking to develop a *School Plan* in two (2) to four (4) areas of focus for how the school intends to approach the growth and development of each of the targeted areas. Identify short-term and long-term goals. [NOTE: The target areas of focus do not have to to be parallel to the self-study sections as listed above. Rather, these areas should be related to the self-study sections but a sub-set of them. For example, a school might choose study of its international student program or its maker space program, rather than the entire *Teaching and Learning* section*.*]
	2. In creating the *School Plan*, the school may draw upon various methods, such as but not limited to, strategic visioning/planning; strategic or multi-year financial planning; school-wide analysis of strengths, weaknesses, opportunities, and threats; data collection and analysis; benchmarking and environmental scanning (i.e., identification of trends likely to affect the school); a method created by the school; or any combination of these methods. For each targeted area of the *School Plan*, the school might address these questions:
		1. (growth strategy) What is your goal/vision/plan for growing the school? Who are your customers? What are their needs? Is there a clear understanding of what the school should and should not do? Is this consonant with the mission/core values/educational goals/philosophy?
		2. (operational strategy) What are the necessary systems needed to move from vision to implementation plan? In what ways will the school develop the systems needed to attain this goal?
		3. (resource strategy) To what extent do current human and financial resources serve this goal? In what ways does this goal require the rearrangement/reallocation of human and financial resources? In what ways will the resources be organized around school’s priorities? What people/teams of people will be essential to making this goal a reality? What resources (people, time, facilities, funding) exist, need to expand, need to contract to prioritize this goal? In what ways will all constituents be called upon to participate?
		4. (management strategy) In what ways will progress towards the goal be measured, monitored, assessed, and re-designed (if necessary)? What are the instruments needed to evaluate progress? Who monitors what? How are management decisions determined?
		5. (marketing strategy) In what ways will representatives of the school community be included in plans to achieve the school’s major goals? How will the school connect primary stakeholders to the school’s vision?

These questions may be addressed in narrative form and include clear consideration of the above areas and necessary planning.

1. *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 2* 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 2*.
	4. Changes in data collection and utilization of data analysis planned in the future to assist with evaluating the school’s operations and program?
2. *Summary - Head of School Letter II:* While the Head of School is an integral member of the steering committee 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
	1. Mission congruence
	2. 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.
3. *Documents in Adherence to Standards* *(DAS)* is a set of documents made available to the Visiting Team Leader 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. A set of 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. The school may make a single copy, but please cross-reference the document. Schools may to use *GoogleDocs* to assemble the documents to be used by the OSV Team.
4. Report Presentation: A PDF of the entire report should be created as one document file and emailed to Pat Blevins, pblevins@swaes.org, skirkpatrick@swaes.org, and 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. When printed, back-to-back pages are preferred, and section dividers should be labeled and tabbed. The entire report should be in one binder or bound. Prior to visiting team members’ departure, annotated copies of the report will be destroyed.

SAES *Self-Study 2* Template

[To complete the *Self-Study,* use the pages that follow as a *Word* template, or you may use a *GoogleDoc* template. Requests for access to the *GoogleDoc* template should be addressed to the Director of Accreditation Services.]

**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.]

***COMPLIANCE TO SAES STANDARDS***

[insert *Compliance to Standards* narrative in each section.]

***A. MISSION***

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

**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***

[If the school chooses to complete the “stand-alone” *Episcopal Identity, School Climate & Culture* section (from *Self-Study 1*), it may skip the narrative here. The *Documents* are required.]

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

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

***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.***

***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.***

***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.***

**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*.**

***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.***

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

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

***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***

***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.***

**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.***

***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.***

***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.***

***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.***

***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.***

***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.***

***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.***

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

***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.***

**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***

[The narrative must include all school programs, including residential/boarding, homestay, summer, extended day, and other programs, if 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.***

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

***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.***

***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.***

***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.***

***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.***

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

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

**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.***

***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.***

***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 an annual revenue of less than $1,000,000 may alternate annually between an audit and a review.***

***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.***

***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.***

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

**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.***

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

***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****.*

***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.***

***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.***

**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.]

***EPISCOPAL IDENTITY, SCHOOL CLIMATE & CULTURE***

[If the school chooses to complete the “stand-alone” *Episcopal Identity, School Climate & Culture* section (from *Self-Study 1*), insert it here. List sub-committee members and identity the chair/point person.]

***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?

**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*.**

***SCHOOL PLAN***

[Insert the *School Plan* here. List sub-committee members and identify the chair.]

***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.  |  |

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