

***Episcopal Identity,***

***School Climate & Culture*:**

**A Self-Study Section for**

**Dual Accreditation**

***Version 2023***

Insert School Name and Logo Here

The process for Episcopal schools to achieve and maintain dual accreditation with another accrediting association is a collaboration with that association’s requirements. *Episcopal Identity, School Climate & Culture: A Self-Study Section for Dual Accreditation* reflects the interest of SAES in each school’s efforts to meet the Standards of SAES and provide the highest quality school program. This section is to be completed in conjunction with the *Self-Study* of the other approved association and will focus on the Episcopal Identity of the school. In the spirit of openness and with a shared goal of school improvement, the *Self-Study* should be as complete and honest as possible, with a focus on not only the successes already achieved but also the challenges the school faces and future plans to address these.

SAES will collaborate with the other association and the school on logistics of the *Self-Study* and *On-Site Visit* and on creation of the *Report of the On-Site Visiting Team*; however, a determination of accreditation will be made independently by each association. Pending the award of accreditation by SAES, the two associations will coordinate the submission of interim reports.

**Acknowledgement of Criteria for Accreditation:**

➢ The school shall retain its membership in the Association.

➢ The school shall be affiliated with the The Episcopal Church (TEC) that is part of the Anglican Communion. The school shall be 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 the TEC as set forth in the Book of Common Prayer and operates with the knowledge and consent of the Bishop of the diocese.

➢ The school shall be a non-profit institution (501(c)3) or part of a non-profit institution.

➢ 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. The school shall make every effort to provide tuition assistance and shall publish these facts throughout the community.

➢ The school shall be in, at least, its third year of operation.

➢ The school shall meet its SAES financial (dues and fees) and reporting obligations.

➢ The school shall demonstrate commitment to on-going school improvement and shall fulfill the requirements of the SAES accreditation process. (accredited schools only).

➢ The school shall complete an Annual Report and is encouraged to participate in Data Analysis for School Leadership (DASL).

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

***B.1 The Episcopal Identity of the school is expressed within its mission and governance structure, school***

***organization, and operations.***

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 is evident in the spiritual, intellectual, and socio-emotional development of all students.***

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

***B.3 The program reflects 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.***

1. Provide an example of how the school is caring, welcoming, and inviting.

1. How does the school support varied religious, cultural, and economic backgrounds and family structures in the school community?
2. In what ways does the pastoral care that is provided for the school community reflect the school’s Episcopal Identity?

***B.4 The school provides opportunities for student participation in meaningful programs of service to others***

***with respect for the dignity of every human being.***

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?

1. Describe any service projects or partnerships the school has developed to enhance students’ awareness of community and global responsibility.

***B.5 The school interacts with the community in which it resides, including the parish (if applicable) and the***

***diocese in which it is located.***

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?

***B.6*** ***The school, in both its programs and operations, reflects the Episcopal commitment to a care for God’s creation and supports efforts that reflect environmental sustainability.***

1. Describe ways in which students learn to care for and about the earth as stewards of God’s creation.
2. Provide examples of ways in which students are able to participate in activities and programs that allow them to act as stewards of creation.
3. Describe the ways in which the school’s operations support efforts toward environmental sustainability.

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?

1. What are the areas that need improvement? How does the school plan to address them?

**SAES *Documents in Adherence to Standards* for *Episcopal Identity, School Climate & Culture***

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| **EPISCOPAL IDENTITY, SCHOOL CULTURE AND CLIMATE** |  |
| 1 | Chapel service schedule and order of service with age group(s)/ school divisions 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 anyone working with students on a regular basis, within or outside the school day/year, has been certified/re-certified in *Safeguarding* |  |
| 7 | School/church shared use agreement (if applicable), together with description of how costs are allocated  |  |
| 8 | If the school is separately incorporated, evidence of 501(c)(3) status. If not, provide evidence that the school is by charter affiliated with a legally constituted not-for-profit church. |  |