



Accreditation Handbook

2020

*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.*

Southwestern Association of Episcopal Schools
1420 4th Avenue
Suite 29
Canyon, TX 79015-3748
Tel: 806-655-2400
www.swaes.org

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I. Understanding Accreditation

Accreditation blends *external quality control* (compliance with standards and best practices) with an assessment of the *degree of adherence* to a school's mission. It also:

- Attests to a school's excellence through provable and respected standards of quality.
- Employs a process of evaluation that combines internal self-scrutiny with an external review by a team of professional peers. Both the internal and external reviews bring helpful and accurate observations, comments, and suggestions for the purposes of validation and improvement.
- Assists the school in better realizing its own mission and objectives; by enhancing the school's unique character.
- Helps refine school goals and provides direction and focus for future planning.
- Strengthens the voice of all SAES schools by speaking collectively for the interests of Episcopal schools.
- Is an essential credential for some foundation fundraising, SEVIS certification, some Episcopal dioceses, and other state and federal programs.

Accreditation is earned through a voluntary process that is greater than any one event. Standards have been developed carefully over time to indicate best practices in the on-going organization and management of Episcopal schools. The process provides a framework for open inquiry into the school's philosophy, policies, and procedures. This quality evaluation process involves all constituent groups that form the school community.

Recognition of Accredited Status

The Southwestern Association of Episcopal Schools (SAES) serves Episcopal schools, richly diverse in location, size and scope, throughout the states of Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, and is the only Episcopal accrediting association in the United States. SAES is a member of the International Council Advancing Independent School Accreditation (ICAISA), has voluntarily submitted to a rigorous and impartial review of its accreditation program and demonstrated adherence to the Council's *Criteria for Effective Independent School Accreditation Practices*. SAES is commended by ICAISA for the quality of the Association's accreditation program for its member schools.

II. SAES Affiliation Types

Member Schools are schools who have applied for membership using the [*Application for SAES Membership*](#), have paid initial application dues, and meet the following criteria.

- Be affiliated with The Episcopal Church (TEC) that is part of the Anglican Communion. The school is a parish day school, a school owned or administered by a diocese or religious order or group of parishes, or an independent school which espouses the faith and worship of TEC as set forth in the Book of Common Prayer, and operates with the knowledge and consent of the Bishop of the diocese.
- Be a non-profit institution 501(c)(3) or part of a non-profit institution.
- Implement employment and admissions policies, in keeping with its mission and culture, and employ practices that 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 reflect accordingly. Unlawful discrimination has no place in SAES schools. A school is expected to abide by a non-discrimination policy that complies with IRS regulations.

Applicant Schools are schools that have completed the [Application for Accreditation](#) for and been approved by the SAES Standards Committee and Board of Directors to begin work towards accreditation and meet the additional criteria below.

- Be in, at least its third year of operation.
- Retain its membership in the association.
- Meet its SAES financial (membership & accreditation dues and fees) and data reporting obligations.
- Demonstrate commitment to ongoing school improvement and fulfill the requirements of the SAES accreditation process.
- Complete an SAES *Annual Report*.

Accredited Schools are schools that have met the [SAES Standards](#) as determined by the SAES Standards Committee and the SAES Board of Directors. Accreditation is maintained through the successful completion of all aspects of the 10-year accreditation cycle and requirements, and the regular submission of requested data.

III. Accreditation Processes

Process for a School Seeking Initial Accreditation

Schools that are members of SAES and have been in operation for three years may seek initial SAES accreditation by submitting an [Application for Accreditation](#). Mail the application and the appropriate fee to the SAES office to begin the process. The application is presented to the SAES Standards Committee and the Board of Directors for approval.

The school is then required to submit the required [Documents in Adherence to Standards \[DAS\]](#) for Applicant Schools within one year. The Initial DAS will be presented to the Standards Committee and Board of Directors for approval. Once approved, the school may begin the process described in this handbook for accreditation.

Process for a School Seeking Re-accreditation

The SAES Director of Accreditation will contact the school in the ninth year following their On-Site Visit to once again begin its Self-Study. At the same time, the date for the On-Site Visit will be scheduled and confirmed for the following school year.

Process for Schools Seeking Initial Dual Accreditation

For initial dual accreditation with another accrediting association, schools located within the SAES region must meet the criteria of both associations. An application for membership, the associated fee, and a letter from the Head of School are sent to the SAES office. The letter provides written notification of the school's interest in dual accreditation and indicates the other association that accredits the school. SAES will work with the school and the other association to coordinate a joint self-study, visiting team, pre-visit, and on-site visit.

Each association will independently make its determination on accreditation. After the visit, if SAES is the lead association, all SAES accreditation requirements, including submission of annual and interim reports, must be fulfilled. If SAES is not the lead association, SAES will accept interim reports required by the other association as acceptable substitutes for the SAES interim reports with the inclusion of the Episcopal Identity recommendations and additional documentation.

IV. The Ten-Year Cycle

The Ten-Year Cycle describes a school's obligation to fulfill each of the necessary steps to earn, retain, and renew their accreditation. It is based on the year that full accreditation status was earned. Once a school is initially accredited, the process described below begins.

Year Nine - The Self-Study Year

The most comprehensive step of the accreditation process is the school's self-study, an opportunity for self-reflection and evaluation. A school allows six to twelve months to complete this stage of the process. The self-study is closely linked to the *Standards of the Association* and asks the school to assess its compliance to the Standards, and to describe, evaluate, and reflect on the school's mission, Episcopal identity, governance, organization and administration, teaching and learning, fiscal responsibility, and facilities and safety.

Year Ten - The On-Site Visit Year

The on-site campus visit by a team of Episcopal school educators from other SAES schools takes place on an arranged date chosen by the Head of School. On-site visits typically begin on a Sunday afternoon and end on the following Wednesday afternoon. For reasons of objectivity, balance, and to prevent conflicts of interest SAES leadership is responsible for the identification and selection of team leaders and team members. The SAES On-Site Visiting Team's responsibility is to assess the school's program and operation considering the school's mission as reflected in the *Self-Study* and write a report of their findings. The *Report of the On-Site Visiting Team* is an objective description of the school's program and operation by trained and experienced educators at the time of the on-site visit and is not an evaluation of the personnel of the school.

Year One - The Head of School Letter

The ***Head of School Letter*** is submitted in the first year following the *On-Site Visit*. The letter includes the manner in which the school plans to address the overarching recommendations made by the visiting team and any planning that has resulted as a follow-up to the *Report of the On-Site Visiting Team*.

Years Two-Four - Recommendations

Planning and work on the individual section recommendations made in the *Report of the On-Site Visiting Team* prepares the school for the next step in the process.

Year Five - Five Year Interim Report

The emphasis in this report is the status of all recommendations listed in the *Report of the On-Site Visiting Team*. Additionally, the school will submit documents, copies of newly formed policies, and answers to questions about Episcopal Identity, governance and financial management, and instructional quality.

Years Six-Eight - Continued Work Toward School Improvement

SAES does not require reporting during this time. Schools are encouraged to continue to meet the recommendations listed in the *Report of the On-Site Visiting Team*, and strategic planning for the future.

Year Nine - The Self-Study Year

The cycle is complete, and schools once again begin their Self-Study for reflection and program evaluation.

V. The Accreditation Process Begins

SAES is committed to helping schools throughout the accreditation process by providing resources and information necessary to understand and complete the entire process. Many of those resources are linked throughout this handbook, and other resources are available on the SAES website for your review.

The Director of Accreditation as well as an assigned Team Leader will work together with the Head of School as the school prepares the self-study and plans for the on-site visit. To begin, the school will be asked to complete a survey regarding their school size and scope, factors of differentiation, and plans, if any, for major changes to the school's leadership or campus.

Based on the information in the survey, a personalized template will be sent to the Head of School with complete instructions for writing the self-study. A date will be chosen for the following year to host an on-site visit, and SAES will choose a team of peers to serve as the on-site visiting team to the school. The size of the team will be determined by SAES according to factors including school size, number of divisions, and campus size and arrangement. Generally, team sizes follow the schedule below:

School Enrollment	Team Size
Up to 85	4
86-150	5
151-250	6
251-350	7
351-450	8
451-550	9
551-650	10
651+	11

Once the Team Leader and Team Members have been chosen, a list will be sent to the school and an introduction made for the Head of School and Team Leader. This introduction is meant to open the lines of communication so that the process going forward is one of communication and openness. The Team Leader is a valuable resource, as s/he has hosted an on-site visit and likely been a member of a team before, so understands the process very well.

VI. Crucial Early Planning and Organizing

SAES recognizes the unique nature of our schools and offers two models of self-study. Samples of each are linked as [Self-Study](#), and [Self-Study for Stand-Alone Preschools](#). The self-study offers a school a traditional approach to self-reflection and planning, whereby the school responds to standards-based questions, provides evidence of compliance to Standards, and identifies strengths and areas of need. In doing so, the school demonstrates

compliance and current practice. (SAES is currently studying a different model of the self-study, now in its beta testing stage, and known as *Self-Study 2*. When developed, this model will ask the school to take a strategic look at areas of school governance and leadership, operations, and school life.)

- **SELF-STUDY** – The school is notified of its obligation to begin the self-study approximately 18 months prior to the expiration of their current accreditation. A template is sent according to the type of school (see models above) and forwarded with detailed instructions of how to begin and eventually complete the self-study.
- **DOCUMENTS IN ADHERENCE TO STANDARDS (DAS)** – The self-study template contains a list of documents that must be completed and ready for the team upon their arrival. These *Documents in Adherence to Standards*, are evidence of the school’s compliance with SAES *Standards* and of the school’s demonstration that it is employing best practices in its policies and operations. It is important to locate, update, and/or create these throughout the process. This often includes Board planning and participation regarding school policies.
- **PREPARATION FOR THE ON-SITE VISIT** – The date for the visit is usually set 15-18 months ahead of time, allowing the school adequate time to organize and prepare for the team, including securing the budget for the visit, and planning to host a team of colleagues on campus for a Sunday-Wednesday visit.

Instructions for the Head of School

Upon receipt of the individualized self-study template, take the time to read it thoroughly to understand the work and the process ahead. The school’s self-study template will be formatted as a *Google Doc*, but you may request a *Word template* if preferred. You are not **required** to use the template, but it does provide ease of compilation.

Download the [Standards of the Association](#) and [Documents in Adherence to Standards](#). Make certain that you are familiar with each and can access easily throughout the process.

Budgeting for the Process

Begin a budget for the self-study/on-site visit. Expenses listed are estimates and vary by the size of the team, accommodations provided, and the location of the school.

SAMPLE BUDGET CATEGORY	AMOUNT
Costs of writing, organizing, and publishing the self-study (ex. Files boxes for organizing DAS, office supplies)	\$100
Travel expenses for Team Leader’s pre-visit (airfare, car mileage, hotel)	\$200-\$600
Team member travel, accommodations, and food expenses (hotel, airfare, airport parking, local transportation, driving mileage, other reimbursements)	~\$1200 per team member
Reception for Visiting Team – Sunday afternoon	\$100-\$500
Materials and supplies for Team workroom (see suggested list here)	\$25-\$50
Cost of the school’s annual audit/review	varies
Campus maintenance and improvements necessary for safety and security	varies
Technology costs (ex. Extension cords and equipment for connectivity in workrooms)	\$50-\$100

If the human resources of the school allow, the Head of School is encouraged to delegate the tasks of the self-study process to a **Steering Committee**. While the Head of School should be a member of this committee and ultimately has responsibility for the entire accreditation process, s/he is encouraged to delegate tasks. A key element in the completion of the self-study is engaging constituents from all areas of the school community, and the Steering Committee is a wonderful way to involve administrators, faculty, staff, trustees, clergy, vestry, parents, students and alumni (if age-appropriate and applicable) in the writing and planning of the process.

Appoint a staff member to serve as the logistics (hospitality) coordinator, so many of the tasks relating to accommodations, meals, and transportation for the visiting team may be handled by that person.

With the help of the Steering Committee Chair, create sub-committees and make assignments for self-study section writing responsibilities. Create a calendar of dates for committee meetings and due dates for sections of the self-study. The Steering Committee Chair oversees completion of specific sections of the self-study; however, the Head of School is the final editor of the entire report.

Begin the process with the required constituent **surveys** to inform the work of the subcommittees. Surveys include the [Parent Survey](#), [Board Survey](#), [Faculty and Staff Survey](#), and the [Alumni Survey](#). Alumni surveys can be conducted with either the students themselves or parents of alumni, depending on the age of the student. (Stand-Alone preschools are not required to do an alumni survey.) **SAES can be contracted to do the surveys and assemble the results for you.** Contact the SAES office for more information.

Create a timeline for completion of the self-study, DAS, planning for the on-site visit, and other required information. A sample timeline can be found [here](#).

Getting Everyone Involved

Now that the framework and schedule for accreditation has been set, the work can begin. The first meetings with each of the constituent groups are important to the success of the entire accreditation process. The Head of School sets the tone for how others will view the work and the importance of the tasks ahead. Gather for the explicit purpose of “kicking off” the process and helping others to understand what is happening. Make sure everyone knows that this is a team effort with input from all constituents.

Present assignments for each subcommittee along with the timeline and deadlines for work to be accomplished. Small subcommittees (each in charge of one section of the Self-Study) work best, and each is encouraged to collect input from additional members of the school community. Subcommittees are successful with a clear timeline of assignments and deadlines for their work.

The subcommittee or members assigned to the collection and organization of the ***Documents in Adherence to Standards (DAS)*** should begin their work **very early in the process**, as the locating, updating and organizing of these essential documents is time consuming and often includes the creation of new Board policies. This subcommittee should include, but is not limited to, the Head of School, administrative assistant, Business Manager, and at least one Board member.

VII. Writing the Self Study and Preparation for the On-Site Visit

Self-Study

Writing a self-study is a long process that involves many people and much coordination. The timeline developed earlier will help to manage meetings and deadlines, and ensure that the self-study is well written, edited, and published in a timely manner.

The self-study template details instructions for each individual section. It is important to have multiple contributions to each of the responses, but one person should be assigned to the writing of each section in order to arrange and give one voice to reflect the school's practices sufficiently.

Once the self-study is complete, the Head of School reads the report in its entirety to be certain it is a true reflection of the school and its program and practices. This step usually results in further writing and editing, so plan accordingly.

The final section of the self-study template is the *Documents in Adherence to Standards (DAS)* checklist. Monitor the compilation and progress of the DAS throughout and ensure they will be complete and available for the team's review at the time of the on-site visit.

Early On-Site Visit Planning

The Head of School and Logistics Coordinator begin to plan for the on-site visit approximately 8 months before the visit itself. One of the most important planning aspects is the lodging for team members at a nearby hotel. It is a good idea to make a visit to the hotel to inspect the rooms and hotel layout prior to booking the rooms. Payment arrangements are made by the school, so that team members are not responsible for payment upon checking out. All room costs are borne by the school. Team members are responsible for incidental items, special services, and room service and will be asked to supply a personal credit card upon check-in to cover these costs. The following are necessary:

- Each person must have a separate room with reliable Wifi.
- The Team will need a hotel meeting room Sunday afternoon and each evening. This space should provide an opportunity for all team members to meet, discuss, and work on the report after school hours. The meeting room must have reliable Wifi. For **small teams**, the Team Leader's room could be a suite with a worktable in lieu of a separate workroom for the team. Discuss this with the Team Leader during the Pre-Visit.

Plan for the team to have a private workroom at the school. This will be the team's headquarters, and must be a lockable, dedicated space, not used by any other group during the time the team is there. This space must be large enough to allow team members to spread out the various materials and laptop computers that they will use to create the *Report of the On-Site Visiting Team*. The room must have reliable Wifi and electrical connections.

A [sample visit schedule](#) will assist in planning for the actual visit. Things to remember and plan:

- Be certain that there will be no special events, such as concerts, field trips, or major fundraising events during the time of the visit. Faculty and staff members should avoid being away at conferences or other off-campus meetings during the visit. Faculty should not give tests during these days.
- Arrange for part-time faculty and staff members to be present sometime during the team's visit.
- Make sure that a typical chapel/worship service is scheduled when the team is present.

- Arrange for the different individuals and groups listed in the sample schedule to meet with team members at various times during the visit.

Meals are arranged by the school according to the following schedule:

- Sunday afternoon reception at the school with light refreshments
- Sunday dinner at a local restaurant
- Monday, Tuesday, and Wednesday breakfast (preferably at the hotel)
- Monday and Tuesday lunch, at the school and are usually constituent meetings
- Monday dinner at a local restaurant
- Tuesday working dinner delivered to the hotel

Team Leader Pre-Visit

Approximately 3-6 months prior to the on-site visit, the Team Leader (TL) will schedule and make a pre-visit to the school. This pre-visit serves to discuss and confirm OSV arrangements, discuss the visit schedule, familiarize the TL with the school, and answer any questions that representatives of the school may have concerning the *Self-Study* or the on-site visit. The pre-visit should include, as applicable, the Head of School, Chair of the Steering Committee, Board President, and Rector. If the school has appointed a Logistics Coordinator to help with On-Site Visit particulars (e.g. travel of Team Members, set up of OSV workroom and meeting rooms, hotel reservations, meals, etc.), that person should be included, as well.

VIII. Final Preparations

Completing the Self-Study

Throughout the process, committees have written, edited and rewritten according to the template instructions and it is now time to format and publish the *Self-Study*. This part requires coordination and organization to ensure that the Self-Study is in its best form. Create a PDF of **each** of the 7 school response sections and send to jstark@swaes.org. Create a PDF of the entire report as one document file, pages numbered, and email to Pat Blevins, pblevins@swaes.org, and jstark@swaes.org. The self-study must be complete and ready for the team’s review at least **four weeks** before the on-site visit.

Organizing the Documents in Adherence to Standards (DAS)

The DAS checklist is the last document in the school’s *Self-Study* template. SAES expects all DAS to be complete and ready for examination when the team arrives, as they verify a school’s compliance with the *SAES Standards*. If a document is not available, the school is to indicate the status of that document. Organize the printed documents in a “documents box” with one file folder per document clearly labeled by *Self-Study* section letter, item number, and document name. The document box is to be available in the team’s workroom at the time of the on-site visit. Schools may choose to use *GoogleDocs* and their *Google Drive* to assemble the documents and share the folder with the Visiting Team. Contact jeanie@swaes.org for an embeddable list if choosing this option.

Several of the required DAS documents, [Appendix E - Faculty/ Staff Profile](#), [Appendix F - Faculty/ Staff Information Form](#) and [Appendix G - Enrollment Profile](#) should be completed at the beginning of the year in which the school hosts the on-site visit in order to reflect current information.

Final Planning for the On-Site Visit

Four weeks before the visit:

- Send the [Team Contact, Accommodations, and Travel Form](#) to all team members. Team members have been instructed by SAES to make their own travel arrangements and to do so in a timely manner in order to take advantage of lower flight costs. Once the school receives the information from each member, plan schedules for airport pick-up and drop-off, transportation to and from the school each day, and to meals at night. Provide contact information for all in case of a delayed flight. Should a team member need to arrive on Saturday or depart after Wednesday because of flight schedules that necessitate an extra night on either side of the on-site visit, the school bears the cost. Personal expenses and costs of extending one's visit for personal reasons are the responsibility of the team member.
- Verify hotel arrangements to ensure that all preparations are in order.
- Confirm meal and hospitality arrangements. Many schools find that parent volunteers are willing to help with light refreshments in the team's school workroom. Refreshments need not be extravagant; healthy choices are preferred. Coffee and non-alcoholic beverages in the hotel workroom are also appreciated.
- Plan for school workroom set-up.
- Make sure that the school facilities are prepared (i.e., tidied up, student work displayed, cleaning done, etc.) for the team's visit. Signs outside classrooms identifying the teacher, subject, and grade are helpful.
- Make arrangements to reimburse team members for travel expenses before their departure from your school. Team members will file an SAES reimbursement form (with receipts) with the school office on Tuesday.

IX. The Visit and the Report of the On-Site Visiting Team

The On-Site Visit

The week preceding the visit is busy with details and final arrangements for the arrival of the visiting team. Finalize the visit schedule with the Team Leader and publish it to everyone involved. Confirm reservations, meeting times and locations, and other planned events. Set up the workroom, clean the school, check everything off your list! Remind the students and parents about the visitors and any changes to schedules that were made to accommodate the team. Reassure the teachers and staff that the visit is not an evaluation of them, but of the school. Thank everyone for their commitment to the process and remind them all to get rest over the weekend.

The actual visit begins on Sunday afternoon with a tour of the school and short reception. This provides an opportunity for faculty, staff, Board, parent representatives and the Vestry (if desired) to meet the team. This exchange often relaxes the school community for the week ahead. According to the schedule that the Team Leader and the Head of School have arranged, the team will be on campus each day before school begins and will likely not leave until closing. They will be moving throughout the school, in the classrooms, on the campus, and in meetings. It is important that the Head of School and administrative staff are always available throughout the visit. The visit ends with a short presentation of the Overarching Commendations and Recommendations by the Team Leader to the faculty and staff, Steering Committee, and Board. So that all can attend, some schools plan for an early release on that day, followed by a celebration of the School, its people, and the completion of the visit!

The Report

While on campus, the Visiting Team will write a comprehensive report of its observations and conclusions. The report is divided into sections that correspond to those in the school's *Self-Study*. The report will include:

Overarching Commendations and Recommendations - These major areas of focus serve as a way of understanding the themes or trends that emerged over the course of the On-Site Visit.

Narratives - A statement that summarizes each section of the self-study and describes what the team observed relative to that particular area of school operation.

Commendations - Those areas the team found particularly commendable, making reference to specific SAES Standards.

Suggestions - Ideas that team members wish to share regarding ways to improve the program. Suggestions should be considered but are not binding.

Recommendations - Actions that the school must take to resolve areas of non-compliance with SAES Standards and are intended to foster school growth and improvement. All recommendations must be addressed by the school in subsequent interim reports to the SAES Standards Committee and, therefore, are binding.

Within two weeks following the conclusion of the On-Site Visit, a final copy of the report will be sent to the Head of School. The Head of School responds as directed regarding factual errors and errors of omission in the report. At this time, the report remains confidential and is not circulated to any members of the school community.

X. Notification, Terms and Status of Accreditation

The *Report of the On-Site Visiting Team* will be read, reviewed and discussed by the SAES Standards Committee at their next scheduled meeting. The Standards Committee will then make a recommendation regarding the school's accreditation status to the SAES Board of Directors. The recommendation must be approved by the Board of Directors before it is official.

Terms of Accreditation

- Full Accreditation for ten years,
- Full, Provisional or Probationary Accreditation for a specified lesser period of time, pending corrective action with *Special Interim Report(s)* due, and/or *Interim Visit(s)* made, or
- Denial of Accreditation.

Accreditation Statuses – Provisional & Probationary

A school found to be out of compliance with SAES Standards or the *Documents in Adherence to Standards* face the possibility of being placed on one of two alternate accreditation statuses— *Provisional Accreditation* and *Probationary Accreditation*. These statuses are not necessarily sequential, and SAES may place a school on either of these statuses with or without having previously requested a *Special Interim Report*, depending on the seriousness and extent of noncompliance. In certain extreme circumstances, a school's accreditation may be revoked without having previously been placed on status. A school's revocation of accreditation is appealable to the SAES Board of Directors.

Provisional Accreditation – The less serious of the two statuses, *Provisional Accreditation*, is used when a school needs to address non-compliance with the SAES Standards. This includes, but is not limited to:

- Failure to demonstrate compliance with standards, or provide required *Documents in Adherence to Standards*
- Failure to make timely and significant progress toward correcting previously noted deficiencies
- Failing to address recommendations made in a *Report of the On-Site Visiting Team*
- Failure to provide any requested information in a timely manner including the SAES *Annual Report*
- Failure to submit dues and accreditation fees to the association

Probationary Accreditation – The more serious status is usually, but not necessarily, assigned as the last step before a school has its accreditation revoked. This includes, but is not limited to:

- Failure to correct previously noted deficiencies, failure to make satisfactory progress toward compliance with the SAES Standards, or failure to meet the deadline(s) for the requirements set by SAES, whether or not the institution is already on *Provisional Accreditation*
- Significant deficiencies relating to safety
- At the conclusion of the monitoring period, the SAES Standards Committee and Board of Directors will review the matter and either continue or revoke accreditation. In all cases, the school bears the burden of proof to provide evidence for the Association not to revoke accreditation and not to remove it from membership.

Publicizing Accreditation

Schools accredited by SAES are encouraged to use the following language on websites and in publications.

The Southwestern Association of Episcopal Schools (SAES), a member of the International Council Advancing Independent School Accreditation (ICAISA), has voluntarily submitted to a rigorous and impartial review of its accreditation program and demonstrated adherence to the Council's *Criteria for Effective Independent School Accreditation Practices*. SAES is commended by ICAISA for the quality of the Association's accreditation program for its Member Schools. SAES is recognized by state agencies in Texas (TEPSAC) and Oklahoma (OPSAC) and by the eleven Episcopal dioceses within the six states served by SAES.

Denial of Accreditation

In rare cases, schools may be denied accreditation, re-accreditation, or an extension of accreditation. The following issues could contribute to the denial of accreditation:

- Failure to maintain membership in the Association,
- Failure to demonstrate that the school is indeed an Episcopal school,
- Failure to demonstrate adherence to SAES Standards of Accreditation,
- The existence of a major deviation in observed practice from that which was outlined in the school's *Self-Study*,
- Failure to satisfactorily address recommendations in the most recent *Report of the On-Site Visiting Team*, or failure to submit satisfactory *Interim Reports*.
- Failure to comply with annual or interim reporting requirements

Appeal of Denial

A school that is denied accreditation or re-accreditation may appeal that judgment in the following manner:

- A letter of appeal should be addressed to the SAES Executive Director, who will convene the chairperson of the SAES Standards Committee, the President of the Board of Directors, the visiting team leader, SAES Representative, and Director of Accreditation. This review of the appeal will be

scheduled as soon as possible.

- If a satisfactory agreement cannot be reached following discussion and informal review by the above listed individuals, the matter will be referred to the Board of Directors for consideration.
- It is the prerogative of the Board of Directors to convene a separate Review Committee if s/he so chooses. Either the Standards Committee or the Review Committee could call for another visit to the school by three members with experience related to the issue in question. The head of the host school and the Board of Directors would mutually agree upon the members for the special visit. At least one of the three members must be a member of the Board of Directors. The visit should take place within three months from the denial of accreditation. All costs involved as part of the review including travel, lodging, and meals for the visiting team are borne by the appealing school.
- A report will be submitted in a timely fashion to the Board of Directors for its final decision.
- The school will be notified in writing of the final decision of the Board of Directors. The notice will include specific statements regarding accreditation or denial of accreditation.
- The appropriate state agency and diocese will be notified.

Grievances about Accredited Schools

If the Association receives contact from a parent or other individual concerning a complaint about an SAES accredited school, the following steps will be taken:

- The individual making the complaint will be asked to put the concern in writing and forward it to the Executive Director. The concerned individual will also be told that, in order to investigate the complaint, officials at the school will be contacted, although the complainant's name may be excluded.
- Once the written concern has been received, the Executive Director may investigate or appoint a representative to investigate the complaint directly and prepare a written assessment of the situation.
- The Executive Director will consult with the Director of Accreditation and if there is sufficient evidence to validate the complaint, will share the concern with the Standards Committee, in a meeting or conference call. The complaint will be evaluated against SAES Standards for any intentional non-compliance. The results will be recorded in Standards Committee minutes.
- A recommendation for action/non-action will be sent to the Board of Directors.
- Possible actions include but are not limited to changes in accreditation status and/or revocation of accreditation.

XI. Maintaining Accreditation

Interim Reports

There are reporting requirements for maintaining a school's accreditation. The details and due date of the report are determined by the SAES Standards Committee and communicated to the school by the Director of Accreditation. Notification will be given for the following:

SAES Annual Report - sent to schools in August of each year

SAES One-Year Head of School Letter - individualized template mailed to Head of School

SAES Five-Year Interim Report - individualized template mailed to Head of School

Special Interim Report - individualized template mailed to Head of School

Interim Report for SAES Dually Accredited Schools - individualized template mailed to Head of School

Reporting School Changes

Embedded within the relationship between an accredited school and its accrediting association is a covenant of trust that each will be open, honest, and communicative concerning changes that take place in the life of a school. Once notified of the change, SAES will create an individualized template with full instructions for reporting to the association. Several types of changes require reporting to the association. Samples of templates for these reports are linked below.

[*Added Grade/Program Report*](#)

[*Added Summer Program Report*](#)

[*Substantive Change Report*](#)

In addition to the above, if a school adds new facilities to the campus or changes campuses completely, SAES will ask for a report and will make a visit to the campus. [*Note: in the event of changes due to a natural disaster, such as major hurricane damage, SAES will accept verbal reporting.]

School in Crisis

A school in crisis should contact the SAES Executive Director as soon as the crisis arises to discuss possible services, advice, and support that may be available to the school. In the rare case that the crisis may jeopardize the safety, health and welfare of its students and/or employees, the Standards Committee and Board of Directors will review the situation and make a determination about the school's accreditation.

Postponement of Self-Study & On-Site Visit

In an exceptional or crisis situation, a school may request a one-time, one-year postponement of its Self-Study and/or On-Site Visit. It is only for the most unusual circumstances that a postponement will be considered. A Head of School change usually is not a reason for a postponement. Please notify the Director of Accreditation if a situation has arisen that would require the Standards Committee's consideration of a postponement. Should the request be granted, a change of accreditation status (provisional or probationary) is likely, and there will be a requirement of a *Special Interim Report* and interim visit.

Warnings, Denial of Initial or Re-Accreditation, Revoked Accreditation, Removal from Membership

SAES requires that a member school be in compliance with SAES membership requirements and that SAES accredited schools be in compliance with the SAES *Standards*, adhere to the Association's policies and procedures, and provide information requested by the Standards Committee and Board of Directors in order to maintain membership and accreditation. When a school fails to comply with these requirements, the Association may issue warnings, deny initial accreditation, deny re-accreditation, or revoke accreditation.

The Association's requirements, policies, processes, procedures and decisions are predicated on integrity. SAES expects integrity to govern the operation of schools. Therefore, evidence of withholding information, providing inaccurate information, or failing to provide timely information to the Association may be construed as an indication of the lack of a full commitment to integrity and may result in the imposition of warnings or revoked accreditation.



The Rev. David A. Madison, D. Min.
Executive Director
dmadison@swaes.org
806.655.2400 or 866.655.SAES (7237) – toll free

Mary Katherine Duffy
Director of Professional Development
mkduffy@swaes.org
(956) 245-6700

Pat Blevins
Executive Assistant
pblevins@swaes.org
806.655.2400

Jeanie Stark
Director of Accreditation
jstark@swaes.org
512.484.2772