SAES

Southwestern Association of Episcopal Schools

SELF-STUDY

version 2023

Throughout the template that follows, delete instructions that are given in red when the report is complete and ready to be submitted.

Insert School Name and Logo Here

Provide location of school
Provide name of Head of School
Optional: Steering Committee Chair and members

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.

INSTRUCTIONS FOR COMPLETING THE SELF-STUDY

1. Once approved to begin the *Self-Study* by SAES, the Head of School develops a plan to manage the work of the project. SAES strongly advises that the Head of School <u>not</u> be the sole or major author of the report. Rather, a Steering Committee, which is under the direction of the Head of School, should be formed that includes representatives from the school community. A member of the Steering Committee is designated as the Chair (aka, *Steering Committee* or *Self-Study* Chair). Depending upon the size and complexity of the school, the Steering Committee may oversee report section subcommittees or the Steering Committee may consist of the primary report authors. Ultimately, administration, faculty, clergy, staff, trustees, parents, students, and alumni should all have a voice and a role in writing the *Self-Study*.

2. Conduct required constituent surveys for the *Documents in Adherence to Standards* and to inform the *Self-Study* narrative, prior to writing the report. Samples of each are linked below, or you may design, distribute and analyze your own. **SAES offers a service to conduct the surveys for you.** Please contact Pat Blevins in the SAES office for more information.

    - Appendix A -   Parent Survey
    - Appendix B -   Faculty/Staff Survey
    - Appendix C -   Alumni Survey
    - Appendix D -   Board Survey

3. *Documents in Adherence to Standards [DAS]* is a list of documents made available to the Visiting Team at the time of the On-Site Visit. While SAES expects all DAS that are listed at the end of the Self Study to be submitted, if a document is not available, the school is to indicate the status of that document. The printed documents will be organized in a "documents box" with one file folder per document clearly labeled by *Self-Study* section letter, item number, and document name. Schools may choose to use *GoogleDocs* and their *Google Drive* to assemble the documents and share the folder with the Visiting Team. Contact ccarter@swaes.org for an embeddable list.

4. Once the *Self-Study* and *DAS Checklist* is complete, please do the following for submission to SAES **no later than one month** prior to the On-Site Visit:

    - Create a PDF of **each** of the 7 sections and send to Chris Carter, ccarter@swaes.org.
    - Create a PDF of the entire report as one document file, pages numbered, and email to Pat Blevins, pblevins@swaes.org, and ccarter@swaes.org
    - Create a printed copy (bound or organized in a three ring binder with labeled section tabs) and make it available for the Visiting Team at the time of the On-Site Visit. Prior to their departure, annotated copies of the report will be destroyed.

5. Your school's personalized template begins below. Please contact Chris Carter for assistance at any time during the process.

TABLE OF CONTENTS

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

EXAMPLE
1. Cover Page for *Self-Study*
2. *Table of Contents*
3. SAES *Annual Report*
4. Introduction-*Head of School Letter I*
5. *to SAES Standards*
    A. Mission
    B. Episcopal Identity, School Climate & Culture
    C. Governance
    D. Organization and Administration
    E. Teaching & Learning
    F. Fiscal Responsibility
    G. Facilities & Safety
6. Reflections and Conclusions – *Steering Committee Report*
7. Summary - *Head of School Letter II*
8. *Documents in Adherence to Standards Compliance Checklist*

SAES Annual Report for 2023-2024

[Insert the school's *SAES Annual Report* for the year of the on-site visit.
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.]

The Head of School will provide a narrative introduction that includes, but is not limited to, the following:

- A brief history of the school;
- The school's current mission statement, noting when it was last updated;
- The school's Episcopal affiliation;
- The current location and physical description of the school;
- The "state of the school";
- Prominent strengths of the school;
- Major changes that have occurred since the school hosted its last On-Site Visit Team;
- Recent improvements for which the school should be commended;
- Significant challenges that the school faces;
- A summary of results of constituent surveys.

For each section A-G, the standard is printed in italics, including section (A-G) and number (e.g., A.1), and related questions follow. Insert the school's response (thorough but succinct) **without deleting the standard or the question.** It may be helpful to *italicize* or **bold** the school's response. If a question does not pertain to a school, include the question and indicate it is not applicable (N/A). Certain questions have been indicated as not applicable to stand-alone preschools.

A. MISSION

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

1. How does the mission define the school's operational, planning, and decision-making practices?
   [Insert here.]

2. Give examples of how the mission of the school is congruent with principles of academic scholarship: permitting and encouraging freedom of inquiry, diversity of viewpoints, and independent/critical thinking?
   [Insert here.]

3. How does the mission reflect what the school values?
   [Insert here.]

OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school's mission, what are the school's greatest strengths in this area?
   [Insert here.]

2. What are the areas that need improvement? How does the school plan to address them?
   [Insert here.]

List the names and titles of each person who contributed to this section.

As modeled above, insert the school's response after each question going forward.
Remember, do not delete the Standard or the question

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 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.

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 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?

2. 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.

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?

List the names and titles of each person who contributed to this section.

C. GOVERNANCE

C.1 ***There is provision in the school's by-laws for a board of trustees, who are elected or appointed according to clearly established guidelines that advance the school's mission and vision.***

1. Explain the school's IRS 501(c)(3) non-profit status. (A school must either maintain its own 501(c)(3) status or be a part of an institution that maintains that status.)

C.2 ***The board's membership, committee structure, policies, and practices support the school's long-term viability and goals.***

1. Describe how the board determines the school's financial priorities in order to provide safe and adequate physical facilities, sufficient staffing, and appropriate instructional resources.

C.3 ***The by-laws indicate that the vestry/diocese has empowered the board to be the governing body of the school.***

1. Describe the extent to which the diocese or vestry or rector is involved in any decision-making or oversight of school operations.

2. What evidence indicates that the board creates and approves the school's budget, hires the head of school, and sets general operational policies for the school?

C.4 ***The size and composition of the board reflects the expertise and diversity needed to achieve the mission, vision, and strategic goals of the school.***

1. What are the plans for the recruitment, orientation, and development of trustees?

2. Explain the board's annual process to assess, improve, and sustain its effectiveness through an evaluation of its work, corporately and individually.

C.5 ***The board assumes responsibility for mitigating risk to the school, be it strategic, operational, financial, or legal.***

1. Explain the basic components of the school's risk management planning protocols.

2. Does the school have any litigation pending or threatened? If so, please explain.

C.6 ***Policies are written and in place to protect the school and its employees, provide for best practice in matters of finance and governance, and plan for the future.***

1. Explain how policy is developed and reviewed at the school.

C.7 ***The board employs the head of school as its sole employee, delegates the operational functions of the school to the head of school, and respects the boundaries that separate board governance and administrative management.***

1. Give examples of how the board nurtures and supports the head of school with a process of regular communication, opportunities for professional growth and development, and annual evaluation based on

clearly established criteria and goals, including an understood procedure that is ethical, fair, and provides for due process.

2. Explain the timeline for the renewal of the head of school's contract and how it addresses issues of evaluation, compensation, renewal, non-renewal and termination.

3. What plans are in place for leadership transition for the head of school?

OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school's governance, what are the school's greatest strengths in this area?

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

List the names and titles of each person who contributed to this section.

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.*

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

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

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

D.3   *The school makes full, accurate, and truthful disclosure of its mission, expectations, programs, and practices with policies and procedures that outline roles, responsibilities, code of conduct, operational functions, financial management systems, admissions policies.*

1. Give examples of how the school makes full disclosure of its mission, policies, expectations, programs, and practices.

2. Detail the key facets of both employee professional and behavioral expectations.

3. Describe an incident in which written policies or procedures were helpful in resolving an issue to which a policy applied.

D.4   *There is an annual review of school organization, curriculum, administration, instructional facilities, and the determination of short- and long-range needs.*

1. Describe the process by which the school engages in annual review of the school organization, curriculum, administrative practices, facilities, and goals.

D.5   *The head of school employs all faculty, staff and support personnel, and is responsible for overseeing annual performance evaluations.*

1. How is each employee informed of his/her compensation, terms of employment and primary responsibilities?

2. Describe the employee recruitment and hiring process.

3. What is the school's plan for encouraging/developing inclusivity/diversity among faculty and staff?

4. What are the challenges related to employee performance evaluation and retention? What changes, if any, are planned to improve these processes?

D.6 ***There are sufficient administrative staff with the education and experience for their assigned duties to fulfill all essential management functions.***

1. By what processes have the various administrative staff been assigned to their roles and responsibilities?

D.7 ***The administration creates protocols for addressing extended school closures caused by natural disasters, major facility emergencies, or other exceptional interruptions of instruction. The policies address attendance, alternative or resumption of instruction, obligations to employees and communications with constituents.***

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

D.8 ***The school has policies for the retention, protection and eventual destruction of personnel, student, graduate, financial, fundraising, and medical records.***

1. Where and how are the student, personnel, graduate, health, and learning differences test records stored? Who has access to these records?

D.9 ***All school records comply with applicable local, county/parish, state, and federal guidelines and codes, and are backed up both on-site and off-site.***

1. Describe how records are protected both on-site and off-site.

D.10 ***Admission policies and procedures are clearly defined, transparent, and consistent with the stated mission of the school. These policies and procedures reflect the school's efforts to enroll students most likely to benefit from its program. If the school enrolls international, non-immigrant students, it is a SEVIS Student Exchange and Visitor Immigration Service) certified school.***

1. What is the current tuition and fee schedule? Explain how payments are to be made and any unconditional obligations and policies regarding tuition refunds, if applicable. When was the enrollment contract last reviewed by legal counsel?

2. Describe policies related to tuition assistance, tuition and fees, and other enrollment obligations.

3. List (anonymously) tuition assistance awards for the last three years. Indicate the total as % of budget or as % of gross tuition revenue) for each year. Who determines those awards?

4. How do enrollment management practices (recruitment, admission, enrollment, retention) for all students inform admissions decisions?

5. Outline the admission process from initial inquiry to enrollment. Indicate who interacts with students and parents throughout the process and how admission decisions are made. Who constitutes the admissions committee?

6. How does the school ensure that applicant students are screened so that they are mission-appropriate enrollees?

7. How has the admission process been applied to international, non-immigrant students?

8. If the school enrolls international students, has it been SEVIS certified? Has the school ever been denied

SEVIS certification? If so, why?

D.11 ***The school has clearly defined internal and external development goals, which are reported to the board of trustees and school community.***

1. What are the guiding principles of the school's development and marketing practices? How do these principles support the school's mission and vision?

2. What are the school's major fundraising events/activities and goals?

3. What is the fundraising history for the past five years, together with participation rates by parents, trustees, and faculty?

4. Is the school currently conducting a capital campaign? Recently completed one? Close to beginning one? Explain the outcome and/or goals.

5. How actively is the board involved in supporting development and marketing initiatives? Elaborate.

6. In what ways does the school cultivate and maintain relationships with its alumni/ae and/or alumni parents?

7. Describe the process by which the school follows up on graduate success. How does it utilize data gathered from graduates to assess its goals and programs?

D.12 ***The parents' organization is open to all parents and works with the school administration to ensure that parent activities are in keeping with the overall mission and program.***

1. What is the organizational structure of the parents' organization?

2. Where are funds generated by parent association activities held and who is responsible for the distribution of these funds?

3. Detail parents' organization goals and events, human and financial resources needed, and funds generated, if applicable.

D.13 ***The school has risk management practices, policies and procedures to safeguard against human, physical, and financial losses.***

1. Detail all insurance coverage carried by the school. When was coverage last reviewed? If coverage was found to be outdated or below current needs, what plans were made to correct that situation?

2. What are the sources of information and advice used to arrive at decisions regarding insurance coverage? Who reviews the adequacy of coverage?

OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school's organization and administration, what are the school's greatest strengths in this area?

2. What are the areas that need improvement? How does the school plan to address them?
   List the names and titles of each person who contributed to this section.

E. TEACHING & LEARNING

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

1. Provide a few examples of how the program facilitates the growth of awareness, exploration, and inquiry, and includes the teaching of critical reasoning and independent thinking.

2. What is the process by which the school develops a spiraling and sequential, well-articulated written curriculum that defines essential objectives of the instructional program for all grade levels and courses of study? What process is used for determining the relevancy of that curriculum?

3. How is it determined that the daily schedule provides adequate instructional and other learning time balanced against non-academic and transitional activities and needs?

4. What are the policies of attendance, assessment, graduation requirements, and credit for alternative or supplementary courses offered by another accredited institution to any student seeking such enrichment? (Not required for Stand-Alone Preschools)

5. What systems are in place to assist new students to integrate successfully into the school's instructional program?

6. What is the process for diagnostic testing for learning differences by trained professionals, and use of assessment results for placement or diagnostic purposes? Are these reports kept in a secure location, regarded as confidential documents, and accessed only by designated personnel on a need-to-know basis?

7. What are the policies that describe the extent to which the school will offer academic support for different learning styles, needs, and interests? What are school policies for addressing learning needs of exceptional students (e.g. learning disabled, gifted, etc.) and faculty or contract professionals who offer supportive services (e.g. counselors, tutors, etc.)?

8. What library, media, and technology resources are provided for students and faculty, and what are the time allotments for their use?

9. What experiences are part of the instructional program that enhance students' understanding of our multicultural and diverse society?

10. What instructional elements address sustainability efforts and evidence of a school culture that models environmental stewardship?

11. How does the school determine the relevance of program enhancements (e.g., field trips, guest lecturers, etc.) and ensure that these are compatible with the school's purpose or mission?

12. In what ways is fitness and wellness integrated into the overall program?

13. How are developmentally appropriate behavioral expectations and corrective actions communicated and to whom? What are the consequences for misbehavior at on-campus and off-campus school sponsored activities as well as policies for addressing serious misconduct?

14. How does the school address its student code of conduct if it is violated off-campus at a non-school sponsored event? (Not required for Stand-Alone Preschools)

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

1. What is the length of the school day? How many instructional days are scheduled per school year? How many staff professional days are scheduled during the school year?

2. What protocols are in place to ensure the program meets or exceeds state regulations and licensing regulations, as applicable?

3. How does the school ensure that textbooks and instructional materials are current, accurate, and of high quality?

4. What is the placement process for students completing the school's terminal grade?

5. What steps has the school implemented to ensure that sufficient resources (human and financial) are available to support the current and future needs of the program?

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

1. What processes are in place to ensure that there will be a balance of daily academic work and homework that reflects the academic goals of the school and sound educational practice? (Not required for Stand-Alone Preschools)

2. How does the school provide for attention to the social-emotional needs of the students at each grade level?

3. How does the school provide effective means and appropriate channels for communicating with parents about all aspects of school life and child/adolescent development?

4. List by grade level extracurricular/co-curricular activities that promote student leadership, talents, and interests.

5. Describe activities, events, or traditions that contribute to each division's (EC, LS, MS, US) identity and encourage student cohesiveness.

6. What measures are in place to facilitate seamless transitions from one grade/division to the next?

7. List the high school graduation requirements, if applicable, including non-academic obligations such as service work, if applicable. (Not Required for Stand-Alone Preschools)

8. Explain the college counseling process for graduating seniors and their families, if applicable.

E.3.EC   *Early Childhood Programs*

1. In what ways does the early childhood program include activities balanced between child- and teacher-directed, active/quiet, large group/small group, indoor/outdoor learning activities, and rest-time or naps where required, recognizing the individual, developmental, and spiritual needs of very young children?

2. Give examples of how the early childhood program is based on an integrated curriculum that identifies a reasonable balance of core and co-curricular/enrichment subject areas. How are best practices regarding active participation by the children incorporated into the early development program?

3. Explain the school's rationale for determining class size and teacher-student ratios. At a minimum, schools are expected to adhere to state licensing requirements. Is the school in compliance with state licensing requirements for class size and teacher-student ratios? If not, explain.

   E.3.HSP   Homestay Programs (programs where students live in host family homes). Omit if not applicable.

1. Describe the parameters of the homestay program including the acceptance of students, communication with parents, training for host families, and the general rules and policies of the program. Who oversees the homestay program? Describe the underlying philosophy for the number of international students admitted/enrolled.

2. Describe the process for keeping current the necessary SEVIS certifications. Who is in charge of this?

3. Describe the parameters defining responsibilities of the host family and/or placement agency contract. Explain the expectations for the school, host families, and students regarding the student academic program, behavior, and experiences both during the school week and outside of the academic day, in evenings, on weekends, and during vacations. Describe the process by which the school assures that homestay facilities are safe and clean, and provide sufficient living space. If this is not the case, how does the school remediate the problem? Explain how the school includes host families and students in defining and understanding the ethical and legal responsibilities of the school, host families, and students.

4. Describe how host families are screened, including background checks for adult family members, and a process for matching student and family interests. Explain the process by which adult members of host families receive, as a minimum, *Safeguarding* training, in accordance with diocesan requirements (if applicable)?

5. Describe the school's English Speakers of Other Languages (ESOL) program for English language learners. What academic support is available to these students? Explain how the academic work of these students is assessed. Describe the reporting system used to communicate with the parents of homestay students.

6. What are the school's strategies for encouraging and facilitating the social interactions of homestay and other students? Give at least three examples.

7. Describe the additional components of the support system that the school applies to international, homestay students and their families. Explain how the school supports these students in their academic efforts, personal experiences, and immigration requirements. Give examples of how the host families function *in loco parentis* for international, homestay students. Who oversees this?

   E.3.SP Summer Programs

1. Explain how the summer program calendar is constructed, by whom, and when each year.

2. List the title and position description for the person or persons responsible for overall supervision of summer programs.

3. Describe the hiring, training, and supervision processes for summer program personnel, including volunteers.

4. List the full age range of students involved in the school's summer program, including class size and staffing ratios for each age group.

5. Provide a list of all summer programs, including title, description, dates and hours of operation. Indicate whether each program is offered by the school directly or by a third party contractor.

6. If the summer program is provided by a third-party contractor, explain how the school maintains oversight regarding program content and implementation.

7. Are summer program personnel required to have up-to-date training in CPR and first aid? Is a health care professional on duty? Is there a counselor available during the summer program hours of operation?

8. If a swimming pool is used for the summer program, what safety procedures and policies are in place?

9. Describe the food service, if any, for the summer program and how it is monitored.

10. If the school uses volunteers for its summer program, are they covered by the school's liability insurance?

11. Describe the schedule for cleaning the school during the summer. Who oversees this work?

12. Describe the process and personnel responsible for summer program budgeting, financial management, including payables, receivables, purchase of supplies and requests for reimbursements. How are income and expenses accounted for in the school's chart of accounts?

13. Explain how and by whom the distinction between exempt and nonexempt employees is made. How does the school ensure compliance with the Fair Labor Standards Act?

14. Describe how compensation is determined.

E.3.OSP   Other School-Related Programs (e.g. Extended Day)

1. Describe each additional program offered at the school and how it supports the mission of the school.

2. What are the qualifications of and requirements made of the adults who oversee these programs?

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

1. What systems are in place to benchmark student learning as a reflection of the school's mission?

2. How is individual student learning systematically evaluated, including the administration of annual standardized tests or comparison to developmental milestones? How is it reported and communicated to parents?

3. What adjustments to curriculum and instruction have been made or are anticipated that are based on annual

review and analysis of assembled data derived from evaluation instruments and measures of student learning?

4. How is data on individual student progress beyond the school's terminal year tracked and used for decision-making about the school's program?

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

1. Describe and give examples of how the school shapes its programs, practices, and institutional culture to help students cultivate relevant skills in the following areas:
    a. Analytic and creative thinking and problem-solving
    b. Oral and written communication
    c. Leadership and teamwork
    d. Technology as an evolving and fundamental tool for learning
    e. Global awareness and sustainability

2. Illustrate how e-learning, virtual instruction, blended learning, etc. are consistent with the school's mission, philosophy, and goals. For online courses that students may take for credit, provide evidence of accreditation of that course.

3. In what ways does the school encourage adaptability, initiative, and risk-taking in the exploration of new roles, ideas, and strategies?

4. What evidence is there that the school fosters integrity, honesty, fairness, and respect as necessary components of ethical decision-making?

E.6   ***All administrators, faculty and staff are qualified for their positions and responsibilities by education and experience, and engage in ongoing professional development. Teachers of children up to and including age 3 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 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 have other child-care related experiences.)***

1. Do all administrators and faculty have appropriate educational degrees/certification? What is the plan for each teacher/administrator who has not yet reached the prescribed level of education?

E.7   ***The faculty is provided with adequate time, materials, resources, technology, and ongoing professional development to support the mission and programs of the school.***

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

2. How does the school establish both priorities and funding for professional development and what expectations does the school have of faculty for professional development?

3. Discuss any school, division, or grade-level professional development initiatives in the past three years. How have those initiatives affected teaching and learning within the school?

E.8   *The school's remote, online, e-learning, and/or blended learning offerings are integrated into the school's overall program, and provide high-quality, rigorous, and mission appropriate learning opportunities for students.*

1. Describe the school's plan for integrating remote, online, e-learning, and blended learning into the curriculum.

OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school's instructional program and structure, 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?

List the names and titles of each person who contributed to this section.

[NOTE ABOUT OTHER PROGRAMS: Because the SAES On-Site Visiting Team is unable to observe some programs in operation outside the school year (summer programs), the school day (weekend programs), and off-campus (travel and outdoor education programs) the Team is unable to review and comment on those programs. The report of the Team will include the effect of such programs on school operations, finance, safety, facilities, and community outreach. The Visiting Team may make a recommendation to the Standards Committee regarding the need for a summer program site visit.

F. FISCAL RESPONSIBILITY

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

1. Have there been recent changes or are changes anticipated in the school's financial planning and management? If so, explain.

2. In developing the school's long-range (multi-year) financial plan, what potential opportunities and obstacles were considered? How must the school balance its competing needs, yet set as a priority salaries and benefits?

3. Explain the process for providing accurate and timely financial reporting to the board of trustees on a scheduled basis.

4. How and by whom are funding priorities determined?

5. Detail any upcoming capital projects and how they will be funded. Are they budgeted and fully supported by adequate cash and personnel, pledges receivable and/or loan agreements prior to commencement?

6. What plans does the school have for generating non-tuition income?

7. Describe the process for financial records storage and back-up. How are financial records secured against loss, identity theft and fire/water damage? Who has access to these records? Is there provision for both on-site and off-site data/records back-up?

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

1. What policies and practices ensure that all revenues generated by the school or in the name of the school are included in the school's charts of accounts and financial reports?

2. List all groups that raise money for the school and describe how the funds are managed.

3. How are decisions made regarding the use of these revenues?

F.3 *Every year, the school's Board of Trustees engages an independent certified public accounting firm to perform an audit with an accompanying management letter. A school with annual revenue of less than $1,000,000 may alternate annually between an audit and a review.*

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

F.4 *Revenues and expenses of the school support the school's mission and are in compliance with Generally Accepted Accounting Principles (GAAP) and managed according to state and federal regulations*

governing such transactions. In addition, the school has 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.

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

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

1. Explain the school's current debt, if any, and the plans to retire it.

2. If the school's annual budget shows a deficit, explain how the shortfall affects the school and its program. How are funding needs prioritized? What plans does the school have to ensure future financial stability?

3. What percent of the annual budget is derived from non-tuition and fees in the last three years? If the school has an endowment or other designated funds, what controls are in place to manage these, and how do they benefit the school?

4. Explain the budget creation timeline and who participates in the process.

5. What is the policy for determining contributions to a contingency (emergency) fund?

OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school's fiscal responsibility, what are the school's greatest strengths in this area?

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

List the names and titles of each person who contributed to this section.

G.   FACILITIES AND SAFETY

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

1. What is the process used for storing and securing chemicals and caustic/poisonous materials used in science, art, and housekeeping/maintenance? Who oversees this? What resources are used to stay current with safety guidelines and best practices?

2. Describe the food services program and licensing. What measures are taken to provide nutritionally adequate choices, and for the safe handling, preparation, and distribution of food?

3. Are school vehicles in compliance with federal and state laws regulating safety, licensing, registration, insurance, inspections, and capacity? If not, explain. Who oversees this?

4. Who oversees safety protocols within the school? How are inspection records maintained?

G.2   The school maintains, or has available for its use, physical facilities and campus adequate to support the needs of the program.

1. How are outside areas, including playgrounds and athletic fields, regularly inspected, secured, and supervised with a safe ratio of attentive adults to children? Is a Plant Replacement, Renewal and Special Maintenance (PPRRSM) account (or similar) in place? Explain.

2. Are current facilities adequate for the school's needs? Is there adequate storage for instructional materials, outdoor equipment, and maintenance supplies and equipment? If not, explain.

3. How are facilities cleaned and maintained in a timely manner for the health and well-being of the school community?

G.3   The school maintains appropriate policies and implements relevant programs and training to ensure the physical and emotional safety and well-being of its students, employees, and the general school community.

1. How have the school's anti-bullying, anti-hazing, anti-harassment policies provided a physically and emotionally safe environment for students and employees? Explain how these policies address sexual misconduct and sexual assault.

2. Delineate the process by which employees are certified and recertified in *Safeguarding* and similar programs, in accordance with diocesan requirements (if applicable).

3. Explain how the school instructs employees on the policies of the school related to code of conduct such as sexual misconduct/assault, child abuse, safety and security, health and injury management, and the supervision of students.

4. What policies and practices are in place that address campus and visitor access and security supervision.

5. How does the school supervise students when on campus but outside of class? How does the school ensure security of the campus from intrusion? What challenges does the school face?

6. How is the crisis response plan designed and updated to use in the event of a serious injury, natural catastrophe, criminal activity, bomb threat, fire, campus evacuation, intruder on campus, terrorism, or other significant emergencies.

7. Explain the school's procedures for dealing with an injured or ill student or staff member, including those with contagious illnesses.

8. How often are safety drills (fire, lock down, shelter in place, intruder on campus, evacuation, severe weather, etc.) practiced and recorded? Has the school community achieved a level of confidence with these plans, and how often have they been shared with parents?

9. Describe the procedures and policies for student arrival and dismissal, including late arrivals and early departures.

10. What is the school's protocol concerning the release of children to legally-designated adults? How are child custody matters handled and what challenges does the school face in dealing with these?

11. Explain the school's procedures for the storage and dispensing of medicine, first aid/CPR/AED, parent/emergency contact notification, and the recordkeeping and enforcement of immunizations. How are health/medical records kept?

12. What are the school's policies regarding food and environmental allergies and sensitivities?

13. Where are campus maps stored? Where are blueprints for school buildings stored? How are these maps and blueprints accessed in the event of an emergency?

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

1. What measures does the school take to ensure the safety of its school population and facilities when the school hosts third party groups?

2. How does the school ensure that student safety and supervision is a priority in both indoor and outdoor settings, including classrooms, play areas, carpool, transition, and break periods? Explain the policies in place that address campus access, transportation, visitors, supervision, student movement around campus, and student release to legally-designated adults. Does the school ensure that instructor-to-student ratios are in keeping with SAES standards? If not, explain?

3. Is the school aware of the added risk taken on by the school for travel programs, outdoor education programs, and the like? What steps has the school taken to manage this risk? How does the school ensure that student safety and supervision is a priority in both indoor and outdoor settings for programs activities off-campus, such as travel programs and outdoor education programs? How does the school ensure the safety and well-being of students and staff while traveling internationally, including being hosted in private homes?

4. What is the process for training program instructors and supervisors (school employees and third party providers) regarding the school's crisis response plan?

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

1. If applicable, explain how the school dealt with a crisis with mandates from local, county/parish, state, or federal authorities?

2. How did this experience inform the school of safety/security challenges? What steps have been taken to deal with such crises in the future?

OBSERVATIONS & CONCLUSIONS

1. As you reflect upon the school's facilities and safety, what are the school's greatest strengths in this area?

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

List the names and titles of each person who contributed to this section.

REFLECTIONS AND CONCLUSIONS – STEERING COMMITTEE REPORT

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* has informed the school's understanding of itself, and how what has been learned informs the school's future course of action. This summary should include:

- Strengths of the school as they became evident during work on this report;
- Weaknesses or gaps that were noted as the work on this report progressed;
- Priorities for probable action noted as a result of creating this *Self-Study;*
- Changes in data collection and utilization of data analysis planned in the future to assist with evaluating the school's operations and program?

List the names and titles of each person who contributed to this section.

SUMMARY - HEAD OF SCHOOL LETTER II

Head of School Letter II: While the Head of School is an integral member of the steering committee for the *Self-Study*, the Head of School brings a vision and crucial interpretation of the school's mission to the school community. As such, the Head is asked to provide a closing narrative that describes the experiences of working on the *Self-Study*, what he/she has learned, and reflections of how it will impact the school moving forward. The narrative should include, but is not limited to:

- The congruence of mission and program that was discovered during the process;
- Major changes anticipated in the life of the school in the next five years and how these changes will impact the future of the school.

Documents in Adherence to Standards
Checklist for Schools 2023

Those items marked ***** refer to documents that relate to the school's risk management practices and protocols.

		X - Complete INC - Incomplete NA - not applicable **If document is missing or incomplete, please highlight and provide an explanation.**
	A. Mission	
1	The published mission of the School	
2	School philosophy and/or core values	
NOTES:		
	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 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 has been certified/re-certified in *Safe Church* as directed by the Diocese	
7*****	School/church shared use agreement (if applicable), together with description of how costs are allocated between church and school	
NOTES:		
	C. Governance	
1	Evidence of the school's governing documents ● bylaws ● constitution ● articles of incorporation/certificate of formation (if applicable)	
2	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.	
3	Evidence of a functioning finance committee (minutes, schedule, emails)	
4	Required School Policies ● employee whistleblower***** ● trustee conflict of interest	

	● grievance/conflict resolution for employees, students, parents, trustees	
	● confidentiality agreement that trustees sign annually	
	● anti-bullying/anti-hazing for students	
	● anti-harassment that includes sexual misconduct/sexual assault for students and employees	
	● location and accessibility of essential records in the event of the permanent closure of the school	
	● records retention and destruction policy	
	● institutional gift acceptance policy	
	● investment policy and minutes of recent board meetings pertaining to the endowment (if applicable)	
5	Current or Recent Strategic Plan or description of planning process and timetable	
6	Board minutes indicating that the audited or reviewed financial statements have been presented to, and approved by the board	
7	Board self-evaluation instrument, both corporate and individual	
8*	Instrument used for the board's Head of School evaluation	
9*	Board minutes, by-laws, 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 (this does not apply to persons compensated $85,000 or less)	
10*	Head of school's contract with remuneration included. (Place in a sealed envelope with a signature across the seal to be made available only to the Team Leader of the Visiting Team.)	
11*	If the school has any debt (bank, mortgage, or other), evidence of loan documentation, any applicable lender covenants, and evidence of compliance with the same	
12	Board of Trustees Survey with summary of results (see *Self-Study* Appendix D)	
NOTES:		

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 (see Self Study Appendix G)	
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	
9*	Instruments used for performance evaluation processes for faculty, staff, and administrators	
10*	Student-Parent handbook	
11*	Employee handbook	
12*	Extended school closure protocols	
13	Previous *Report of the On-Site Visiting Team* and most recent interim reports, if seeking re-accreditation	
14	Samples of communications with graduates	
15	Recent capital campaign and/or major fundraising communications	
16	Parent organization by-laws (if applicable)	
17	Parent Survey with summary of results (see Self-Study Appendix A)	
NOTES:		

E. Teaching and 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*	Evidence of parent communication regarding student progress and performance (eg:report cards,	

	progress reports)	
5*	Technology Acceptable Use Policy for students (if applicable), school employees, and volunteers using school technology	
6	Promotional materials and other information regarding summer programs, including copies of enrollment contracts or registration forms	
7	Faculty/Staff Information Forms for each faculty and staff person (see *Self-Study* Appendix F)	
8	Faculty/Staff Profile (see *Self-Study* Appendix E)	
9	Faculty/Staff Survey with summary of results (see *Self-Study* Appendix B)	
10	Alumni Survey with summary of results (see *Self-Study* Appendix C)	
11	List of the school's college acceptances for the past five years, if applicable	
12	College counseling "fact sheet" or school/student profile, if applicable	
13*	Evidence of SEVIS certification by the Department of Homeland Security (if applicable, needed if the school enrolls international, non-immigrant students.)	
14	Homestay host family and/or placement agency contract, if applicable	
15*	Homestay instructions/handbook for supervisors and students, if applicable	
16*	Evidence of *Safe Church* in accordance with diocesan requirements, for homestay host families (if applicable)	
17	Assessment tool(s) used for evaluation of homestay program (if applicable)	
18*	Contractual documents, including certificate of insurance with outside agency/ consultant involved with bringing international students to the school (if applicable)	

NOTES:

F. Fiscal Responsibility		
1*	For the most recently completed fiscal year, audited financial statements with management letter or financial review with management letter. (See *Fiscal Responsibility* Standard F3)	
2*	Verification and summary schedule of the school's insurance coverages	
3	Current budget, actuals year-to-date	
4*	Current salary scale, mean and median salaries, and average percent increase of salaries for each of the last three years	
5*	Description of employee benefit plan(s)	
6*	Most recent Federal 990 tax return, if applicable	
7	Multi-year financial forecast	
8*	Financial records retention and destruction policy	
9*	Previous and upcoming summer program budget with profit/loss statement (if applicable)	
10	Last five years tuition and fee schedules	
11	Policies for funds management, collection, recording, and reporting, to include the federal Truth in Lending Act (if applicable)	

NOTES:

G. Facilities & Safety		
1*	Evidence of satisfactory response to lead paint, asbestos hazards, radon, water quality, and other inspections (if applicable)	
2*	Daycare and program licenses (if applicable)	
3*	Occupancy permits for buildings constructed since last on-site visit	
4*	Current safety inspections and certificates showing that the school meets all applicable fire, safety, and health requirements of diocesan, local, state, and federal authorities.	
5*	Campus site plan or map	
6*	Plans, if any, to address major plant replacement, renovations, additions, together with Provisions for Plant Replacement Renewal and Special Maintenance (PPRRSM) account figure	
7*	Crisis/emergency response plan	

8*	Log of school safety drills, including but not limited to fire, lock-down and severe weather drills, for the current and previous year	
9*	Contracts and hold harmless agreements with third-party contractors who provide services both during and outside the school day/year	
10*	Safety/security/injury/medical incident logs	
11*	Evidence that the school has a process for conducting initial background checks, and for re-checking as directed by diocesan, local, state, and federal 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	
12*	Protocol for handling communicable and non-communicable diseases, including immunizations/immunizations exemptions (if applicable) Do not submit individual health or immunization records.	
NOTES:		

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.