

Name of Association
Contact Person
Date Report Submitted (mm/dd/yyyy)
Mailing Address
City
State
Zip
Phone Number
Fax Number
Website
Email
Current Recognition Status
Last Year Status Was Awarded

Southwestern Association of Episcopal Schools

The Reverend David Madison

09/05/2019

1420 4th Avenue Suite 29

Canyon

Texas

79015

806-655-2400

www.swaes.org

dmadison@swaes.org

Recognized

2018

Accredited Schools 2 Years Ago
Accredited Schools 1 Year Ago
Accredited Schools Current School Year
Pre Accredited Schools 2 Years Ago
Pre Accredited Schools 1 Year Ago
Pre Accredited Schools Current School Year
Total in Accreditation Process 2 Years Ago
Total in Accreditation Process 1 Year Ago
Total in Accreditation Process Current School Year
Total Member Schools 2 Years Ago
Total Member Schools 1 Year Ago
Total Member Schools Current School Year
a. New Applications
b. School Site Visits (all purposes)

3

3

2

0

0

1

3

3

3

5

4

3

1

7

c. Schools Awarded Full Accreditation Status (first-time)	0
d. Schools Denied Accreditation	0
e. Schools Placed on Exception, Warning, or Probation	0
f. Accreditation Re-Evaluations	1
g. Total Number of Students Enrolled (all schools in the accreditation process)	1,124
h. Total Number of Teachers	190
i. Conferences/Workshops/Training Seminars	10
	New Heads Institute, Heads Meeting, Early Learning Conference, Leadership and Governance, Special Interim Visit, Webinars and Training
Describe	
j. Other Accreditation Activities/Services	10
	New accreditation support, consultation, strategic planning support, Directors of Accreditation Committee, ICAISA Board service
Describe_1	
k. Total Number of High School Graduates	0
l. Total Number of School Employees (paid administrators, teachers, instructional staff)	236
m. Median Tuition	\$8,718
n. Total Dollar Amount of Need-Based Financial Aid Distributed	\$9,916
o. Total Dollar Amount of Employee Financial Aid (tuition remission)	\$96,616
p. Percentage of Students Receiving Financial Aid	15%
q.. Mean Full-Time K-12 Teacher Salaries	\$34,355
1 Year Ago	
1 Year Ago_1	
1 Year Ago_2	
1 Year Ago_3	
2 Years Ago	
2 Years Ago	

2 Years Ago_1	
2 Years Ago_2	
Current School Year	
Current School Year_1	
Current School Year_2	
Current School Year_3	
1. Purpose/objectives of the accrediting association	Remained the Same
1. Type of Changes	
1. Upload File	
2.. Location of Accreditation Association Headquarters	Remained the Same
2. Type of Changes	
3. Accreditation and Pre-Accreditation Status Levels	Remained the Same
3. Type of Changes	
4. Public Relations Flier and Key Publications	Changed Since Last Reporting
4. Type of Changes	New Brochure
4. Upload File	saes_brochure_2018.pdf
5. Articles of Incorporation, ByLaws	Remained the Same
5. Type of Changes	
5. Upload File	
6. Legal Governing Body	Changed Since Last Reporting
6. Type of Changes	new Directors elected
6. Upload File	board_list.pdf
7. Accreditation Procedures	Changed Since Last Reporting
7. Type of Changes	new guides for team leaders
7. Upload File	team_leader_guide_4.pdf
8. Application Form/Procedures	Changed Since Last Reporting
8. Type of Changes	new form
8. Upload File	application_for_saes_membership.pdf

9. Nondiscriminatory Policies	Remained the Same
9. Type of Changes	
9. Upload File	
10. Strategic/Master Plan	Remained the Same
10. Type of Changes	
10. Upload File	
11. Accreditation Manual/Handbook	Changed Since Last Reporting
11. Type of Changes	procedural changes
11. Upload File	accreditation handbook v.6.19.pdf
12. Accreditation Fees and Charges	Changed Since Last Reporting
12. Type of Changes	new fees
12. Upload File	19-20 membership dues schedule.pdf
13. Other Items Related to Standards or Substantive Change	Changed Since Last Reporting
13. Type of Changes	Standards changes
13. Upload File	standards of the association v.6.18 1.pdf
Upload File (A)	saes_schools.csv
Upload File (B)	board_list.pdf
Upload File (C-1)	saes brochure 2018 1.pdf
Upload File (C-2)	
Upload File (c-3)	
Upload File ((C-4)	
Upload File (D-1)	team member guide .pdf
Upload File (D-2)	saes representative guide .pdf
Upload File (D-3)	standards of the association v.6.18 1.pdf
Upload File (D-4)	
Name	The Reverend David Madison

Why Accreditation?

Accreditation is an external signal that your school has been assessed and accepted in universally understood terms. Accredited schools have met provable and respected standards of quality, a critical statement to the families served in your community who can be confident that your school takes its mission and its work with students seriously.

One step further though, is accreditation's integral role in ongoing school improvement. To be designated as accredited means that a school has adopted a growth mindset and voluntarily agreed to participate in ongoing evaluation and improvement of its operations, governance, and programs.

The Southwestern Association of Episcopal Schools (SAES) is an innovative thought leader in the education community, providing accreditation, professional development, and consultation services to 113 schools in Arizona, Arkansas, Louisiana, Oklahoma, New Mexico and Texas.

As the sole faith-based accrediting association recognized by The International Council Advancing Independent School Accreditation (ICAISA), previously known as the NAIS Commission on Accreditation and the only Episcopal accrediting association in the United States, SAES serves its schools with expertise, responsiveness, and a deep knowledge of and commitment to the unique character of each school.



Why SAES Accreditation?

SAES' nationally recognized method of accreditation views compliance through the filter of a school's original, intended mission. Both the internal and external reviews involved in our evaluation process bring helpful and accurate commendations, suggestions, and recommendations.

Most notably, our Standards Committee lives in the tension between requiring compliance and nurturing schools. Through intentionality for self-reflection and the willingness to pilot new innovations, SAES has become a leader in school accreditation in the US and aims to be a model of innovative thinking for years to come.

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SAES Professional Development

Through our professional development offerings, SAES lives its mission of leading, nurturing, and unifying our schools in the pursuit of academic excellence. We offer a variety of opportunities for faculty, clergy, board leadership, and school administration including workshops, webinars, an early learning conference for preschool educators, and our biennial conference. All Episcopal schools are invited to participate.

SAES is committed to advancing a student-centered, future-oriented approach to education, maintaining that academic excellence and building strong character can, and should, go hand-in-hand.



SAES Consultation Services

SAES' unique position as the largest regional Episcopal school association and the only Episcopal accrediting agency gives it a broad knowledge base on the myriad issues that can arise for schools.

Through a variety of consultation resources, SAES delivers knowledge and hands-on expertise to schools seeking creative solutions to the challenges facing leadership, regardless of size or budget.

- Strengthen Episcopal identity
- Promote healthy board practices
- Encourage strong partnerships between heads and school boards
- Assess curriculum and teaching practices
- Develop strategies relating to marketing and enrollment management
- Update school safety plans

And many more. Get in touch today to let us know how we can help your school evolve.



"The overall knowledge of SAES and its ability to disperse what we need to know, as well as the support given to schools is incredible. I cannot imagine not having SAES in our school's life!"

Emily McDaniel, Head of School
St. John's Episcopal School, Odessa, TX



Rob Devlin, President

St. George Episcopal School
San Antonio, TX

Catherine "Scootie" Clark, Vice-President

All Saints' Episcopal School
Beaumont, TX

Bryan Denney, Treasurer

Trinity Episcopal School
Austin, TX

Merry Sorrells, Secretary

St. Martin's Episcopal School
Metairie, LA

***The Rev. Miles R. Brandon, II, Vicar,
Chaplain***

St. Julian of Norwich Episcopal Church
Round Rock, TX

Chris Carter, Head of School

St. Mark's Cathedral School
Shreveport, LA

Nathan Sheldon, Head of School

Casady School
Oklahoma City, OK

Catherine "Scootie" Clark, Head of School

All Saints Episcopal School
Beaumont, TX

Brendan Sullivan, Head of School

St. Michael's School
Tucson, AZ

Nancy Simpson, Head of School

St. Andrew's Episcopal School
Houston, TX

John Morvant, Head of School

Christ Episcopal School
Covington, LA

Merry Sorrells, Head of School

St. Martin's Episcopal School
Metairie, LA

Ken Willy, Head of School

Oak Hall Episcopal School
Ardmore, OK

Garhett Wagers, Head of School

St. Mark's Episcopal School
Houston, TX

Chris Gunnin, Head of School

St. Stephen's Episcopal School
Austin, TX

Julie McLeod, Head of School

Good Shepherd Episcopal School
Dallas TX

Beth Lawrence, Head of School

St. Thomas Early Learning Center
College Station, TX

The Rev. David Madison

SAES
Executive Director



GUIDE for the TEAM LEADER

of the On-Site Visiting Team

August 2019

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INTRODUCTION

A successful On-Site Visit is the primary responsibility of the Team Leader. This demands a number of strategies in a variety of situations: diplomacy, objectivity, professionalism, patience, sense of humor, consensus-building, and closure. It is the Team Leader who establishes a relationship with the school's Head of School and serves as the liaison between the school and the Southwestern Association of Episcopal Schools. The Team Leader, along with the team and a representative from SAES, will determine if the school has:

- completed all elements of the Self-Study, including responses to all questions posed, and appendices and documents required by the Self-Study;
- disclosed fairly and accurately a congruence between its mission and its program;
- hosted a constructive, well-organized on-site visit; and
- engaged actively as the final report of the On-Site Visiting Team is edited for factual accuracy.

An effective Team Leader is a teacher and encourager of the team, a coordinator of communication with the school, and the spokesperson at the Standards Committee meeting where the school's accreditation is discussed. Teaching the accreditation process includes sharing his/her understanding of and experience with objective observations, valid findings, and accurate reports. Assistance begins with the first email communication made with the team and continues throughout the visit. A Team Leader is called upon to mentor those who are new to serving on a team, and to support the work of all team members throughout the visit.

Conflict of Interest: In accordance with best practices and SAES policies, all accreditation team leaders and team members must not accept an assignment where a conflict of interest exists. Common conflicts of interest include, but are not limited to the following: you are a current or former employee of the school; you have a relative who is a current or former student, employee, or Board member of the school; your school is a direct competitor of the school; you have been in communication with the Head regarding your own career path; you have a current or planned consulting or financial relationship with the school; you have a special/personal interest in the school's accreditation. Please do not assume that SAES is aware of any such conflicts of interest. If you feel that you have a conflict, please discuss it with the SAES Director of Accreditation.

This guide is a timetable of the work expected from a Team Leader, and explains the intricacies of the tasks. The association uses a number of abbreviations throughout its documents with which the TL must become familiar:

- Southwestern Association of Episcopal Schools **SAES**
- On-Site Visit **OSV** Self-Study **SS** Team Leader **TL** Team Member **TM**
- Head of School **HOS** Director of Accreditation **DofA**
- International Council Advancing Independent School Accreditation **ICAISA**
- Texas Private School Accreditation Commission **TEPSAC**
- Oklahoma Private School Accreditation Commission **OPSAC**

Thank you for your willingness to serve in this capacity on behalf of both SAES and the host school.

Questions and comments about this guide or the information contained herein may be directed to:

Jeanie Stark
Director of Accreditation, Southwestern Association of Episcopal Schools
jstark@swaes.org
512-484-2772

TASKS OF THE TEAM LEADER BEFORE THE ON-SITE VISIT

- 1. INITIAL COMMUNICATIONS** - The Director Of Accreditation solicits team leader volunteers in the spring before the year of an on-site visit. An introduction of the Team Leader to the Head of School is made via email by the Director of Accreditation and at that juncture the TL becomes the primary communicator with the school. An email to the HOS should be sent by the TL to open that communication and discuss the schedule for a pre-visit. Once the Team Members are selected to complete the team roster, it will be distributed to the TL, TMs, and the HOS. The TL is the primary contact for TMs throughout the process, and a welcome email to the team should be sent encouraging TMs to make travel plans as soon as possible.
- 2. TRAVEL ARRANGEMENTS** - Make travel arrangements as soon as possible for both the Pre-Visit (see below) and the OSV. Plan to arrive at the team's hotel on Sunday of the OSV in time to lead the initial training session at 2:00 pm; plan to leave after the final scheduled meeting with the school's constituents on Wednesday of the visit. Keep travel receipts or mileage information. *Lodging and meals are provided by the host school, and travel expenses related to this trip will be reimbursed. If the visit is extended for personal reasons, the TL is responsible for the cost of additional lodging, food, and local transportation during that time.*
- 3. PREPARE TO LEAD THE ON-SITE VISIT TEAM** - Become familiar with the SAES *Standards of Accreditation, the Documents in Adherence to Standards, and Criteria for Membership*. These resources can be found at www.swaes.org in the Document Library. Acquaint yourself fully with the school that you are visiting by looking at its website and talking with its HOS.
- 4. TEAM LEADER TRAINING** - A Zoom Conference training for Team Leaders is held in early August to acquaint TLs with the *Google Sites* platform that will be used throughout the process of the OSV, and to review the material in this guide. Invitations are sent in early summer for the training.
- 5. PRE-VISIT** - The Team Leader schedules a half-day pre-visit approximately 3-6 months prior to the OSV. At the time of scheduling, the TL sends a copy of the *Sample On-Site Visit School Schedule (Appendix A)* to allow the school to begin preparing. This pre-visit serves to confirm OSV arrangements, finalize 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.
 - Review the OSV Schedule and determine special meetings that need to be set (ex. faculty, Board of Trustees, Parents Organization representatives, Board Chair and Treasurer, Administrative Staff, Rector and/or School Chaplain, Facilities Manager, and department heads, as needed). Depending on the size of the school, and the grades and divisions that are included, the schedule needs to be tailored specifically to the school by the Team Leader, making certain that there are open times for the Team Members to visit all classrooms, attend Chapel, observe a fire drill, student arrival and departure, and participate in scheduled group meetings.
 - Discuss the need for faculty to not schedule tests or field trips, as the Team Members need to have flexibility about when they can visit classes. Essentially, all school employees should be on campus for their regularly scheduled school day during the On-Site Visit.
 - Discuss arrangements for meals for the OSV Team. Remind the Head of School that a dinner at a local restaurant on Sunday is welcome. However, on Monday and Tuesday nights, simple meals at the hotel allow the team a working dinner and provide a cost-friendly alternative for the school. Lunches should be simple and held on-campus during a

scheduled meeting with constituents. The school should not be expected nor be allowed to pay for alcoholic beverages that team members might have during team dinners.

- Tour the school, being certain that you have the opportunity to see the Team Workroom. It needs to be a quiet place where confidential materials can be placed and the Wifi connection is strong. The room should be able to be locked, and the Team Members should be given keys or security cards. Also, check to see if the power sources are sufficient for the number of people on the Team. If not, please request that power strips be provided. In addition, be certain that lighting and size is appropriate. Discuss materials to be made available in the workroom. **(Appendix B)**
- Discuss the importance of the involvement of the school community in the OSV, but stress that the involvement is done in collaborative ways (e.g. meetings, hospitality, reception, transportation support, etc.)
- Discuss the need to streamline/prioritize time commitments. The entire team will not attend all meetings, and meetings need to begin and end promptly.
- Visit the hotel to be certain that the location is convenient and safe, the accommodations are clean and comfortable, and the working space is adequate for evening meetings. If the team is small, the school may choose to reserve a suite for the Team Leader, and everyone can meet in that room at night rather than in a hotel workroom, possibly saving the host school money. Otherwise, a separate meeting room at the hotel will be needed. This room would only be needed Sunday, Monday, and Tuesday evenings.
- Review transportation needs, from the airport to the hotel, from the hotel to the school, and from the school to the airport. Give the HOS the *Travel Information Form (Appendix C)* and ask that they send to all members of the team as soon as possible for logistics planning.
- Plan the On-Site Visit Exit Meeting schedule. In some cases the Head and the Team Leader and/or SAES Rep should determine whether or not it is advisable to hold an all-school meeting at the end of the visit. If determined to be held, the TL and SAES Staff Rep meet with Faculty, Staff and Board to present an **oral report**, and in doing so, bring closure to the visit, acknowledge the preparation and hard work that has been done by members of the school community, and offer a glimpse of the visiting team's observations. Scheduled at a time when conflicting responsibilities are minimized, the exit meeting can be held after an early release (pre-arranged) or should take place immediately following dismissal. Determine the time, and review what occurs at these meetings (i.e. report on themes of the visit, and overarching commendations and recommendations).
- Review the process and timeline by which accreditation is determined.
- Discuss the school's progress in assembling the *Documents in Adherence to Standards*, ask if any of the *Standards of the Association* are likely to not be met, and counsel with the Head of School about their importance and possible impact on accreditation.
- Be certain that the HOS and the Steering Committee Chair have an opportunity to discuss current strengths and challenges, and to ask questions..
- If not already discussed, ask about the school's progress on writing the *Self-Study*, and remind the HOS of the necessity to complete and email the final document at least 4-6 weeks before the OSV.
- Inform the Director of Accreditation about the Pre-Visit upon your return.

6. COMMUNICATION - Stay in touch with the HOS and the TMs about the impending visit and with information about the arrival of the *Self-Study* for review by the team. Confirm with the HOS that the SS will be completed and sent to the SAES office and the Director of Accreditation (who will immediately post on the team *Google Site*) no later than 4 weeks prior to the OSV.

7. THE SELF-STUDY - When the Self Study is posted, read thoroughly. The TL is responsible for writing the Introduction to the *On-Site Visit Report*, as well as other sections so assigned. Team Members, including the TL, are encouraged to begin the introduction of their various reporting sections before their arrival at the host school.

8. **TEAM ZOOM MEETING** - The TL (in collaboration with the Director of Accreditation) schedule a Zoom meeting for the entire team 3-4 weeks prior to the OSV. The TL instructs the TMs on the use of the *Google Site* and can refer to the agenda (**Appendix D**) for topics concerning the upcoming OSV. It is advised that the SAES Rep and the TL visit before this meeting to review the agenda and prepare.
9. **PREPARE FOR THE TEAM ORIENTATION MEETING** - Plan for the initial meeting of the team at the team hotel on Sunday of the OSV.

TASKS OF THE TEAM LEADER DURING THE ON-SITE VISIT

1. **TEAM LEADER RESPONSIBILITIES** - The Team Leader, with the assistance and support of the SAES Staff Representative will manage and direct all aspects of the OSV. This includes, but is not limited to:
 - Scheduling and leading team meetings
 - Guiding and monitoring the work of team members
 - Coordinating requests and needs of team members
 - Communicating with the host school about the visit and the report
 - Managing the work of the team in a manner that ensures a healthy and productive environment.
2. **TEAM ORIENTATION MEETING** - Convene the team in either the assigned hotel meeting room or the TL suite at 2:00 pm on Sunday of the OSV. (**Appendix E**)
3. **REPRESENT THE TEAM AND SAES** - TL greets the school community, particularly at the beginning of the visit, expressing the sense of collegiality and appreciation. Be prepared to say a few words of introduction at the reception held Sunday evening. Also, each TM should be prepared to introduce themselves.
4. **UPHOLD THE HIGHEST LEVEL OF PROFESSIONAL CONDUCT** - Model at all times an ethical and professional demeanor with members of the school community and the On-Site Visiting Team, recognizing that discretion and confidentiality are key to the team's work.
5. **COMMUNICATE DAILY WITH THE HEAD OF SCHOOL** - Be honest about every aspect of the visit and gather feedback from the HOS as the OSV progresses. There should be no surprises at the end of the visit!
6. **PARTICIPATE FULLY IN ALL ASPECTS OF THE VISIT** - The TL engages in classroom visitations, meetings with groups on campus, and team discussions.
7. **LEAD DISCUSSIONS WITH THE TEAM** - Discuss the school's compliance with SAES Standards and oversee the completion of the compliance checklist. Guide the team discussions in a manner that provides for focus and limits off-topic banter. Direct the evening meetings to accomplish goals:
 - Sunday - General discussion of observations, impressions, questions, share impressions of what the school is about, review schedule, assign constituent meetings
 - Monday - Review compliance with Standards (based on Self-Study and initial observations), begin discussion of overarching commendations & recommendations, initial list of section commendations & recommendations
 - Tuesday - Continue list of commendations and recommendations, read and edit drafts of all section reports, add Standards reference to section commendations and recommendations, finalize overarching commendations & recommendations.

8. **PREPARE WRITTEN REPORT** - Using the *On-Site Visit Report* template on the School's *Google Site*, prepare a report on assigned sections of the Self-Study, and ensure that the On-Site Visit Report is complete and ready for editing prior to departure. Delete any reports inadvertently saved on personal or school laptops.
9. **PLAN AND PREPARE FOR EXIT MEETINGS** - In cooperation with the rest of the team, write the overarching commendations and recommendations for the report based on the areas where the school meets and does not meet the standards of the association. **(Appendix F)**
10. **CONDUCT EXIT MEETINGS** - Arranged with the school prior to the On-Site Visit, these meetings appear on the On-Site Visit Schedule.
 - **Meeting with the Head of School, Board Chair, and Rector (if applicable)** - Gather in the office of the HOS, begin with thanks and compliments about the school and the visit, and explain the process for the meeting. Read the overarching commendations with comments and conversation following each one. Read the overarching recommendations with comments and conversation, and questions of clarification following. Offer kudos, suggestions, and priorities in a manner that is helpful but not threatening.
 - **Planning to meet with Faculty and Staff** - Keep in mind that faculty will want to hear specifics of their classroom/subject, but the oral report is not the place for that. It is important to preserve the Head of School's prerogative to inform his/her faculty and staff on what they need to know and when they need to know it; therefore the Head of School may ask that a particular item(s) not be shared by the Team Leader at the *exit meeting*, or it may be the reverse where the Head asks that something be shared. Also, care should be taken not to single out any one department, office, or person. If there are few things to commend and many to recommend, the "dance" could be tricky.
 - **Meeting with the Faculty, Staff, and Board** - The Head and the Team Leader and/or SAES Rep should determine whether or not it is advisable to hold an all-school meeting, based on the overall health of the school. Scheduled at a time when conflicting responsibilities are minimized, it is advisable for the school to hold an early release on this day and give parents adequate lead time to make arrangements for their children. If the school does not schedule an early release, then the exit meeting should take place immediately following dismissal. Gather in a meeting space with ample room for all to attend. Introduced by the Head of School, TL begins with thanks and compliments about the school and the visit, and explains the process for the meeting. The Team Leader's remarks should be approximately 15 minutes long. After reading the remarks and thanking all in attendance, the Team Leader and SAES Rep will leave the meeting and prepare to leave the campus.

TASKS OF THE TEAM LEADER AFTER THE ON-SITE VISIT

1. **ASSIST WITH THE FINAL EDITING OF THE REPORT OF THE ON-SITE VISITING TEAM** - After the SAES Rep assembles the final report, review and comment to ensure that it reflects the team's work.
2. **COMPLETE THE TEAM LEADER EVALUATION SURVEY** - You will be asked to participate in an evaluation survey to comment on the efficiency of the team, individual Team Members, the SAES Staff Rep, and the entire OSV process.
3. **PRESENT THE REPORT TO THE STANDARDS COMMITTEE** - Be prepared to lead discussion of the report at the SAES Standards Committee meeting. Suggested topics for the presentation are available. **(Appendix G)**



SAMPLE ON-SITE VISIT SCHOOL SCHEDULE

The Team Leader and Head of School will collaborate to schedule necessary meetings.

Date	Time	What	Who	Location
Sunday	Prior to 2 pm	Arrival	Team Only	(hotel)
	2 pm to 4 pm	Orientation	Team only	Meeting Room
	4:15 pm	Leave Hotel for School Tour	Team	(transportation)
	4:30 to 6 pm	School Tour & Reception	Team, School & Church Representatives	School Campus
	6:30 pm	Dinner	Team Only	Restaurant
	8:30 pm	Meeting	Team Only	Meeting Room

Evening work: General discussion of observations, impressions, questions; Share impressions of what the school is about; Review schedule, assign constituent meetings.

Team Goals: Complete travel, settle into hotel, participate in training, prepare for Monday work

Monday	7:30 am	Leave Hotel for School	Team	Workroom
	8 am to 8:30 am	Student Arrival	Team	Campus lot
	8:30 am to 2 pm	Classroom Observations		Campus
	8:30 am	Meet with HOS	TL, HOS, SAES Rep	HOS Office
	9:30 am	Fire Drill	Entire School	Gathering Tree
	10 am	Meeting with CFO	(various names)	Business Office
	11:15 am	EC Student Dismissal	Visiting Team	Campus lot
	11:45 am	Team Check In	Visiting Team	Workroom
	Noon	Lunch/Meeting with Board	Team, Board of Trustees	Parish Hall
	1:30 pm	Meeting with Board Chair	(various names)	Room 203
	2:00 pm	EC Faculty Meeting	EC faculty, team member	EC room 100
	2:30 pm	Student Dismissal	Visiting Team	Campus lot
	2:30 to 3:30 pm	Extended Care Observation	Visiting Team	Campus
	6 pm	Dinner	Team Only	Hotel Workroom
	7:30 pm	Team Check In	Team	Meeting Room

Evening work: Review compliance with Standards (based on Self-Study and initial observations); Begin discussion of overarching commendations & recommendations; Initial list of section commendations & recommendations

Team Goals: Visit relevant areas of focus, contribute observations, begin writing narratives, confirm Standards Compliance in areas of focus.

Date	Time	What	Who	Location
Tuesday	7:30 am	Leave Hotel for School	Team	Workroom
	8 to 8:30 am	Student Arrival	Team	Campus lot
	8:30 to 11 am	Classroom Observations	Team	Campus
	9 am	School Chapel	Team	Chapel
	10 am	Extended Day Staff	(various names)	School Office Conference Room
	10 am	Meeting with School Chaplain/Rector	(various names)	Church
	10 to 11 am	Music Observation	(various names)	Ministry Center Community Room
	11:15 am	Team Check In	Team Only	Workroom
	11:30 am	EC Student Dismissal	Visiting Team	Campus lot
	Noon	Lunch	Visiting Team with Parent Representatives	Parish Hall
	1 pm to 2:30 pm	Classroom Observations	Visiting Team	Campus
	2:30 pm	Student Dismissal	Visiting Team	Campus lot
	2:30 to 5:30 pm	Extended Care Observation	Visiting Team	Campus
	4 pm	Faculty Meeting	Team with LS, MS faculty	LS Room 130 MS Room 150
	6 pm	Dinner	Team Only	Meeting Room
	7:30 pm	Team Check In	Team	Meeting Room
<p><u>Evening work:</u> Continue list of Commendations and Recommendations; Reading and editing drafts of all section reports; Add Standards reference to section commendations and recommendations; Finalize overarching commendations & recommendations</p> <p><i>Team Goals: Make final observations, review Documents in Adherence to Standards and Supplementary Materials as necessary, complete and begin editing report. Turn in reimbursement requests.</i></p>				
Wednesday	8 am	Leave Hotel for School	Team	Workroom
	9 am	School Chapel	Team, as needed	Chapel
	10:30 am	Report to School Leadership	TL, SAES Rep, HOS, Board Chair, Rector	HOS Office
	Noon	Report to School Staff	TL, SAES Rep, school personnel	Parish Hall
<p><i>Team Goals: Complete report, write thank you notes to school personnel, organize materials for shredding, complete online evaluation survey.</i></p>				



ON-SITE VISIT WORKROOM NEEDS

ROOM:

1. A designated, well-lit space for use by On-Site Visit Members ONLY. Large enough to accommodate each team member's laptop, with space for written materials; arrangement around a large table works well, but individual desks will suffice. Space for assorted materials of the team members is essential
2. Wired to power laptops FOR EACH TEAM MEMBER with power-strips or multiple desk or wall plugs
3. Located in a quiet and private area of the school (i.e., not a walk through area), with a locking door
4. Easy, stable, and secure Internet access with instructions necessary for connection
5. A Wifi enabled printer with paper
6. Contact information for the IT person should we need assistance
7. Keys/key cards and nametags for each team member providing access to the entire campus

SUPPLIES

1. Poster board map of the school with a picture, name, title, room number, and primary responsibility for each teacher and staff member
2. Faculty schedules (two notebooks, each having a full set of schedules) arranged from youngest child section to oldest
3. A folder for each Team Member including a map of the school, a school daily schedule, and a final copy of the OSV schedule.
4. A printed copy of the school's Self-Study
5. One Stapler and staples
6. One small box of paper clips
7. Pens, pencils, highlighters
8. Paper for note-taking
9. Post-it notes (1 pack)
10. Tissues
11. Simple/healthful snacks (e.g., coffee (decaf also), water, granola/protein bars, pretzels, nuts, etc.) with napkins
12. Curriculum notebook and materials (e.g. texts, workbooks, or online references) for each grade/course
13. Documents box (file containing *Documents in Adherence to Standards*, one document per folder with the letter, number, and title of document on the folder). Organization of this box should adhere to the Self-Study sections.
14. Emergency phone numbers for school business/incidents

HOTEL CONFERENCE ROOM SUPPLIES :

1. Menu for Monday and Tuesday dinner that will be working dinners (delivered to the hotel)
2. Water, light/healthy snacks, napkins, etc.
3. Information for Wifi connection



TEAM CONTACT, ACCOMMODATION, AND TRAVEL INFORMATION FORM

To the School: Please complete the information below, and email to your Visiting Team Members.

Name of School _____
 Address _____
 Preferred School Contact/Title _____
 Phone _____

While visiting our school you will be staying at

Hotel:

Address:

Phone:

To the On-Site Visiting Team Member: Please complete this form and return to the school as soon as possible.

Name _____

Home Address _____

School Phone _____

Home Phone _____ Cell Phone _____

***Method of travel to our school** ___driving ___air travel ___other_____

If flying, in order to arrange transportation from the airport to the hotel and the school, please list your flight information:

Date arriving: _____ Airline _____ Flight # _____ Time _____

Date leaving: _____ Airline _____ Flight # _____ Time _____

***Other useful information** (allergies, special needs, etc.):

***Technology:** Will you be bringing a laptop? _____Yes _____No (if not, we will provide a computer for you.)



PRE-VISIT ZOOM AGENDA

Team Leader

- Welcome
- Information about the school from the Team Leader Pre-Visit
- Discuss travel arrangements, answer questions about transportation, remind team to travel with roster for emergency numbers
- Inquire about *Confidentiality Agreement* signature

SAES Representative

- Intro to Google Site (share screen)
- What to pack reminders...laptop, professional clothing, relaxed wear for evening meetings, umbrella, dietary need snacks, sweater or sweatshirt
- Ask for missing information for the Team Roster
- Reminder to bring all receipts for reimbursements

Team Leader

- Read thoroughly through the Self-Study making note of questions, concerns, and highlights
- Begin to craft the Introductory paragraphs for your sections
- Questions?
- Invite to call or email with questions before the visit.
- Safe travels and looking forward to working with all!



INITIAL TEAM MEETING AGENDA

- Opening prayer
- Welcome and introduction of team members
- SAES Staff Representative discusses her role
- Review the purpose of site visit
 - Short description of *Self-Study*
 - Creation of a report for the SAES Standards Committee
 - Verification of *Self-Study* and congruence of school's mission with its program
 - Compliance to SAES Standards
 - Encouragement of the school's commitment toward ongoing school improvement
- Review SAES Standards
 - Clarify categories
 - Include standards reference when writing report for commendations and recommendations
- Discuss the Pre-Visit and any special circumstances or areas of special focus for the team to know
- Overview of the school's *Self-Study* -team reaction
 - Overall quality; broad representation of writers
 - Items noted of particular interest/concern
 - Information we need; questions to be answered
- Visit schedule
 - Overall daily schedule
 - Assign any additional writing responsibilities
 - Attend mid-day and afternoon meeting of team in the workroom
 - Assign small group meetings and reference the *Group Meeting Questions* on the Google Site
 - Discuss Exit Meetings. TMs are invited to attend the meeting with the faculty if travel plans allow, but TL and Staff Rep are the only ones who speak.
- Class observation and writing procedures
 - Make observations
 - Write notes **after** the observations
 - Check off faculty, staff observed – team goal is to observe each person twice.
 - Stay for no less than 15 minutes
 - Participate in discussions with Team, attend meetings as assigned
 - Start writing Monday evening; finish draft Tuesday late afternoon
 - Each team member will write; all will edit Tuesday evening.
- Format for Report
 - Narrative (introduction created from reading the *Self-Study* plus observations)
 - Commendation** - outstanding with Standards citation, **Suggestion** - ideas that occur to team member,
 - Recommendation** - haven't met the Standard with citation

Write at least one commendation and one recommendation. Explain the difference between suggestion and recommendation. Be careful not to endorse a commercial product or company.

- Evening Meetings
 - Sunday** - General impressions and questions...remind team of the need to understand and know the School's mission and the standards of the association.
 - Monday**--First impressions of major issues...reminders about maintaining a positive attitude, as well as being objective rather than prescriptive when reflecting on the congruence between the Self Study and OSV observations
 - Tuesday**-- Finalize overarching themes AND finish assigned sections with narrative, commendations, suggestions, and recommendations
- Visit protocol
 - Encouragement, gratitude, neutrality
 - Dress, cell phones off, personal needs
 - Interactions with staff, faculty, parents, students-team is not serving as consultants; caution about offering advice, telling someone what to do, or criticizing someone.
 - No note-taking during observations.
 - Observed teacher problems-tell TL or SAES Rep
 - Confidentiality at all times
 - Cleaning school computers of writing drafts; NOT removing school materials w/o permission – requests made through TL or SAES Rep; culling and turning in Self-Study and all school materials.
 - No solicitation of staff for employment; no self-promotion for job consideration.
- Final Team Tasks
 - Turn in “reasonable” and “allowable” receipts for reimbursement on Tuesday, as directed
 - Wipe computers clean of all drafts and notes; shred paper with marks; recycle paper without marks
 - Mark each *Document in Adherence to Standards* for the section you were assigned.
 - Mark each Standard on *Compliance with Standards* for the section you were assigned
 - Complete survey of team member experience on Wednesday morning
 - Maintain confidentiality after-the-visit
- Next steps in the accreditation process
 - Completed report is finalized on the *Google Site* and emailed to HOS and Team Leader within one week; school has one week to review for factual accuracy.
 - The TL will present the report to the Standards Committee who recommends approval by the Board of Directors. May be a time lag before school receives final report and accreditation determination because of meeting schedules.
- Instructions for Sunday evening
 - Meet in hotel lobby for travel to school, and participate in the tour.
 - Team Leader will gather the reception group and begin with a welcome and an expression of gratitude for the work that the school has done on our behalf.
 - TM will introduce themselves by name, home school and role, and the sections of the report they will write
 - Before 6:00 pm, TL will gather TMs to leave for dinner.



OVERARCHING COMMENDATIONS AND RECOMMENDATIONS

Examples of overarching commendations:

Church and School Relations - Dating back to the founding of XXX School in 1972 when XXX Episcopal Church made a commitment to supporting a school as its primary outreach, there has been a close relationship between the Church and the School. Today, this relationship is nurtured by the consistent and supportive interaction between the Rector and the Head of School. With the Church's membership growing and the School's enrollment increasing, the leaders of each have shaped a model of collaboration. The Rector's visibility in carpool line and in chapel services, and the parishioners' participation in school events mirrors this model. Though there is significant potential for tension because the School uses a large portion of church space in its daily operations, this does not appear to be a problem. There is great respect for both organizations by both constituencies.

Diversity - It is impossible to walk onto the campus and not to notice the diversity that exists at the School. Both the faculty and the students are diverse racially, ethnically, religiously. This diversity makes up approximately 45% of the student body, and faculty are committed to building attitudes of respect for others. There is literature included in the program from different cultural perspectives that allows for discussions on different traditions and histories. That is reinforced by the Spanish teacher who emphasizes the value of all heritages. Evidence of how well diversity is incorporated into school life is clear in the success of a very young Chinese student who, though not fluent in English, has been fully accepted by his peers and teachers. All of this emanates from an appreciation of the diversity that surrounds the School.

Program - Nothing speaks as loudly to the generous nature of the School as the panoply of extracurricular offerings. Whether it is Lower School Tumbling, or Visual or Performing Arts, Sports, Debate, Mock Trial, or Journalism, the faculty and students engage in the pursuit of expanding their skills and talents with enthusiasm and collaboration. With this comes a rich learning environment, one that is created by faculty generosity and student openness.

Safety and Security - XXXXX Board and Administration have radically improved safety and security on their eleven-acre campus. Beginning with fencing around the entire school property, they have also added security cameras and a key card locking system on all doors. Recently, within the last year, the School has hired a policeman for additional security. He is on campus and visible for the entire school day. All this is the result of the administration leading both safety assessment studies, as well as conducting safety training for faculty, safety drills for the entire campus, and rewriting extensive safety policies. Kudos belong to the Board and the Administration for leading this expensive and in-depth change without impinging on the feeling of XXXX being an open and beautiful campus.

Examples of overarching recommendations:

Governance - Currently, the Board of Trustees is a committed group of church members and parents who have not reached their full potential in terms of effectiveness. Practices of the Board do not match bylaws. Only ten of the allowed twelve board members sit on the Board at this time. And the committees named in the bylaws are not necessarily the ones that are required for effective governance (e.g. Head of School Support and Evaluation Committee, Finance, Development, Committee on Trustees, Strategic Planning, and Buildings and Grounds Ad Hoc). There is much that needs to be changed for best practices to be evident—veteran and new trustee orientation; strategic planning with a matrix that includes for each goal the person in charge, timeline for completion, resources, and costs; a long range financial plan; and policies that are put into practice with consistency. This and other specific suggestions will bring the school’s governance up to a standard that will benefit the operations of the School and be consistent with shaping an institution for sustainability in the future.

Enrollment Management, Recruitment, and Retention - Both the economy and the lack of consistent leadership prior to September 2013 has taken a toll on the school’s enrollment. There is a desire on the part of all constituencies—Board, Vestry, Faculty, and Parents—to increase student numbers, for not only financial but also educational reasons. To make this happen in a strategic way, these areas of planning are needed: enrollment management, marketing, recruiting, transition, and retention. An Enrollment Management Plan should include tracking families from first contact through matriculation, comparing yield year-to-year as well as attrition, and using that information to inform the budget. A Marketing/Recruiting Plan should include a variety of strategies to reach out to the community and to mine new populations as potential families. A Transition/Retention Plan should focus on ways to encourage current students to continue at the School by defining and developing transition activities at different grade levels, assuring that as students move up in grades that they are also moving up in subject matter complexity and skills development. With these plans in place, increasing enrollment becomes a strategic goal rather than an item on a wish list.

Program - Although XXXX Episcopal School has a history of excellence and has demonstrated growth in the past decade, it seems not to have taken note of recent developments in pedagogy and learning innovations which have come to be considered best practices. This may be the result of the lack of other strong, local independent schools to provide an opportunity for reflection and innovation. In an increasingly mobile and global world, it is important that students’ vision and cultural competencies be expanded by exposure to the opportunities and practices of their future peers. Although this will require the investment of funds in professional development and human resources, the rewards for branding XXXX as a true 21st century school could be enormous.

Practices of Operation - As XXXX continues to emerge into its next stages of growth, it is critical that the School professionalize its standards and practices of operations. For example, to raise faculty salaries and benefits will demand careful strategic financial planning over a number of years. Further, to run the School efficiently and effectively, job descriptions that include responsibilities and accountabilities should articulate the actual duties and reporting procedures for each position. Also, special attention is needed in constructing and publishing policies that include procedures and standards so that setting goals and evaluating results becomes the usual practice of all employees of the School. Without these changes, the School cannot fully capitalize on the good work that has been done nor will it realize its potential for growth.



TOPICS FOR REPORT TO STANDARDS COMMITTEE

Introduction to the School

Location of School and Parish/Diocesan/Independent

Enrollment and Grades

Description of the campus(es)

Name of Head of School

Date of the OSV

State of the School

Relationship between Church and School

Size of Administrators

Size of Faculty

Some specifics about the curriculum (by division, if relevant)

Before and/or After School programs

Outstanding aspects of the School

Strongest Attributes of the School

Most memorable positive aspect (e.g. curriculum, facilities, faculty, financial, etc.)

The School's greatest appeal to its constituents (e.g. faculty, curriculum, etc.)

Plans for the future

Biggest Challenges

What does the School see as its biggest challenges? (e.g. enrollment, facilities, financial, etc.)

What does the OSV Team see as its biggest challenges? (e.g. financial, safety, policies, etc.)

Overall Impressions

Highlights of the overarching themes of the report

Concerns that continue to worry the OSV Team



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Connie Wootton
Executive Director

Arizona ~ Arkansas ~ Louisiana ~ New Mexico ~ Oklahoma ~ Texas

Application for Membership

This application expresses a school's interest in becoming a member of the Southwestern Association of Episcopal Schools. This application should be completed and returned to the SAES office with the appropriate fee.

_____ Date of Application

Name of School _____

Address _____

Street

City _____ State _____ Zip _____

Tel/Fax/Web _____

Telephone

Fax

Website

Head of School _____

Date of Appointment _____ HOS Title: _____ HOS Phone Ext: _____

Title _____ Email address _____

The school is located in which Diocese? _____ The school began operations in (month, year) _____

Total Enrollment _____

Grades (circle): Infants – 35 mo. (specify age _____) PK3's PK4's K

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

Person responsible for governance along with Head of School (chairman of the board, rector, etc.):

Name: _____

Mailing address: _____

Criteria for Membership

Yes No

___ ___ 1. The school is affiliated with the Episcopal Church which is part of the Anglican Communion. It is a parish day school, a school owned or administered by a diocese or religious order of parishes, or is an independent school which espouses the faith and worship of the Episcopal Church in America as set forth in the Book of Common Prayer, and operates with the knowledge and consent of the bishop of the diocese.

The school is a ___ parish day school, ___ diocesan school, ___ independent school,

other: _____.

If a parish day school, note the name of the rector:

_____.

Yes No

___ ___ 2. The school is a nonprofit institution (501(c)(3) or part of a non-profit institution.

Yes No

___ ___ 3. The school does not exclude students because of race, creed, national origin, or insofar as possible, economic status. The school makes every effort to provide financial aid and shall publish this information throughout the community.

I have reviewed the membership criteria and certify that

_____ meets all criteria for membership.

(School Name, City and ST)

Head of School's Signature



Accreditation Handbook

v.6.19

Southwestern Association of Episcopal Schools

1420 4th Avenue

Suite 29

Canyon, TX 79015-3748

Tel: 806-655-2400

www.swaes.org

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.

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This *Accreditation Handbook*, the self-study documents, and all related accreditation materials and policies will be reviewed annually by the SAES Standards Committee and updated as necessary. SAES expects schools to abide by the *Principles of Good Practice* set forth by the National Association of Independent Schools (NAIS), www.nais.org, and the National Association of Episcopal Schools (NAES), www.naes.org.

I. Understanding Accreditation and Self-Evaluation

Rationale for 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.

- Accreditation attests to a school's quality in universally understood terms. To say that a school is "accredited" is to say that it has met provable and respected standards of quality.
- Accreditation creates a process for school improvement. To be designated as "accredited" means a school must voluntarily participate in the evaluation of its governance, operations, and program using the SAES *Standards of the Association* as its measure of effectiveness.
- Accreditation designates the status of students with other institutions.
- Accreditation 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.
- Accreditation assists the school in better realizing its own mission and objectives; and, with the help of a visiting team, supporting rather than merely inspecting, in order to enhance the school's unique character rather than to impose a mandatory design.
- Accreditation helps refine school goals, and to provide direction and focus for future planning.
- Accreditation strengthens the voice of all schools in SAES by speaking collectively for the interests of Episcopal schools.
- Accreditation 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. It allows professional peers to make observations, suggestions, commendations and recommendations that will benefit the school in its continuing quest to improve. This quality evaluation process involves all constituent groups that form the school community.

Being An Accredited Episcopal School

An Episcopal school is one which espouses the faith and worship of The Episcopal Church, and operates with the knowledge and consent of the Bishop of the diocese in which the school resides. The school includes in its curriculum the liturgy of The Episcopal Church as set forth in the Book of Common Prayer. The school offers both worship opportunities and religious studies in support of the spiritual development of its students. Episcopal schools value learning that combines faith and reason, and teaching that allows real

life application of this knowledge through outreach activities.

Just as there are many faces to Episcopal parishes, there are many versions of Episcopal schools. Just as there are many forms of worship within the church, there are many methods for delivering education within schools. The connections we have in our common purposes in worship and our common goals in education reinforce our commitment as school leaders to provide the best education possible to our students in a unique environment. The potential of Episcopal schools is its ability to do this with the encouragement and support of Episcopal parishes and bishops.

Episcopal schools have a historic reputation for offering the finest liberal arts education in an environment that respects open inquiry and encourages lifelong learning. The leaders in these schools model a strong Christian faith, moral character and a sincere professional commitment to the best educational practices of the times. As educators they understand developmental issues in all children and value constructive relationships with their parents. Accreditation is, then, a natural commitment to ongoing school improvement.

Episcopal schools recognize that Episcopal parishes and dioceses which support the initiation and continuation of schools accept a significant commitment as a host institution. All Episcopal schools must work with their host parish (parish day schools) and dioceses to nurture this relationship. It is not a primary goal of Episcopal schools to recruit children or their families into membership in The Episcopal Church.

Recognition of Accredited Status

SAES serves Episcopal schools, richly diverse in location, size and scope, throughout the states of Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. SAES is the only Episcopal accrediting association in the United States. This factor, and the fact that it is the only denominational accrediting association recognized by the National Association of Independent Schools (see below), places SAES in a unique position to serve Episcopal schools both inside and outside its current six-state boundary.

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 Associations accreditation program for its Member Schools.

SAES is recognized by state agencies and by eleven Episcopal dioceses within the six states served by SAES. Accreditation with SAES is recognized by the state education agencies in Texas – Texas Private School Accreditation Commission (TEPSAC), www.tepsac.org; Oklahoma - Oklahoma Private School Accreditation Commissions, www.opsac.org (OPSAC); and New Mexico, <http://www.ped.state.nm.us>.

II. Affiliation Types & Criteria for Membership

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. 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.
- 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 shall 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.
- 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 shall fulfill the requirements of the SAES accreditation process.
- Complete a SAES *Annual Report*.

Applicant Schools are schools that have been in existence for at least three years, are a member of SAES, and have been approved by the SAES Standards Committee and Board of Directors as being able to work towards meeting the SAES *Standards* within a three-year period. Applicant Schools must submit requested data and the SAES *Documents in Adherence to Standards*. In addition, they must complete a self-study report and host an on-site accreditation visiting team within three years of joining the Association.

III. SAES Accreditation Requirements

Episcopal schools wishing to participate in the SAES process for either accreditation or re-accreditation must affirm compliance with the SAES *Criteria for Membership* and pay association dues on an annual basis. See the *Document Library* on the SAES website, www.swaes.org, to view accreditation materials and templates referenced in this handbook. SAES accredits all school sponsored grades and programs. SAES will not accredit non-school sponsored programs. Schools must check with the state licensing office regarding program licensing requirements.

Standards of the Association

The *Standards* of SAES reflect the Association’s commitment to promoting high expectations of education, developing programs that improve knowledge and skills in leadership, governance, administration, teaching and learning, and spiritual formation. Member schools seeking accreditation must be cognizant of the *Standards* of SAES and work to meet them. As a matter of both policy and principle, SAES is committed to the highest possible quality of school program, teaching, operations and governance.

Standards are arranged in these sections:

- A. Mission
- B. Episcopal Identity, School Climate & Culture
- C. Governance
- D. Organization and Administration
- E. Teaching and Learning
- F. Fiscal Responsibility
- G. Facilities and Safety

Documents in Adherence to Standards [DAS]

SAES requires accredited schools to have *Documents in Adherence to Standards*, which 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.

This list of documents includes (a) documents that are submitted before the school begins its *Self-Study* (Applicant School) as evidence that it has policies and procedures in place, thus demonstrating its readiness to begin *Self-Study*, and (b) documents that are submitted as part of the school’s *Self-Study* and On-Site Visit.

School Safety Checklist

This checklist is a compilation of documents, actions and policies that SAES believes are important to the safety and security of its member schools and constituents and serves as a comprehensive list of best practices. This checklist is not an exhaustive list, but serves as a foundation for school planning. It is important to consult with the municipality, state, diocese, and federal authorities for definitive information regarding school health, safety, and security.

Process for Applicant School

Letter of Application to Accreditation Process

Schools that are members of SAES and have been operating for three years may seek initial SAES accreditation by submitting a letter of application to the SAES Executive Director. An application fee must accompany this letter of application.

The letter should include the school's mission statement, the year the school began its operations, the current enrollment, the grades or age levels served, and a description of the school's governance structure. Both the Head of School and President/Chair of the Board should sign the letter of application. SAES will acknowledge receipt of the letter and fee, and will confirm the school's acceptance into the process.

Initial Accreditation Steps

Each step requires review by the SAES Standards Committee and approval by the SAES Board of Directors.

1. Become a member of SAES and apply for admission to the accreditation process.
2. Complete the *Documents in Adherence to Standards [DAS]* for Applicant School. The school shall have one year from the approval of the accreditation application in which to complete this requirement.
3. Upon *DAS* approval, begin the self-study, and an on-site visit date will be confirmed.
4. Complete the SAES *Self-Study 1*, allowing approximately six to twelve months for this stage of the process. The school shall have one year from the approval of its *DAS* in which to complete this phase.
5. Host an on-site visit team for a three-day visit to the school (Sunday afternoon to Wednesday afternoon). The team will create a *Report of the Visiting Team*. The Standards Committee will review the report and recommend an accreditation status to the SAES Board of Directors for approval.

Process for School Seeking Re-accreditation

The self-study process is repeated during the ninth year following the most recent on-site site visit, with a subsequent on-site visit scheduled during the tenth year. These are the steps a school must follow in the re-accreditation process:

1. Having been a SAES member in good standing and upon approval of all SAES *interim reports* and submission of all *annual reports*, a school will be allowed to begin a self-study process in the ninth year of its ten-year accreditation. The Director of Accreditation will contact the school to instruct the school to begin its self-study and then to set the date for an on-site accreditation visit in year ten.
2. SAES offers a school seeking re-accreditation the choice of two self-study models, *Self-Study 1* or *Self-Study 2*. There is an application process for *Self-Study 2*, and the SAES Standards Committee will determine if the school may use this model.
3. The school completes the self-study, allowing approximately six to twelve months for completion of this stage of the process.
4. The school assembles the *Documents in Adherence to Standards*.
5. The school hosts an on-Site visiting team of peer school educators who will make a three-day

visit to the school (Sunday afternoon to Wednesday afternoon) and create a *Report of the Visiting Team* for the Standards Committee approval and accreditation determination. The Standards Committee will submit an accreditation status recommendation to the SAES Board of Directors for approval of accreditation for up to 10 years.

6. Accreditation is maintained with submission of the school's *Annual Reports* and *Interim Reports*. The Standards Committee may request a *Special Interim Report* at any time. See *Maintaining Accreditation* section of this document.

SAES Assistance with the Accreditation Process

In support of the efforts of schools to become accredited and maintain their accreditation status, the SAES staff will consult with a school seeking information. An SAES Representative will assist during the *On-Site Visit*.

Dual Accreditation with Other Accrediting Associations

Process for Schools Seeking Dual Accreditation:

1. For initial dual accreditation, schools must
 - a. Be located within the SAES region and meet the criteria of both associations.
 - b. Apply for membership in SAES, which involves
 - i. Providing written notification of the school's interest in dual accreditation and indicate the other association that accredits the school.
 - ii. Submit the application and fee accompanied by verification of the other association's accreditation of the school.
 - iii. Submit SAES *Documents in Adherence to Standards* (version for Applicant Schools) prior to being approved to begin the *Self-Study*.
2. SAES will work with the school and the other association to coordinate a joint self-study, visiting team, pre-visit, and on-site visit. The self-study to be used by the school usually will determine which association serves as the lead association.
3. One *Report of the Visiting Team*, representing both associations, will be created for the Standards Committees of both associations.
4. Each association will independently make its determination on accreditation.
5. After the visit:
 - a. If SAES is the lead association, all SAES accreditation requirements, including submission of annual and interim reports, must be fulfilled.
 - b. 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 documents.
 - c. Schools that add grades or programs (such as extended day, summer, residential, homestay) after the on-site visit must comply with the SAES process for *Added Grades/Programs*.

Accreditation of Added Grade/Program

Schools are accredited only for the grades and programs in place at the time of the on-site visit. Accreditation of additional grades/programs has the following requirements:

1. A grade must constitute a complete full-time, comprehensive grade level program. (Early Childhood classes may meet part-time.) Each new program must serve a significant role in the overall school program, such as extended day, summer school, residential, homestay, etc.
2. Prior to August of the year in which the grade/program is added, the school must notify the Director of Accreditation to request a review of the addition.
3. A representative from the SAES Standards Committee will visit the school once the grade/program is in operation. The school will assume all costs associated with the visit.
4. The *Added Grade/Program Report* must include
 - a. A rationale for the addition of the grade. The grade or program must be in operation.
 - b. The number of students involved.
 - c. A description of the facilities in which the grade/program will be housed, including a copy of the architectural floor plan for new facilities.
 - d. A description of the impact of the grade/program on the budget and a copy of the budget.
 - e. A list of the faculty and staff associated with the grade/program, including their qualifications.
 - f. A description of the curriculum for the grade/program and its alignment with the existing curriculum.
 - g. A copy of the school's crisis response plan that incorporates the grade/program.
 - h. Copy(ies) of Certificate(s) of Occupancy for any new facilities associated with the grade/program, if applicable.

Report Presentation: A digital version of the report, including a signed *Cover Sheet for Reports Submitted to Standards Committee* and found at www.swaes.org, should be emailed as one document to pblevins@swaes.org and jstark@swaes.org; no later than two (2) weeks prior to the visit. The Standards Committee will review the *Added Grade/Program Report* and will submit a recommendation to the Board of Directors. The school will be notified of the Board of Directors' decision.

5. Accreditation will be retroactive for the school year during which the decision is made. Failure to complete the added grade/program process by February 15th of the school year in which the grade/program is added may therein jeopardize the school's accreditation.

6. The school must notify the Director of Accreditation any time a grade or program is added (or dropped) and report the change in the school's *Annual Report* to SAES. If grades are added one year at a time, the same procedure must be completed each year until the school's terminal grade is reached.
7. In the event that changes in enrollment require the school to close a grade for a year then reinstate it, a fluctuation of two years allows the school to retain accreditation of that temporarily closed grade. If a grade(s) is/are closed for longer than two years, the school must submit the required paperwork noted above for re-approval of accreditation.

Accreditation of Added Grade/Program - Summer Program

A summer program is any program offered at a school during summer vacation weeks. These programs may be academic courses, sports camps, enrichment classes, arts camps, day care, or similar programs. It is the school's responsibility to meet state licensing requirements (if applicable). A school's summer program may be operated by third-party providers; however, it must be under the aegis of school operations and meet all school and state licensing (if applicable) requirements. Vacation Bible School run by a parish church is not considered to be a school-operated summer program.

Details about a school's summer programs are part of a school's 10-year accreditation self-study in the Teaching and Learning section. Summer program materials and details (program structure, promotional materials, enrollment information, budget, facilities, staffing, third party providers, insurances, etc.) are reviewed during a school's on-site visit.

Should a school open/add a summer program since the last on-site visit, the school must submit an *Added Program Report for Summer Program* that includes the *Summer Program Self-Study* and host a site visit during the time the summer program.

Schools are accredited only for programs in place at the time of the on-site visit. Accreditation of summer programs added sometime within the school's 10-year accreditation cycle has the following requirements:

1. At least six (6) months prior to the start of a new summer program, the school must notify the Director of Accreditation.
2. No later than April 1st before the start of a new summer program, the school must submit an *Added Program Report for Summer Programs*.
3. Upon receipt the Director of Accreditation will designate a representative to visit the school once the summer program is in operation. The school will assume all costs associated with the visit.
4. The *Added Program Report for Summer Programs* must include
 - a. Signed *Cover Sheet to Accompany Reports to the Standards Committee*, found on the SAES website, www.swaes.org.

- b. Completed *Summer Program Self-Study*, found on the SAES website, www.swaes.org.
- c. Documents to accompany the self-study.

Report Presentation: A digital version of the report, including a signed *Cover Sheet for Reports Submitted to Standards Committee* and found at www.swaes.org, should be emailed as one document to pblevins@swaes.org and jstark@swaes.org by April 1st.

5. The Standards Committee will review the *Added Program Report for Summer Programs* and will submit a recommendation to the Board of Directors. The school will be notified of the Board of Directors' decision.
6. Failure to submit the *Added Program Report for Summer Programs* by April 1st may therein jeopardize the school's accreditation.

Accreditation of Added Grade/Program - International Students/Homestay Program

NAIS considers international students those who undertake all or part of their education experience in a country other than their home country. A school may choose to enroll international (non-US passport holding) students either in a residential (boarding) structure or in a homestay structure. These programs may be operated by a third-party provider; however, any such programs must be under the aegis of school operations and meet all school and state licensing (if applicable) requirements.

Details about a school's international student/homestay programs (see Document Library on www.swaes.org) are part of a school's 10-year accreditation self-study in the Teaching and Learning section. Program materials and details (program structure, promotional materials, enrollment information, budget, facilities, staffing, third party providers, insurances, etc.) are reviewed during a school's on-site visit. Should a school add an international student/homestay program since the last on-site visit, the school must submit an *Added Program Report for International Student/Homestay Program* that includes the *International Student/Homestay Self-Study* and host a site visit during the operation of the program.

Schools are accredited only for programs in place at the time of the on-site visit. Accreditation of an international student/homestay program added sometime within the school's 10-year accreditation cycle has the following requirements:

1. Prior to the start of a new international student/homestay program, the school must notify the Director of Accreditation.
2. No later than February 15th before the start of a new international student/homestay program, the school must submit an *Added Program Report for International Student/Homestay Programs* (see #5 below).
3. Upon receipt of the *Added Program Report for International Student/Homestay Programs* the Director of Accreditation will designate a representative to visit the school once the

- program is in operation. The school will assume all costs associated with the visit.
4. The *Added Program Report for International Student/Homestay Programs* must include
 - d. Signed *Cover Sheet to Accompany Reports to the Standards Committee*, found on the SAES website, www.swaes.org.
 - e. Completed *International Student Self-Study*, found on the SAES website, www.swaes.org.
 - f. Documents to accompany the self-study.

Report Presentation: A digital version of the report, including a signed *Cover Sheet for Reports Submitted to Standards Committee* and found at www.swaes.org, should be emailed as one document to pblevins@swaes.org and jstark@swaes.org by February 15th.

5. The Standards Committee will review the *Added Program Report for International Student/Homestay Programs* and will submit a recommendation to the Board of Directors. The school will be notified of the Board of Directors' decision.
6. Accreditation will be retroactive for the school year during which the decision is made. Failure to complete the added grade/program process by February 15th of the school year in which the grade/program is added may therein jeopardize the school's accreditation.
7. Contact the Director of Accreditation with questions.

New Facilities Report

Upon receipt of this completed report, an SAES Standards Committee representative will visit the school to meet with school personnel and tour the facility. All sections of this report (listed below) must be scanned into one document, titled "[schoolname&city] New Facilities Report" and sent to the Director of Accreditation, jstark@swaes.org, as soon as the facility/facilities is/are complete and students are occupying it.

1. *Cover Sheet to Accompany All Reports to the Standards Committee* Head of School letter describing the project's (1) development, (2) rationale, (3) financial impact/adjustments on the school's budget, and (4) support of the school's program
2. Photo or architectural rendering of the new facility, floorpan, etc.
3. *Crisis Response Plan*, noting how the new facility fits into the plan
4. Signed *School Safety Checklist*, found under Document Library at www.swaes.org, with items checked as completed, noted as "N/A" if not applicable, or left blank for items in progress.
5. Building occupancy permits, as applicable

IV. The Self-Study

The most comprehensive step of the accreditation process is the school's self-study, an opportunity for self-evaluation. The school should allow six to twelve months to complete this stage of the process.

Documents in Adherence to Standards that includes the *School Safety Checklist* and a complete, well-articulated curriculum with scope and sequence are also required as part of this self-assessment. The self-study is closely linked to the *Standards of the Association* and asks the school to assess its compliance to *Standards* and describe, evaluate, and reflect on the school's mission, Episcopal identity, governance, organization and administration, teaching and learning, fiscal responsibility, and facilities and safety.

SAES offers three models of self-study: *Self-Study 1*, *Self-Study 1 for Stand-Alone Preschools*, and *Self-Study 2*. For specific details of each model, please see the self-study templates. All templates and documents may be downloaded from the SAES website, www.swaes.org, in the *Documents Library*. Brief descriptions of the two self-study models are below.

Self-Study 1:

This model of self-study offers a school a traditional approach to self-reflection and planning, whereby the school responds to standards-based questions, and in doing so demonstrates compliance and current practice. Applicant Schools must do this version of self-study.

This model of self-study requires a school to

- Answer *School Response* questions
- Provide evidence of compliance to *Standards*
- Describe how completion of the self-study identifies strengths and areas in need of improvement to help establish key strategic initiatives
- Submit *Documents in Adherence to Standards*

The *On-Site Visit Team's* responsibility is to answer the questions:

- "Is the school doing what it says it's doing?"; and
- "Are the school's policies and procedures in compliance with best practices and *Standards*?"

Stand-Alone Preschools: SAES recognizes the unique nature of a stand-alone preschool. While its general governance and operational functions are similar to a school with higher grades and divisions, some of the programs that apply to these other schools, such as residential, homestay, or international student programs, will not apply to a stand-alone preschool. Therefore, if the school is a stand-alone preschool, either housed in or outside its sponsoring church, there is a separate self-study report template and *Documents in Adherence to Standards*.

Self-Study 2: [This model is not available to Applicant Schools.]

This model of self-study asks the school to take a strategic look at school governance and leadership, operations, and school life and develop a *School Plan* to address 2-4 key areas of focus. The model offers a customized approach to self-study that will help a school improve its practices, and plan and implement initiatives for the next ten years. This model allows flexibility in the methods and structure of self-reflection, as long as the basic goals of a SAES self-study are met in that the self-study. A school seeking to use this model must begin with a petition for approval by the SAES Standards Committee.

This model of self-study requires a school to

- Examine each standard and describe in narrative form the school’s compliance with it (*Compliance to SAES Standards*). Include evidence and relevant documents (*Documents in Adherence to Standards*);
- Develop a *School Plan*, strategic in scope, engage in reflective, analytic thinking about each area of the SAES standards (Mission; Episcopal Identity, School Climate & Culture; Governance; Organization & Administration; Teaching & Learning [Program & Professional Staff]; Fiscal Responsibility; Facilities & Safety) as it relates to the school, and use strategic thinking to develop a *School Plan* in two (2) to four (4) of these areas for how the school intends to approach the growth and development of these selected areas.
- This plan must identify short-term and long-term goals. In creating the *School Plan*, the school may draw upon various methods, such as but not limited to, strategic visioning/planning; strategic or multi-year financial planning; school-wide analysis of strengths, weaknesses, opportunities, and threats; data collection and analysis; benchmarking and environmental scanning [i.e. identification of trends likely to affect the school]; a strategic system of planning created by the school; or any combination of these methods.

The *On-Site Visit Team’s* responsibility is to answer the questions:

- “Is the school on target about its strategic vision and does it have the human and financial resources to achieve its goals?”; and
- “Are the school’s policies and procedures in compliance with best practices and *Standards*?”

Where to Begin

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. Administrators, faculty, staff, trustees, clergy, vestry, parents, students (if age-appropriate and applicable) and alumni should have representation.

Instructions for the Head of School

1. Upon receiving the approval to begin self-study from the Director of Accreditation, agree upon a date for the three-day on-site visit. The date for the visit is usually set 12 – 18 months ahead of time, allowing the school adequate time to organize and prepare for the team, including securing the budget for the visit.
2. Inform and orient the school community (faculty, staff, students, parents, trustees, church representatives and alumni) about the process.
3. In consultation with the Board and key administrative personnel, decide which version of self-study is best for the school, and take the necessary steps to initiate that process.
4. Structure, organize, and oversee the self-study process and the on-site visit of the accreditation team. Although the Head of School is ultimately responsible for preparation of the *Self-Study* and all other materials and events related to the On-Site Visit, s/he may form a Steering Committee and delegate some of the tasks.
5. With the help of the Steering Committee Chair create sub-committees and assign self-study writing responsibilities.
6. Appoint a staff member to serve as the logistics coordinator, so many of the tasks relating to accommodations, meals, and transportation for the visiting team may be handled by that person.
7. Approve a budget for the self-study/on-site visit. See the *Sample Budget* section.
8. 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.
9. Make sure the entire Board reviews and signs-off on the completed self-study prior to sending it to the visiting team.
10. Discuss during the Team Leader's pre-visit (2-3 months prior to the on-site visit date), areas of non-compliance with any document(s) in the *Documents in Adherence to Standards* or *Standards of the Association*. Additionally, the Head of School should inform the Team Leader of any special circumstances or situations that might exist. It is also a good time to point out programs or accomplishments of which the school is particularly proud.
11. The Head of School should meet with the Team Leader at regular intervals throughout the on-site visit to share information regarding the visit and to ensure that team requests are being fulfilled.
12. Ask faculty and staff members to be present during the time of the visit, and not away at conferences, workshops, etc. Arrange for part-time faculty and staff to be present at some point during the visit. Ask faculty to avoid giving tests or scheduling field trips during visit days.
13. After receiving the final draft of the *Report of the Visiting Team*, read it carefully and note any

factual errors.

14. Upon receipt of the final *Report of the Visiting Team* and decision of the Standards Committee and Board of Directors, develop a process to share the information with the school community.

Sample Budget

All expenses listed are estimates and vary by the size of the team, accommodations provided, and the location of the school.

Travel expenses for Team Leader's pre-visit (airfare/car mileage, hotel)	150 – 600
Costs of “publishing” the self-study	25 - 75
Team member travel, accommodations, and food expenses (hotel and airport parking, airfare, local transportation, driving mileage reimbursement)	~\$1200 per team member
Reception for Visiting Team - Sunday afternoon	100-500
Materials and supplies for Team workroom	25 - 100
Technology costs	100
Cost of the school's annual audit/review	varies
Stipends (optional)	varies

Steering Committee Responsibilities & Preparations for the On-Site Visit

A Steering Committee appointed by the Head of School, chaired by a member of the committee (preferably not the Head of School) and comprised of faculty, trustees, administration, clergy, alumni/ae, students, and parents, should be matched to sections of the self-study for which the school will create responses. 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, if necessary. Each subcommittee may choose to form a focus group to gather feedback from various school constituents, or the school may choose to conduct a constituent survey prior to beginning the *Self-Study*. The Steering Committee subcommittees work best with a clear timeline of assignments and deadlines for their work.

The below planning structure is recommended.

Tasks:

1. Determine the timeline for tasks related to the self-study process. The self-study usually takes

- six to twelve months to complete.
2. Download the necessary documents from www.swaes.org or as directed by the Director of Accreditation.. Create a *GoogleDoc* for the school's working self-study document:
 3. Conduct constituent surveys prior to starting the self-study.
 4. Review the list of documents required in *Documents in Adherence to Standards*. Since it might take some time to create or update documents, it is advisable to begin this task early in the self-study process.
 5. Complete *Self-Study 1* or *Self-Study 2* as directed by the document template.
 6. Meet regularly. Consider scheduling in-service days for collaborative work to be done.
 7. Conduct focus groups to gather additional information to be used in accurately completing the school responses.
 8. Identify the school's strengths and needs that must be addressed by the visiting team.
 9. Develop an editorial process for the *Self-Study*.
 10. Assemble the report:
 - a. The final report must include all elements of the self-study template. All pages must be numbered. The names of those who contributed to each section must be included.
 - i. The *Cover Page for Self-Study* must be signed by the Head of School and Board President/Chair.
 - ii. The *School Safety Checklist* must be signed by the Head of School.
 - iii. The school's *Annual Report* must be inserted in the *Self-Study*. Contact the SAES Office for assistance in obtaining an insertable copy.
 11. Disseminate the report:
 - a. The Board and Head of School should receive a copy of the final report before it is sent to the visiting team.
 - b. The completed document is sent no later than one month prior to the On-Site Visit.

Self-Study Presentation: A digital version (PDF) of the completed *Self-Study* should be emailed as one document to pblevins@swaes.org, jstark@swaes.org, A printed copy of the report should be available for the visiting team at the time of the on-site visit.
 13. Assemble the *Documents in Adherence to Standards*:
 - a. A school will use documents and templates in an online portal as instructed by the Director of Accreditation.
 - b. The school must have a printed copy of each document available for review at the time of the on-site visit. Each document should be labeled with the *Standards* section letter and document number, placed in a file folder, and assembled in a document "box."
 14. With input from the SAES Staff Representative and Team Leader, make decisions about the schedule of the team's visit,
 - a. Be certain that there will be no special events, such as concerts, field trips, or major fundraising events, during the time of the visit. If at all possible, 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.
- b. Arrange for part-time faculty and staff members to be present sometime during the team's visit.
 - c. Make sure that a typical chapel/worship service is scheduled when the team is present.
 - d. Schedule a fire drill.
 - e. Arrange for representatives of the following individuals and groups to meet with team members at various times during the visit. The Team Leader may request more group meetings.
 - i. Head of School (daily meeting)
 - ii. Steering Committee
 - iii. Administrative team
 - iv. Support staff members
 - v. Rector and/or Bishop, if applicable
 - vi. Board of Trustees
 - vii. Board President
 - viii. Board Finance Committee & Business Manager
 - ix. Parent representatives
 - x. Faculty (before or after school)
 - xi. Representatives for different age groups of students (if age-appropriate)
 - xii. Alumni (if age-appropriate)
 - xiii. Vestry/church representatives (if applicable)
 - xiv. Head of School, Board President, Rector (if applicable) - Wednesday morning
 - xv. Head of School, Board, Faculty, Staff - Wednesday morning/afternoon
 - f. A typical schedule contains:

Sunday—Team members will arrive at the hotel in time to meet the Team Leader and SAES Staff Representative for a team orientation at 2 p.m. Specific team assignments and the visit schedule will be discussed. Later that afternoon, a tour of the school is followed by a short, pre-dinner reception to allow team members to meet administrators, faculty, staff, Board members, the Rector (if applicable) and/or chaplain, parent representatives, and others in the school/church family. Arrangements should be made for team members only to have dinner and an evening meeting.

Monday—The team will spend a full day at the school, visiting classrooms and in meetings.

Tuesday—The team will spend a full day at the school, visiting classrooms and in meetings.

Wednesday— The team will spend the morning at the school and will depart at noon. The Team Leader and SAES Staff Representative meet with the Head of School, Board President, and the Rector (if applicable) to review the contents of the report. At the conclusion of the visit, the Team Leader and SAES Staff Representative will conduct an exit meeting.

15. Create a folder for each Team member that includes but is not limited to the following
 - a. Names and contact information, including cell phones numbers of a person or persons at the school who can inform or provide assistance, as necessary, preceding and during the visit
 - b. Contact information for IT person
 - c. Printed copies of the on-site visit schedule
 - d. Name tag to wear during the visit
 - e. Key to team workroom
 - f. Security badges for entire campus.
 - g. School travel reimbursement form
 - h. School schedule and map
16. Oversee the logistics/hospitality of the on-site visit. Some schools form a Logistics or Hospitality Committee as a sub-committee of the Steering Committee. One person may be appointed to oversee it.
 - a. The school will secure lodging for team members at a nearby hotel. Room doors should open to a central hallway, not the outside. Each person should have a separate room. Team members should be informed well in advance of the visit of the name, address, and phone number of the team 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. Arrange for team member's rooms to have free *Wifi*. The Team will use a hotel meeting room Sunday afternoon and each evening. Materials will be removed from the room each evening when team member meetings end. This space at the hotel should provide an opportunity for all team members to meet, discuss, and work on the report after school hours. The meeting room must have good *Wifi*. For small teams, the Team Leader's room could be a suite with a work table in lieu of a separate workroom for the team. Discuss this with the Team Leader during the Pre-Visit.
 - i. Verify hotel arrangements two weeks prior to the visit to ensure that all preparations are in order.
 - ii. Payment arrangements must be made by the school, so that team members are not responsible for payment upon checking out. All room costs shall be 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 to cover these costs.
 - b. Arrange 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 Visiting Team*. The room must have good *Wifi*.
- c. 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 and on a classroom map identifying the teacher, subject, and grade are helpful.
 - d. The school will communicate with team members regarding travel arrangements. Collect team members' transportation information, and arrange for transportation between the airport and school/hotel and the school and hotel. Team members will be responsible for making their own travel arrangements, but as a courtesy to the school, they are expected to arrange cost-saving travel. The school will be responsible for all ground transportation to and from the airport, as well as between the hotel and school during the visit. Team members who drive to the school should have a dedicated parking space on campus. Provide team members with the name(s) and cell phone number(s) of the person or persons who will pick them up at the airport. Team member cell phone numbers are provided on the Team Roster to use in the event that their travel does not go as planned.
 - e. The school bears the cost of all accommodations, travel, and food expenses for each visiting team member. Should a team member need to arrive on Saturday or depart after Wednesday because of flight schedules, he/she should first contact the Director of Accreditation prior to making flight reservations. If flight schedules 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.
 - f. Communicate with team members regarding their technology needs. Some team members prefer to bring their own laptop computers, while others will need the school to make a laptop available for their use during the visit. A printer is helpful in the school workroom.
 - g. Provide name tags for all school employees, Board members, and participating members of on-site visit meetings. Include division, grade level, and subject, if applicable. Job titles are also helpful.
 - h. Plan and confirm meal and hospitality arrangements for the entire visit, at school and hotel.
 - i. 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.
 - ii. Coffee and non-alcoholic beverages in the hotel workroom are appreciated.
 - iii. The team will require the following meals:

Sunday	Reception refreshments Dinner (team only)
Monday & Tuesday	Breakfast, preferably at the hotel Lunch, at school (may be in conjunction with meetings) Dinner, may be in team meeting room at hotel (team only)
Wednesday	Breakfast, preferably at the hotel Boxed lunches for travel (optional)

17. Be available during the team visit, especially the Steering Committee Chair, in the event that there are questions.
18. Make arrangements to reimburse team members for travel expenses before their departure.
19. After the team's visit, breakdown the team workroom at school and the hotel, sort, store, destroy, and/or redistribute the materials used.
20. Any other thing that comes along!

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

The next step in the SAES accreditation process is an on-site campus visit by a team of Episcopal school educators from other SAES schools, a representative of the SAES Standards Committee, and a representative of the Association. On-site visits typically begin on a Sunday afternoon and end by noon on the following Wednesday.

For reasons of objectivity and balance, SAES leadership is responsible for the identification and selection of all Team Leaders and team members. In accordance with best practices and SAES policies, all accreditation Team Leaders and team members must not accept an assignment if a conflict of interest exists. Common conflicts of interest include but are not limited to the following: team member is a current or former employee of the school; team member has a relative who is a current or former student, employee, or Board member of the school; team member's school is a direct competitor of the school; team member has been in communication with the Head regarding his/her career path; team member has a current or planned consulting or financial relationship with the school; team member has a special/personal interest in the school's accreditation. Do not assume that SAES is aware of any such conflicts of interest. If the school to be visited believes that there is a conflict of interest, the Head of School should discuss it with the SAES Director of Accreditation as soon as possible.

For purposes of planning, the size of the team for schools completing *Self-Study 1* or *Self-Study 2* will be determined on an individual basis, depending on the structure of the school and details of the self-study. Generally, teams will be configured as follows:

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

Report of the Visiting Team

The Visiting Team will write a comprehensive report of its observations and conclusions. The report will be divided into sections that correspond to those in the school's *Self-Study*. The report shall include

Overarching Commendations and Recommendations - A context for the multiple recommendations presented in the report, 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. The overarching recommendations must be addressed by the Head of School in subsequent interim reports to the SAES Standards Committee and, therefore, are binding.

Narratives - A statement that summarizes the 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 required that are intended to foster school growth and improvement, based on SAES Standards (*). Actions that the school must take to resolve areas non-compliance with SAES Standards. These include particular areas of concern and must be addressed by the school in subsequent interim reports to the SAES Standards Committee and, therefore, are binding.

The reference noted as (*) denotes the specific Standard referred to in the Commendation or Recommendation and follows immediately after each commendation or recommendation, e.g. (F.1).

NOTE: SAES accredits school summer programs; however, since at the time of the on-site visit for accreditation summer programs are not observable, the *Report of the Visiting Team* will not comment on the quality of such programs; however, the report addresses the impact of these programs on school operations (income from revenue stream, additional insurance coverage, impact on facilities, etc.). At least one member of the Visiting Team and/or an SAES staff member or designee may make a return visit to the school during the summer immediately following the on-site visit in order to observe the summer program in operation.

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

Upon approval by the SAES Standards Committee and Board of Directors, the Director of Accreditation will

send a digital version of the final report to the Head of School and President/Chair of the Board. One printed, bound copy will be sent to the Head of School.

Statement of Confidentiality & Disclaimer. The *Report of the Visiting Team* is submitted to the SAES Standards Committee, the SAES Executive Director, the SAES Director of Accreditation, the Head of School, and the President of the Board of Trustees of the evaluated school. Copies are not sent to members of the Visiting Team. The report is a privileged document to be used only by the SAES Standards Committee and by the school's governing body, administration, and faculty/staff for internal purposes of the school. Therefore, confidentiality of information is of the utmost importance and expected. Report recipients are not authorized to release information contained in the report without the consent of the Head of School. The school may choose to release the report or excerpts of the report to the larger school community. The report in its final form is not shared with the school until the SAES Board of Directors approves the school's accreditation status.

The SAES *On-Site Visiting Team's* responsibility is to assess the school's program and operation in light of the school's mission as reflected in the *Self-Study Report* and not to evaluate the personnel of the school. Visiting Team members voluntarily express their individual and professional judgment in arriving at the commendations, observations, recommendations, suggestions, and conclusions in the report and are not to be held accountable individually or as a group for injudicious interpretation or unauthorized use of this report. The report is an objective description of the school's program and operation by trained and experienced educators at the time of the on-site visit. Use of the report as an official assessment of any member of the administration, faculty, or staff would be a misuse of its intent and purpose.

Any recommendations on safety issues should be addressed as soon as is feasible. While the SAES Visiting Team may comment on conditions related to safety, this report is not to be construed as substituting for periodic inspections of the facilities as required by law and by principles of good practice in risk management gleaned from professional counsel to the school.

VI. Notification of Accreditation

The *Report of the Visiting Team* will be read by a team of readers consisting of SAES Standards Committee members and the Director of Accreditation. It will then be reviewed and discussed by the entire SAES Standards Committee. 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

The SAES Director of Accreditation will notify the Head of School and Board President of the School, in writing, of the Board of Directors' decision which will be:

- Full Accreditation for ten years,

- 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.

The maximum term granted for accreditation is ten years. Schools may be granted accreditation for a shorter period of time if the Standards Committee determines that particular elements of the *Report of the Visiting Team* reveal areas that should be addressed within a shorter time frame. The *Standards* determined to be out of compliance will be specified in the correspondence with the school so these items may be addressed specifically. The school will be asked to submit *Special Interim Report(s)* for Standards Committee approval by the date specified in the letter to the school.

Under pre-approved circumstances, the school may request retroactive accreditation to include the year of the On-Site Visit, rather than from the initial visit forward. In the State of Texas, schools must complete all phases of the process for their initial accreditation and receive approval from SAES prior to March 1 to have accreditation recognized by the State for that year.

SAES requires an update on progress addressing the Recommendations from the *Report of the Visiting Team*. The *Interim Report* will ask for an accounting of actions taken related to the specific issues and recommendations listed in that *Report of the Visiting Team*, with further focus on instructional quality, governance, financial management, and Episcopal Identity. This will be due five years following the On-Site Visit.

Accreditation Statuses – Provisional & Probationary

A school found to be out of compliance with SAES Standards must correct the deficiencies or face the possibility of being placed on one of two 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 reviewing the *Report of the Visiting Team* and 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.

A school placed on status – *Provisional or Probationary Accreditation* – is expected to submit a *Special Interim Report* required either annually or at intervals prescribed by the Standards Committee. Schools on status are still expected to meet the full expectations of filing all regularly scheduled reports due in the 10-year accreditation cycle.

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

- Failure to make timely and significant progress toward correcting previously noted deficiencies
- Failing to address recommendations made in a *Report of the 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*
- Any issue that would warrant *Provisional Accreditation*, but due to the severity would warrant *Probationary 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 accreditation if there is a justifiable cause. If accreditation is continued, the Standards Committee will determine if there is a change in accreditation status.
 - 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. This must be done within the time limit recommended by the Standards Committee and approved the Board of Directors.

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 Associations 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:

1. Failure to maintain membership in the Association,
2. Failure to demonstrate that the school is indeed an Episcopal school,
3. Failure to demonstrate adherence to SAES Standards of Accreditation,
4. The existence of a major deviation in observed practice from that which was outlined in the school's *Self-Study*,
5. Failure to satisfactorily address Recommendations in the most recent *Report of the Visiting Team*, or failure to submit satisfactory *Interim Reports*.
6. Failure to comply with annual reporting requirements or substantive change reporting requirements as promulgated by SAES.

Appeal of Denial

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

1. A letter of appeal should be addressed to the SAES Executive Director, who will notify the chairperson of the SAES Standards Committee and the President of the Board of Directors of the appeal, and will arrange for a timely review. The On-Site Visit Team Leader, Standards Committee representative, and Director of Accreditation also will be notified.
2. 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.
3. It is the prerogative of the Board of Directors to convene a separate Review Committee if it 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.
4. A report will be submitted in a timely fashion to the Board of Directors for its final decision.
5. 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.
6. The appropriate state agency and diocese will be notified.

Grievances about Accredited Schools

In the event that the Association receives contact from a parent or other individual concerning a complaint about an SAES accredited school, the following steps will be taken.

1. The individual making the complaint will be asked to put this 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.
2. 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.
3. 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.
4. A recommendation will come from the Standards Committee to the Board of Directors for action to be taken. Possible action:
 - a. The school will be asked to submit a written explanation and status report of the area of concern.
 - b. The Standards Committee may issue a letter of caution to the school of its urgent need to correct the situation within a reasonable time period.
 - c. The Standards Committee may recommend:
 - i. a delay in re-accreditation
 - ii. withdrawal of accreditation if the situation is not corrected in the time required.
 - iii. non-renewal of accreditation

VII. Maintaining Accreditation

All SAES schools are required to submit an *Annual Report* at the start of each school year.

SAES accredits schools on a 10-year cycle that includes a *One-Year Head of School Letter*, a *Five-Year Interim Report* and occasionally, a school will be asked to submit a *Special Interim Report*. All reports will be reviewed by the Standards Committee, who will make a recommendation to the SAES Board of Directors regarding the school's continuing accreditation status. The Board of Directors approves all accreditation decisions. There may be exceptions to the interim reporting timeline and requirements if a school is dually accredited by another accrediting association recognized by ICAISA.

Interim and Special Report Templates are available for download from the SAES website. Each report, detailed below will be presented as a one document, digital copy. SAES sets three deadlines throughout the year for receiving interim reports. This schedule coincides with meetings of the Standards Committee in order to maintain efficient and timely decisions. Reports should be sent on or before October 1, February 1, or April 1, to the SAES Office (pblevins@swaes.org) and the Director of Accreditation (jistark@swaes.org).

SAES One-Year Head of School Letter

The *One-Year Head of School Letter* must be submitted in the first year following the *On-Site Visit*. The letter should include the manner in which the school plans to address the recommendations made by the visiting team and any planning that has resulted as a follow-up to the *Report of the Visiting Team*. [Please do not address the individual recommendations, as a status update for each recommendation will be required for the *Five-Year Interim Report*.

SAES Five-Year Interim Report

The *Five-Year Interim Report* must be submitted five years after the *On-Site Visit*. The emphasis in this report is the status of all Recommendations listed in the *Report of the 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.

The report should contain the following items:

✓	Item
	1. <i>Cover Page</i> signed by both the Head of School and Board President
	2. <i>This Checklist for SAES Five-Year Interim Report</i>
	3. <i>Table of Contents</i> page
	4. Current year SAES <i>Annual Report</i>
	5. A <i>Head of School letter</i> describing the major changes that have occurred since the <i>On-Site Visit</i> , such

	as but not limited to a new Head of School or Rector, bylaw changes, program modifications, grade levels added or removed, significant financial development/resolution, or major construction or land acquisition. In this letter, the Head of School should address the status of any overarching recommendations that were made in the <i>Visiting Team Report</i> .
	6. <i>Recommendations</i> – Each recommendation must be stated in full, followed by an explanation of how it has been addressed, how it is being addressed, or why it has not been addressed, along with copies of new policies or other evidence that demonstrate that the SAES recommendation has been met.
	7. <i>Episcopal Identity</i> questions [See below for questions.]
	8. <i>Governance and Financial Management</i> questions [See below for questions.]
	9. <i>Instructional Quality</i> questions [See below for questions.]
	10. By-laws and shared-use agreement (if applicable)
	11. Budget for the current fiscal year
	12. An <i>audit or financial review</i> by an independent CPA completed for the most recent fiscal year and accompanying management letter (if applicable). [See SAES <i>Standard F.3</i> for whether an audit or review is required.]
	13. A statement of whether or not the school has an <i>operating deficit or surplus</i> and plans for resolving the deficit or applying the surplus.
	14. An explanation of the school's <i>long-term debt</i> (if applicable), the terms of payment, and the percent of gross income this represents.
	15. The most recent <i>strategic plan</i> that includes vision, rationales, priorities/goals, and implementation plan with action steps, timeline, funding resources, and people responsible. [Note: SAES requests the <i>most recent</i> planning documents; i.e., if these plans are in progress, the school does not have to create new plans for the <i>Five-Year Interim Report</i> .]
	16. A <i>strategic financial plan</i> that accompanies the strategic plan and puts dollars/resources to the action steps. If this strategic financial plan is not available, a multi-year/long-range financial plan with projections over a period of years is needed.
	17. <i>Crisis response</i> (emergency) <i>plan</i> that includes action steps and policy
	18. Copies of <i>certificates of occupancy</i> for new construction since <i>the On-Site Visit</i> (if applicable)
	19. <i>Log</i> of school safety drills, including but not limited to fire, lock-down, and severe weather drills, for the prior school year .
	20. Copies of <i>safety inspection licenses and certificates</i>
	21. Copies of <i>daycare and program licensing</i> (if applicable)
	22. SAES <i>School Safety Checklist</i> , signed by the Head of School
	23. An explanation of ways that the <i>work on this report</i> has informed the school's understanding of issues addressed? Based on what has been learned, what suggestions does the school have for addressing these issues?

Episcopal Identity questions:

1. How are students intentionally introduced to the uniquely Episcopal qualities in the life of this school?
2. How have the school's religious goals and objectives been successfully integrated into the experience of individual students?
3. Obstacles and Solutions:
 - a. What needs to occur to solve the problems the school has encountered in achieving its goals in this area?
 - b. How does the school plan to address these problems?

- c. How will the school measure the success/effectiveness of its efforts?

Governance and Financial Management questions:

1. How has collaborative work between the Board and the Head of School benefited this school?
2. If applicable, how has collaborative work between the School and the sponsoring parish or diocese benefited this school?
3. What challenges face the Board in providing all the resources necessary for the Head of School to implement the school's strategic plan?
4. What factors are prioritized in the development of the school's long range financial planning?
5. How proactive has the Board been in leading fundraising efforts at the school?
6. Obstacles and Solutions:
 - a. What needs to occur to solve the problems the school has encountered in achieving its goals in this area?
 - b. How does the school plan to address these problems?
 - c. How will the school measure the success/effectiveness of its efforts?

Instructional Quality questions:

1. Working with an updated, highly-effective, and well-articulated curriculum,
 - a. When and by what process was the most recent curricular review done to evaluate its thoroughness of content, its coordination between disciplines and divisions, and its relevance? Include the means by which relevant data was used to inform decision-making. Do NOT send the entire curriculum or scope and sequence.
 - b. How is the school's program/curriculum explained and shared with parents?
 - c. What forms of assessment measure student progress and teaching effectiveness at this school? Please include copies of standardized test scores (by grade level, not individual student scores) for the last two (2) years.
 - d. How does the program/curriculum prepare students for learning and experiences in the future?
2. Presenting an exemplary instructional experience for all students,
 - a. How is instruction differentiated to present the most effective learning environment for all students, including exceptional learners?
 - b. Describe recent professional development emphasis and the school's financial resources committed to this program during the last three (3) years.
 - c. Describe issues related to hiring the best-trained and experienced teachers for the school.
3. Recognizing Obstacles and Solutions,
 - a. What obstacles has the school encountered in the quest to achieve its instructional goals?
 - b. How does the school plan to address these issues?
 - c. How will the school measure the success/effectiveness of its efforts?

Report Presentation: A digital copy of the report, presented as one document, should be emailed to the SAES Office (pblevins@swaes.org) and the Director of Accreditation (jstark@swaes.org) and received on or before (October 1, February 1, or April 1).

Special Interim Report

SAES awards accreditation for a maximum of ten years following the *On-Site Visit*. Conditions may be placed upon a school following the submission of any report if the Standards Committee has concerns regarding specific elements of the school's performance and documentation. A *Special Interim Report*, addressing the areas of concern specified by SAES, must be submitted to members of the Standards Committee by the date designated before the Committee allows the school to resume its regular accreditation cycle. The details and due date of the report will be determined by the SAES Standards Committee and communicated to the school by the SAES Director of Accreditation.

Interim Report for SAES and ISAS or SAIS Dually-Accredited Schools

A school may be accredited by both SAES and ISAS or SAIS. Though a determination of accreditation is made independently by each association, the associations collaborate on the submission of interim reports. In lieu of the SAES interim reports, SAES accepts, with some additional items specific to *Episcopal Identity*, the ISAS (*Five-Year*) or SAIS (*Two-Year*) interim reports on the timetable set by the other association. [NOTE: SAES and ISAS number the years of the accreditation timeline differently. SAES designates Year 1 as the first year following the On-Site Visit, while ISAS designates Year 1 as the year of the On-Site Visit. Therefore, a *Five-Year Interim Report* for ISAS will fall in SAES Year 6.] If a school has an ISAS or SAIS interim report due, SAES should receive the complete ISAS or SAIS report with the following additional items. If any items are required by the other association, duplication is not necessary.

✓	Item
	1. <i>Cover Sheet to Accompany Reports to the SAS Standards Committee</i> signed by both the Head of School and Board President
	2. <i>Checklist Five-Year (SAES/ISAS) or Two-Year (SAES/SAIS) Interim Report for Dual Schools</i>
	3. <i>Table of Contents</i>
	4. Current year SAES <i>Annual Report</i> [Contact SAES Office for an insertable version.]
	5. A <i>Head of School letter</i> describing the major changes that have occurred since the <i>On-Site Visit</i> , such as but not limited to a new Head of School or Rector, bylaw changes, program modifications, grade levels added or removed, significant financial development/resolution, or major construction or land acquisition. In this letter, the Head of School should address the status of any <i>Episcopal Identity</i> overarching (summary) recommendations that were made in the <i>Report of the Visiting Team</i> .
	6. Recommendations – Each <i>Episcopal Identity, School Climate and Culture</i> recommendation must be stated in full, followed by an explanation of how it has been addressed, how it is being addressed,

	or why it has not been addressed, along with copies of new policies or other evidence that demonstrate that the SAES recommendation has been met.
	7. <i>Episcopal Identity</i> documents: <i>By-laws</i> and <i>shared use agreement</i> (if applicable)
	8. <i>Episcopal Identity</i> questions [See <i>SAES Five-Year Interim Report</i> for questions.]
	9. Budget for the current fiscal year
	10. An <i>audit or financial review</i> by an independent CPA completed for the most recently completed fiscal year and accompanying management letter (if applicable). [See SAES <i>Standard F.3</i> for whether an audit or review is required.]
	11. A statement of whether or not the school has an <i>operating deficit or surplus</i> and plans for resolving the deficit or applying the surplus.
	12. An explanation of the school's <i>long-term debt</i> (if applicable), the terms of payment, and the percent of gross income this represents.
	13. Most recent <i>strategic plan</i> that includes vision, rationales, priorities/goals, and implementation plan with action steps, timeline, funding resources, and people responsible. [Note: SAES requests the <i>most recent</i> planning documents; i.e., if these plans are in progress, the school does not have to create new plans for the <i>Interim Report</i> .]
	14. A <i>strategic financial plan</i> that accompanies the strategic plan and puts dollars/resources to the action steps. If a strategic financial plan is not available, a multi-year/long-range financial plan with projections over a period of years is needed.
	15. <i>Crisis response (emergency) plan</i> that includes action steps and policy
	16. Copies of <i>certificates of occupancy</i> for new construction since <i>the On-Site Visit</i> (if applicable)
	17. <i>Log</i> of school safety drills, including but not limited to fire, lock-down, and severe weather drills
	18. Copies of <i>safety inspection licenses and certificates</i>
	19. Copies of <i>daycare and program licensing</i> (if applicable)
	20. SAES <i>School Safety Checklist</i> , signed by the Head of School
	21. An explanation of ways that the <i>work on this report</i> has informed the school's understanding of issues addressed? Based on what has been learned, what suggestions does the school have for addressing these issues?

Report Presentation: SAES must receive the ISAS/SAIS sections, as all sections are needed to present a complete picture of the school. The SAES section of the report and accompanying documents should be added to the ISAS/SAIS interim report sections and presented as one digital document. The report should be emailed on or before (October 1, February 1, or April 1) to the SAES Office (pblevins@swaes.org), the SAES Director of Accreditation (jstark@swaes.org).

Interim Report for SAES and Other ICAISA Dually-Accredited Schools

A school may be accredited by both SAES and another ICAISA recognized association. Though a determination of accreditation is made independently by each association, the two associations may collaborate on the submission of interim reports. The interim reporting timeline and requirements depend on which association has been the lead association for the On-Site Visit. Contact the SAES Director of Accreditation for details.

Substantive Change in An Accredited School

Occasionally in the life of an accredited school, events occur that result in a dramatic change for the school. These changes may be the result of circumstances beyond the control of the school, such as:

- A natural disaster causing significant damage to the school facility and/or local community
- Local economic change such as a major employer downsizing or closing its business, affecting a large number of school families

Other changes may be the result of actions taken within the school such as:

- The school's mission being redesigned to articulate new goals for its program
- An unanticipated/abrupt change in the school's administrative leadership
- A financial challenge requiring a significant change in the school's program
- Undertaking a capital campaign or assuming significant capital debt

[For reports on Added Grade/Program, Added Program - Summer Programs, Added Program - International Student/Homestay Program, and New Facilities, please locate the report instructions detailed earlier in this *Accreditation Handbook*.]

In the event of a substantive change in the school, whether unexpected or anticipated, it must be reported at the beginning of the school year in the school's *Annual Report*. If that change occurs after the report has been submitted, it is the obligation of the President/Chair of the Board of Trustees, the Head of School, or the Rector, in the case of a parish day school, to immediately notify SAES of the situation. 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 such changes. SAES can then continue to offer assurance to the school's constituents in a fully informed, professional manner during the period when changes are being implemented.

In the event of a planned substantive change, it is highly recommended that, prior to final action being taken, SAES is consulted to offer experienced counsel regarding options for achieving successful major changes, models for developing effective communications for the school community, and a timeline for implementing the changes.

It is the obligation of SAES as an accrediting association both to articulate standards of school excellence and work with school leaders to encourage effective means for achieving compliance with those Standards. Since the school's most recent accreditation was based on previous goals or programming, SAES may require the school to enter a period of *Accreditation Substantiation* during which the school is re-assessed for accreditation purposes. If this is approved by SAES, the school will be allowed to retain its accredited status for a defined period upon fulfillment of the following requirements or risk losing its accreditation:

1. The school's board of trustees will notify SAES immediately when the decision is made to implement significant changes in its program. Included in that notification should be contact information for the current President/Chair of the Board of Trustees, the Head of School, and the Rector, in the case of a parish day school.

2. A comprehensive description of the circumstances that lead to the change and the initial plans for adjustment will be provided to SAES within 60 days* of the board's notification. The report must include:
 - a. Signed *Cover Sheet to Accompany All Reports to Standards Committee* Narrative describing the events leading to the decision
 - b. How and when the decision was communicated to the school's administration, faculty and staff, parents and school community
 - c. Personnel, facility, program, and financial changes
 - d. Other major changes anticipated

[*Note: in the event of changes because of a natural disaster, such as major hurricane damage, SAES will accept verbal reporting.]

3. The school will welcome an observer from SAES near the culmination of the *Accreditation Substantiation* process to assess the state of changes made and create a report for the SAES Standards Committee, evaluating the appropriateness of reinstating the school to active accredited status or recommending otherwise.

On the recommendation of the Standards Committee, the SAES Board of Directors retains the authority to reinstate the school to active accredited status or withdraw accreditation.

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 facing a school may jeopardize the safety, health and welfare of its students and/or employees, the SAES Standards Committee and SAES Board of Directors will review the situation facing the school and make a determination about the school's continuing 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 by SAES. 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 Association's 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. If the Association determines that a school's progress is insufficient but not significant enough to impose a warning, the Association will advise the school that if progress or compliance is insufficient at the time of its next Interim Report or 10-year On-Site Visit, the school could be placed on a status or accreditation could be revoked. Failure to make adequate progress toward compliance at any time or failure to comply with the SAES *Standards* may result in the Association's action to 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.

Should a school be placed on warning status, it will be required to submit regularly scheduled interim reports, as well as special interim reports. Interim site visits may be required, as well.

Removal from Membership - A school may be removed from SAES membership at any time, depending on the SAES Standards Committee and Board of Directors' judgment of the seriousness of noncompliance with the *Standards* or with the Association's policies and procedures. Removal from membership, however, usually occurs after a school has been placed provisional/probationary status repeatedly and after persistent or significant noncompliance. Further, a serious instance of noncompliance or repeated instances of noncompliance may result in removal of membership without *Provisional or Probationary Accreditation* status.

Ten-Year Re-accreditation

At the beginning of the ninth school year following the most recent On-Site Visit, the school will be notified that it is time to prepare a new *Self-Study*, including updated *Documents in Adherence to Standards*, and to schedule an On-Site Visit to take place during the following school year. An orientation/training will be scheduled to answer any questions about the process. The goal is for the new self-study to be completed and the On-Site Visit to take place before the end of the tenth year. At the time of the visit, all requirements for accreditation must be met again. Upon successful completion of all requirements, the Standards Committee will recommend to the Board of Directors a grant of re-accreditation to the school.

VIII. SAES Contacts

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806.655.2400 or 866.655.SAES (7237) – toll free

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

School Name	Address	School Status	Total Enrollment
Casady School	P.O. Box 20390, Oklahom	Applicant	835
Oak Hall Episcopal School	2815 N. Mt. Washington	Accredited	125
St. Mary's Episcopal School	505 E. Covell Road, Edmo	Accredited	164



GUIDE for the SAES REPRESENTATIVE

to the On-Site Visiting Team

August 2019

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INTRODUCTION

A successful On-Site Visit for accreditation is a shared responsibility of the visiting Team Leader, Team Members, and the SAES Representative assigned. This demands a number of strategies in a variety of situations: diplomacy, objectivity, professionalism, patience, sense of humor, consensus-building, and closure. It is the Team Leader who serves as the liaison between the school and the Southwestern Association of Episcopal Schools, but the support and assistance of the SAES Rep is tantamount in the overall success of the visit. Although not directly involved with the writing of the On-Site Visit Report, the SAES Rep will share in the teaching and learning of the entire team. With the guidance of the Team Leader, the team as a whole will determine if the school has:

- completed all elements of the Self-Study, including responses to all questions posed, and appendices and documents required by the Self-Study;
- disclosed fairly and accurately a congruence between its mission and its program; and
- hosted a constructive, well-organized on-site visit.

As an SAES Rep, you have unique work to do on your own and as a member of a team. Though you will be working alone to manage the *Documents in Adherence to Standards*, visiting various areas of the school, and forming your own opinions, you will also be sharing your opinions with the team and using their feedback to refine your thinking. This blend of individual and collaborative work is a rich opportunity to grow professionally and personally.

The goals of an On-Site Visit are two-fold. The first goal of the team is to establish if what the school reports in its *Self-Study* is actually in practice at the school. The second goal is to determine if the school is in compliance with the Standards established by SAES for schools who are seeking accreditation. This requires careful examination and thoughtful reflection, and the guidance of the SAES Rep is crucial to the team's understanding of the school's alignment with the mission and the Standards of SAES.

Conflict of Interest: In accordance with best practices and SAES policies, all accreditation team leaders and team members must not accept an assignment where a conflict of interest exists. Common conflicts of interest include, but are not limited to the following: you are a current or former employee of the school; you have a relative who is a current or former student, employee, or Board member of the school; your school is a direct competitor of the school; you have been in communication with the Head regarding your own career path; you have a current or planned consulting or financial relationship with the school; you have a special/personal interest in the school's accreditation. Please do not assume that SAES is aware of any such conflicts of interest. If you feel that you have a conflict, please discuss it with the SAES Director of Accreditation.

The association uses a number of abbreviations throughout its documents with which the SAES Rep must become familiar:

- Southwestern Association of Episcopal Schools **SAES**
- On-Site Visit **OSV** Self-Study **SS** Team Leader **TL** Team Member **TM**
- Head of School **HOS** Director of Accreditation **DofA**
- International Council Advancing Independent School Accreditation **ICAISA**
- Texas Private School Accreditation Commission **TEPSAC**
- Oklahoma Private School Accreditation Commission **OPSAC**

Thank you for your willingness to serve in this capacity on behalf of both SAES and the host school.

Questions and comments about this guide or the information contained herein may be directed to:

Jeanie Stark
Director of Accreditation, Southwestern Association of Episcopal Schools
jestark@swaes.org
512-484-2772

TASKS OF THE SAES REP BEFORE THE ON-SITE VISIT

- 1. INITIAL COMMUNICATIONS** - The Director of Accreditation will notify by email of your selection to an On-Site Visiting Team. You will receive a copy of the Team Roster with email addresses and phone numbers of each team member.
 - 2. TRAVEL ARRANGEMENTS** - Make arrangements as soon as possible for travel to the OSV. Plan to arrive at the team's hotel on Sunday of the OSV in time to attend the initial training session at 2:00 pm; plan to leave after the final scheduled meeting with the school's constituents on Wednesday of the visit. Keep travel receipts or mileage information, and bring them with you to the visit. *Lodging and meals are provided by the host school, and travel expenses related to this trip will be reimbursed. If the visit is extended for personal reasons, the Staff Rep is responsible for the cost of additional lodging, food, and local transportation during that time.*
 - 3. PREPARE TO SUPPORT THE ON-SITE VISIT TEAM** - Become familiar with the SAES *Standards of Accreditation, the Documents in Adherence to Standards, and Criteria for Membership*. These resources can be found at www.swaes.org in the Document Library. Acquaint yourself fully with the school that you are visiting by looking at its website. A sample schedule for an OSV will give you an idea of the visit details. **(Appendix A)**
 - 4. COMMUNICATION** - The Team Leader will communicate with you about the impending visit and with information about the arrival of the *Self-Study* for your review. Any questions about your service on the team should be directed to the Director of Accreditation.
 - 5. THE SELF-STUDY** - The school's Self Study will be posted on a team portal. You will receive an invitation to view the site and all its contents at least four weeks prior to the visit. You are asked to read the entire document thoroughly, making notations for questions, thoughts, and things that stand out to you.
 - 6. TEAM ZOOM MEETING** - A Zoom meeting for the entire team will take place 3-4 weeks prior to the OSV. The TL and SAES Rep instruct the TMs on the use of the team portal and will answer questions concerning the upcoming OSV. The agenda for this meeting is found as **Appendix B**. It is advised that the SAES Rep and the TL visit before this meeting to review the agenda and prepare.
-

TASKS OF THE SAES REP DURING THE ON-SITE VISIT

- 1. TEAM ORIENTATION MEETING** - Convene with the team in either the assigned hotel meeting room or the TL suite at 2:00 pm on Sunday of the OSV. Plan to give an overview of the SAES Rep role on the team.
- 2. ATTEND THE SCHOOL TOUR AND RECEPTION** - Tour the school and be prepared to greet constituents of the host school at a reception. You will be asked to introduce yourself in a group setting.

3. **UPHOLD THE HIGHEST LEVEL OF PROFESSIONAL CONDUCT** - Model at all times an ethical and professional demeanor with members of the school community and the rest of the On-Site Visiting Team, recognizing that discretion and confidentiality are key to the team's work. Express gratitude and offer encouragement, but remain objective and neutral. You are not consulting, so be cautious about offering advice. Please refrain from cell phone use in observations, meetings, etc.

4. **OBSERVE AND COMMUNICATE** - Classroom visitations, meetings with groups on campus, and team discussions provide the information necessary to do a thorough evaluation.
 - Each faculty member should be observed by at least two team members. **During** class observations, do not take notes and do not participate or interrupt. Classroom visits should last a minimum of 15 minutes. Remind TMs to check off a staff member on the roster in the team work room as they are observed.
 - Ask opening, not leading, questions. When a person from the school makes a flat statement, ask him or her to provide an illustration or to cite the facts on which he or she has based this judgment; e.g., "That's interesting, can you give me an example of..." Or "Can you help me to understand this by giving me an illustration of..." Don't cast doubt; just encourage the person to present corroborating evidence. Then it will be your job to determine if the specifics support the general statement.
 - Avoid being dogmatic. Don't impose your educational thinking on the team or the school. Try to determine what the school envisions as its goals, then estimate how fully it is realizing those goals.
 - Be purposeful in seeking information. You will not have time to observe everything in the school. Keep in mind the questions you had when you were reading the *Self Study*. Try to determine what the major issues are, and then seek the information you will require to arrive at meaningful judgments on those issues.
 - Listen carefully to what people tell you. While you are gathering information, attempt to determine why the person is responding as he or she is, as well as noting what the response happens to be. If you remain uncertain about an issue or information, note it and be certain to share it with the group at the next group meeting.
 - Don't take any crucial statement at face value. Check it out by getting independent readings on it. The more perspectives you obtain on any matter, the more fully you will understand it.
 - Avoid evaluations that involve personalities or blame. Keep your focus on the situation as it exists objectively, and remember that the On-Site Visit is a process of school reflection and improvement, not a personnel review. If you have a concern, be certain to discuss it with the TL.
 - Discuss the school and all its aspects freely with your colleagues on the Team. In keeping with the Confidentiality Agreement that you will sign, do not discuss your observations or reactions with members of the school staff.

5. **MEETING SCRIBE** - Beginning with the initial team meeting, take notes about the topics being discussed, questions that the team members have, and other relevant information. At each subsequent meeting, review the previous discussions, remind TMs of their concerns, and ask about resolutions.
 - Create Google Doc and store on the team website for easy access.
 - Assist the TL by keeping track of the overarching themes being discussed.
 - Help TMs to resolve understanding of issues

6. **PROVIDE LOGISTICAL SUPPORT DURING THE OSV** - Assist the TL by keeping track of the meal schedules and details, informing TMs of meeting changes or delays, and working with the school on process matters.

7. **PROCESS ASSISTANCE** - The team will access the team portal in order to write a report on their assigned sections of the Self-Study.
 - Assist the team in the use of the team portal and its features

- Guide the team as they begin their reports in the *OSV Report Template* and check in often for TMs having difficulty
- Review the *Standards* and constantly remind TMs of compliance.
- Explain the *Documents in Adherence to Standards* and instruct the team on their need to review and verify.
- Answer questions of the team regarding the writing of and intricacies of the written report. Helpful writing tips can be found in **Appendix C**.
- Refer often to the sample report and the suggestions below.

Sample Report

Much of the information used in the introductory paragraphs can be gleaned from the school's Self-Study section introduction. There must be enough detail to be clear to someone unfamiliar to the School. To describe a department, it might include the courses taught, the graduation requirements, the number of teachers assigned (full and part-time), the length of time the class is taught each day/week, and any other pertinent information. For self-contained classrooms/programs, give a similar description. Descriptions of other programs, divisions, and administrative/constituent areas should give stats and other information.)

C. Governance

The † † † Episcopal School is governed by a twenty-five member Board of Trustees. Eighteen members are recommended to the Board for election by the Trusteeship Committee. The remaining seven members are elected or appointed in accordance with the School's by-laws. Six of the seven serve as ex-officio members: the Head of School, the President of the Alumnae Association, Business Manager, Rector, one Vestry member, and the President of the Parents' Association. The by-laws require that 51% of the Board be members of the parish. Three Board positions are currently vacant. According to diocesan law, the Rector serves as the Chair of the Board; an appointed Board member serves as the Executive Chair (President). The full Board meets five times a year (September, November, January, March and May); the March Board meeting includes a meeting with the faculty.

Operating within the framework of the Episcopal Church, † † † Episcopal Day School is a ministry of the Parish of † † †. The Rector and Vestry of the Church have delegated the management of the affairs and policies of the † † † Episcopal Day School, in turn, to the Board of Trustees.

The Board has six standing committees (Executive, Trusteeship, Finance, Head Evaluation and Support, Development, and Audit) and two ad hoc committees (Campaign Steering, Strategic Planning). There are clear directives for all Board committees and clearly articulated roles and responsibilities for the Board as a whole and for individual Trustees. There is an orientation program for new Trustees prior to the first Board meeting. Recent revision of Board terms has established a three-year term for Trustees, renewable for two terms. Under the leadership of the Trusteeship Committee, there is an annual evaluation process for the Board as a whole, for individual Trustees and for the Head of School.

In the spring of 2020 the Board approved strategic initiatives for the School in the areas of faculty/ staff compensation, technology, athletics/fitness, diversity, and capital funding. These initiatives were the result of the committee and subcommittee work who held planning meetings from September 2018 to April 2020. Many of the critical factors identified and goals set in these strategic initiatives have been met or are in the process of being met. The Board is beginning to consider planning for new strategic initiatives.

Commendations cite strengths beyond the expected. They must reference the associated SAES Standard, put in parentheses following the comment. Except for the Head of School, individuals must not be commended.

The SAES Visiting Team commends the School for

1. *Recognizing the value of on-going strategic planning. (C.3)*

2. *Articulating clear guidelines for individual Trustees and the Board as a whole that allow a focus on strategic issues.* (C.3)
3. *Revising the Board Committee structure and establishing Trustee terms and limits.* (C.1, C.2)

Suggestions stem from issues that represent areas of relative strength or weakness, or areas in need of improvement that do not rise to the level of commendation or recommendation. These are issues that can be noted, but the school is not held to them as in a recommendation. Suggestions do not need to reference a Standard.

The SAES Visiting Team suggests that the School:

1. *Engage a facilitator to lead the Board through its next strategic planning process.* No reference to standard for suggestions
2. *Consider changing the 51% parish member requirement of Board, exploring either a lesser percent and/or recruiting Board members from other Episcopal parishes.*

Recommendations site areas that Standards are clearly not met, and SAES expects the school to address every recommendation. The Team should specify its concerns to the extent needed for the School to take remedial action. Recommendations must reference the associated SAES Standard (put in parentheses following the comment).

The SAES Visiting Team recommends that the School:

1. *Ensure the full Board's commitment to continued strategic planning.* (C.3)
2. *Address the need to increase the School's endowment.* (C.5.j)
3. *Continue to support a zero based budget.* (C.4)
4. *As recommended in the School's Self-Study, create conflict of interest and whistleblower policies.* (C.5.b, C.5.a)

TIPS FOR ORGANIZING - Commendations, Suggestions And Recommendations should be listed in “descending” order with highest priority first, if possible. Make sure each phrase grammatically completes the opening phrase, “*The SAES Visiting Team commends, suggests, recommends that the School:*”

WATCH FOR PRESCRIPTIVE LANGUAGE - Sample recommendation for a Team’s concern:

The SAES Visiting Team recommends that the School hire an additional music teacher to alleviate the heavy workload of its music faculty.

Too prescriptive.

The SAES Visiting Team recommends that the School review the current schedule and workloads of its music faculty to ensure the objectives of the music program are being met. **Excellent recommendation.**

8. **READ AND EVALUATE THE DOCUMENTS IN ADHERENCE TO STANDARDS** - Read each document submitted by the school and evaluate its content. Using the appropriate checklist (either for StandAlone Preschools, or all other schools) at the end of the report template, and included here as **Appendix D**, mark any document that is either missing or incomplete. Resources for evaluation of the documents can be found on the Team Portal under Resources.
9. **OVERSEE THE PROCESS OF DETERMINING THE SCHOOL’S STANDARDS COMPLIANCE** - Using the checklist at the end of the report template, and included here as **Appendix E**, discuss with the team and mark any standard that has not been met. A recommendation must be written for any Standard not met.

- 10. MANAGE THE REIMBURSEMENT PROCESS** - Distribute the *Reimbursement Form (Appendix F)* to TMs early in the visit, remind and collect completed forms on Tuesday for submission to the Business office of the school.
- 11. CONFIRM VALIDITY OF THE SCHOOL'S ANNUAL REPORT** - Thoroughly review the school's Annual Report and note changes to the program, facility, leaders, or any other aspect that has changed. Be prepared to report changes to the Director of Accreditation at a wrap-up meeting.

TASKS OF THE SAES REP ON THE LAST DAY OF THE ON-SITE VISIT

- 1. COMPLETE CHECKLISTS** - Verify that the *Documents in Adherence to Standards Checklist* and the *Standards Compliance Checklist* is complete.
- 2. COMPLETE EVALUATION SURVEYS** - Remind members to complete an evaluation survey (link will be emailed to each TM overnight) to comment on the visit as a whole, the efficiency of the team, the Team Leader, the SAES Staff Rep, and the entire OSV process.
- 3. DISTRIBUTE NOTE CARDS AND MANAGE COLLECTION OF WRITTEN NOTES OF THANKS** - Help members to choose recipients throughout the school.
- 4. DELETE ANY REPORTS OR INFORMATION UNINTENTIONALLY SAVED ON YOUR COMPUTER** - All information gathered, unless given permission from the Team Leader to retain, must be deleted from personal and school computers.
- 5. ASSIST THE TEAM LEADER WITH THE EXIT MEETINGS** - The Team Leader will guide both of the Exit Meetings, but will ask for the SAES Rep's assistance throughout for details and or comments.
- 6. FINALIZE THE REPORT** - Following the steps below, provide coordination to finalize the report.
 - Ensure that team members have completed their assigned sections, including the references to Standards, prior to leaving.
 - Provide formatting and grammar assistance where needed.
 - Communicate with the Director of Accreditation for editing and clarifications.
 - Once the report is in final draft, send in PDF form to the Head of School with instructions to read thoroughly for factual accuracy. Any corrections reported by the HOS must be received within one week.
 - Notify the Director of Accreditation when edits are completed.
 - Schedule a wrap-up phone meeting with the Director of Accreditation within one week of finalizing the report.



ON-SITE VISIT SAMPLE SCHEDULE

The Team Leader and Head of School will collaborate to schedule necessary meetings.

Date	Time	What	Who	Location
Sunday	Prior to 2 pm	Arrival	Team Only	(hotel)
	2 pm to 4 pm	Orientation	Team only	Meeting Room
	4:15 pm	Leave Hotel for School Tour	Team	(transportation)
	4:30 to 6 pm	School Tour & Reception	Team, School & Church Representatives	School Campus
	6:30 pm	Dinner	Team Only	Restaurant
	8:30 pm	Meeting	Team Only	Meeting Room
<p><u>Evening work:</u> General discussion of observations, impressions, questions; Share impressions of what the school is about; Review schedule, assign constituent meetings.</p> <p><i>Team Goals: Complete travel, settle into hotel, participate in training, prepare for Monday work</i></p>				
Monday	7:30 am	Leave Hotel for School	Team	Workroom
	8 am to 8:30 am	Student Arrival	Team	Campus lot
	8:30 am to 2 pm	Classroom Observations		Campus
	8:30 am	Meet with HOS	TL, HOS, SAES Rep	HOS Office
	9:30 am	Fire Drill	Entire School	Gathering Tree
	10 am	Meeting with CFO	(various names)	Business Office
	11:15 am	EC Student Dismissal	Visiting Team	Campus lot
	11:45 am	Team Check In	Visiting Team	Workroom
	Noon	Lunch/Meeting with Board	Team, Board of Trustees	Parish Hall
	1:30 pm	Meeting with Board Chair	(various names)	Room 203
	2:00 pm	EC Faculty Meeting	EC faculty, team member	EC room 100
	2:30 pm	Student Dismissal	Visiting Team	Campus lot
	2:30 to 3:30 pm	Extended Care Observation	Visiting Team	Campus
	6 pm	Dinner	Team Only	Hotel Workroom

	7:30 pm	Team Check In	Team	Meeting Room
<p><u>Evening work:</u> Review compliance with Standards (based on Self-Study and initial observations); Begin discussion of overarching commendations & recommendations; Initial list of section commendations & recommendations</p> <p><i>Team Goals: Visit relevant areas of focus, contribute observations, begin writing narratives, confirm Standards Compliance in areas of focus.</i></p>				

Date	Time	What	Who	Location
Tuesday	7:30 am	Leave Hotel for School	Team	Workroom
	8 to 8:30 am	Student Arrival	Team	Campus lot
	8:30 to 11 am	Classroom Observations	Team	Campus
	9 am	School Chapel	Team	Chapel
	10 am	Extended Day Staff	(various names)	School Office Conference Room
	10 am	Meeting with School Chaplain/Rector	(various names)	Church
	10 to 11 am	Music Observation	(various names)	Ministry Center Community Room
	11:15 am	Team Check In	Team Only	Workroom
	11:30 am	EC Student Dismissal	Visiting Team	Campus lot
	Noon	Lunch	Visiting Team with Parent Representatives	Parish Hall
	1 pm to 2:30 pm	Classroom Observations	Visiting Team	Campus
	2:30 pm	Student Dismissal	Visiting Team	Campus lot
	2:30 to 5:30 pm	Extended Care Observation	Visiting Team	Campus
	4 pm	Faculty Meeting	Team with LS, MS faculty	LS Room 130 MS Room 150
	6 pm	Dinner	Team Only	Meeting Room
	7:30 pm	Team Check In	Team	Meeting Room

Evening work: Continue list of Commendations and Recommendations; Reading and editing drafts of all section reports; Add Standards reference to section commendations and recommendations; Finalize overarching commendations & recommendations

Team Goals: Make final observations, review Documents in Adherence to Standards and Supplementary Materials as necessary, complete and begin editing report. Turn in reimbursement requests.

Wednesday	8 am	Leave Hotel for School	Team	Workroom
	9 am	School Chapel	Team, as needed	Chapel
	10:30 am	Report to School Leadership	TL, SAES Rep, HOS, Board Chair, Rector	HOS Office
	Noon	Report to School Staff	TL, SAES Rep, school personnel	Parish Hall

Team Goals: Complete report, write thank you notes to school personnel, organize materials for shredding, complete online evaluation survey.



PRE-VISIT ZOOM AGENDA

Team Leader

- Welcome
- Information about the school from the Team Leader Pre-Visit
- Discuss travel arrangements, answer questions about transportation, remind team to travel with roster for emergency numbers
- Inquire about *Confidentiality Agreement* signature

SAES Representative

- Intro to Team Portal (share screen)
- What to pack reminders...laptop, professional clothing, relaxed wear for evening meetings, umbrella, dietary need snacks, sweater or sweatshirt
- Ask for missing information for the Team Roster

Team Leader

- Read thoroughly through the Self-Study making note of questions, concerns, and highlights
- Begin to craft the Introductory paragraphs for your sections
- Questions?
- Invite to call or email with questions before the visit.
- Safe travels and looking forward to working with all!



IT'S ALL ABOUT THE WRITING

The following pages will offer suggestions and prompts to help with the grammatical formatting of the report. The Team Leader and SAES Rep will also provide assistance during the visit.

- 1. RECOMMENDATION WRITING PROMPTS** - address, analyze, appraise, assess, attend, avail, balance, categorize, clarify, classify, combine, compare, compile, compose, conclude, conduct, construct, contrast, correct, create, decide, deduce, defend, demonstrate, design, detect, determine, develop, devise, discriminate, dissect, draw, eliminate, employ, encourage, establish, estimate, evaluate, examine, extend, expand, explain, focus, formalize, generate, hypothesize, identify, illustrate, implement, improve, infer, initiate, insure/ensure, institute, integrate, interpret, investigate, invent, judge, justify, maintain, manipulate, measure, modify, order, organize, originate, operate, paraphrase, plan, predict, prioritize, proceed, produce, propose, provide, recognize, relate, review, revise, resolve, seek, separate, solve, structure, summarize, survey, synthesize, transform, use, withdraw.

Examine the implications of	Intensify efforts
Address the need for	Attend to issues of
Continue efforts	Continue to develop
Continue to support	Study ways to provide
Clarify	Review policy of
Study the process of	Examine fully the process of
Identify ways to	Develop
Examine the possibility of	Study the need for
Recognize the value of	Further examine
Direct efforts to ensure	Initiate a plan for
Take steps to (Take immediate steps to)	Explore
Give immediate consideration to	Re-evaluate
Move in the direction of	Study the feasibility of
Make provisions for	Pursue (actively pursue/seek)
Take steps to	Develop a procedure to
Attempt to establish	Undertake a study of
Study ways to	Continue commitment to

2. **CAPITALIZATION MATTERS** - Capitalize:

- *Visiting Team, Team, and School* throughout the report
- References to departments, staff positions, administrative titles, committees, etc.
- The school’s name

3. **THINGS TO AVOID** - Be careful to avoid the following when writing your section of the report.

- Referencing individual teachers or other school personnel by name, position or small group.
- Using the name of a commercially produced material/product.
- Editorializing and using lengthy descriptions, recommendations, suggestions, and commendations.
- Writing a suggestion when it should be a commendation or recommendation and vice versa. (If there is Team consensus and/or strong, consistent feeling, then make it a commendation or recommendation.)
- Using too many recommendations, suggestions, and commendations. Look at possible combinations if this is the case. On the other end, try to give at least one recommendation and one commendation.

4. **GRAMMAR 101**

Capitalization:

<u>With:</u>	<u>For example:</u>	<u>No capitalization:</u>
Proper nouns:	Stevens Hall, English Trinity School (once identified, may be referred to as the School)	math
Titles	Head of School Rector Board of Trustees	school w/o name teacher, treasurer on site visiting team
Names of specific courses	Algebra 2	history (general course)
Specialty classes	Mandarin Chinese	kindergarten, art, music (general courses)
Divisions	Lower School	

Hyphens:

All compound numbers	thirty-two
All spelled out fractions	one-third
Words hyphenated in the dictionary	part-time, full-time

Who vs. That or Which

<i>Who</i> refers to a person	Sally is the one <u>who</u> rescued the cat. She is on the team <u>that</u> won first place.
<i>That</i> introduces an essential clause	I do not trust products that claim “all natural ingredients”.

Which introduces a non-essential clause

The product claiming “all natural ingredients,”
which appeared in the Sunday paper, is on sale.

Singular or Plural

Staff

The staff is

Staff members are

Faculty

The faculty is

Faculty members are

Ordinal Numbers

Use Grade 3 (not a grammar rule; just choosing one for consistency).

And finally,

Our students attend *Episcopal* (adjective) schools. Members of the church are *Episcopalians* (noun)!



DOCUMENTS IN ADHERENCE TO STANDARDS (v.6.19)

Compliance Checklist

	#	Name of Document	Document is: X - Complete NA - not applicable If document is missing or incomplete, please provide an explanation.
A. Mission	1	The published mission of the School	
	2	School philosophy/core values	
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 other ceremonial events	
	3	Evidence of statements of Episcopal Identity in school publications	
	4	Diocesan canons that pertain to the school	
	5	Religion education curriculum.	
	6	Evidence that the school has a process for conducting initial background and for re-checking as required by state licensing (if applicable) and diocesan requirements. Checks have been made on all employees and regular volunteers, including third party providers and others working in programs that operate outside of the school day/year (such as before and after school care, weekend and summer programs.) Include evidence that anyone working with students on a regular basis, within or outside the school day/year, has been certified/re-certified in <i>Safeguarding</i> . [also in <i>Facilities & Safety</i> , G16, and <i>Teaching & Learning</i> , E17, sections]	
	7	School/church shared use agreement (if applicable), together with descriptions of how costs are allocated between church and school. [also in <i>Fiscal Responsibility</i> section, F12]	
	8	If the school is separately incorporated, evidence of 501(c)(3) status. If the school is not separately incorporated, provide evidence that the school is by charter affiliated with a legally constituted not-for-profit church. [Also in <i>Governance</i> section, C1.]	
	9	By-laws [also in <i>Governance</i> section, C1]	

NOTES:

C. Governance	1	Evidence of the school's charter, constitution, bylaws, articles of incorporation/Certificate of Formation (if applicable), non-profit status [IRS 501(c)(3)] (if the school is NOT separately incorporated, show evidence that the school is, by charter, affiliated with a legally constituted not-for-profit church) [Also in <i>Episcopal Identity</i> section, B8 & B9]	
	2	Board finance committee minutes for the last school year.	
	3	School policies <ul style="list-style-type: none"> ● whistleblower ● conflict of interest ● grievance/conflict resolution ● confidentiality that all trustees sign annually ● anti-bullying/anti-hazing ● anti harassment that includes sexual misconduct/sexual assault ● the location and accessibility of essential records in the event of the permanent closure of the school ● records retention and destruction policy ● gift acceptance policy ● investment and spending (if endowment fund exists) and minutes of recent board meetings pertaining to the endowment 	
	4	Evidence of ongoing strategic planning [also in <i>Fiscal Responsibility</i> section, F.9]	
	5	Board minutes indicating that the audited or reviewed financial statements have been presented to, and approved by, the Board.	
	6	Board self-evaluation instrument, both corporate and individual	
	7	Instrument used for the Board's head of school evaluation	
	8	Board minutes or bylaws or written policy demonstrating that compensation of the head of school is set by the Board, and minutes that note annual compliance with IRS Code 4958 concerning avoidance of Intermediate Sanctions using "Rebuttable Presumption Checklist" (this does not apply to persons compensated \$85,000 or less)	
	9	Head of school's contract with remuneration included. Place in a sealed envelope with signature across the seal to be made available only to the Team Leader of the Visiting Team.	
	10	Board of Trustees Survey with summary of results (see <i>Self-Study</i> Appendix G)	

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—Enrollment Profile (Appendix D)	
	7	Chart of the school's administrative organization (head of school, assistant head, department heads, etc.) and designations for academic levels (PS, LS, MS, HS, etc.)	
	8	Job description and qualifications required for each employee position at the school	
	9	Related documents for performance evaluation processes for administrators and staff	
	10	Student-parent handbook	

	11	Employee handbook [also in <i>Teaching and Learning</i> , E25, and <i>Facilities & Safety</i> , G17, sections]	
	12	Extended school closure protocols	
	13	Previous accreditation team <i>On-Site Visit Team</i> Report and most recent interim reports, if seeking re-accreditation	
	14	Samples of communications with graduates	
	15	Recent capital campaign and/or major fundraising initiative communications	
	16	Parent organization by-laws	
	17	Parent Survey with summary of results (Appendix A)	
NOTES:			
E. Teaching & Learning	1	Curriculum scope and sequence and mapping	
	2	Program materials prepared for parent and public information	
	3	Discipline policies/student code of conduct	
	4	E-learning or online course web page describing the course and indicating the provider's accreditation agency	
	5	Evidence of parent communication regarding student progress and performance (e.g., progress reports, report cards).	
	6	Standardized tests summary by grade level for the last five years (omit student names)	
	7	Technology Acceptable Use Policy for students (if applicable), school employees, and volunteers using school technology	
	8	List of the school's college acceptances for the past five years, if applicable	
	9	College counseling "fact sheet" or school/student profile, if applicable.	
	10	Residential Life/Boarding handbook, if applicable	
	11	Residential life education/curriculum, if applicable	
	12	Residential life staff training manual or appropriate sections of existing handbooks, if applicable	
	13	Residential life permission forms, activity schedules, logs, etc., if applicable	
	14	Evidence of SEVIS certification by the Department of Homeland Security (if applicable- Needed if the school, either day or boarding, enrolls international, non-immigrant students.)	
	15	Homestay host family and/or placement agency contract, if applicable	
	16	Homestay instructions/handbook for supervisors and students, if applicable	
	17	Evidence of, at a minimum, <i>Safeguarding</i> in accordance with diocesan requirements, for homestay host families, if applicable [also in <i>Episcopal Identity, School Climate & Culture</i> , B6, and <i>Facilities & Safety</i> , G16, sections]	
	18	Assessment tool(s) used for evaluation of homestay program, if applicable	
	19	Agreement with other schools, if the school is involved in a boarding program that uses shared dormitory facilities	
	20	Contractual documents with outside agency/consultant involved with bringing international students to the school, if applicable	
	21	Certificate of insurance from any outside agency/consultant involved with bringing international students to the school, if applicable	
	22	Promotional materials and other information regarding summer programs that is sent to parents. Include copies of enrollment contracts or registration forms required for participation.	
	23	Faculty/Staff Information Forms for each faculty and staff person (see Appendix F)	
	24	Faculty/Staff Profile (see Appendix E)	
	25	Employee Handbook [also in <i>Organization & Administration</i> , D11, and <i>Facilities & Safety</i> , G17, sections]	
	26	Faculty/Staff Survey with summary of results (see Appendix B)	
	27	Alumna/ae Survey with summary of results (Appendices C1 and C2) (if applicable)	

	28	Evidence that satisfactory background checks have been made on all people working in summer programs, salaried, contractors and volunteers, and that they have participated in <i>Safeguarding</i> .	
	29	Contracts used with all summer program personnel, whether school employees, volunteers, or third-party providers, if applicable.	
	30	Policies for summer program personnel regarding sexual harassment, substance abuse, attendance, and discipline of students.	
NOTES:			
F. Fiscal Responsibility	1	For the most recently completed fiscal year, audited financial statement with management letter or financial review. [See <i>Fiscal Responsibility</i> Standard F3 for requirement.]	
	2	Verification and summary schedule of the school's insurance coverages: fire and theft, auto loss or damage from owned or non-owned vehicle, general liability/accident or injury, umbrella excess liability, property and casualty, scheduled property, errors or omissions or professional liability, directors/ liability, workers' compensation, other (such as student supplemental medical coverage, flood, business interruption, special events coverage)	
	3	Current budget, actuals year-to-date	
	4	Present salary scale, mean and median salaries, and average percent increase of salaries for each of the last five years	
	5	Description of employee benefit plan(s)	
	6	If the school has bank or mortgage debt, or has issued bonds, a list of the lender covenants and the school's evidence of compliance with covenants.	
	7	Most recent Federal 990 tax return, if applicable	
	8	Statement that no separate bank accounts are open by affiliated organizations (parent association, booster club, etc.) unless the school's business officer has signatory responsibility.	
	9	Multi-year strategic financial plan [also in <i>Governance</i> section, C4]	
	10	Financial records retention and destruction policy [also in <i>Governance</i> section, C3]	
	11	Previous and upcoming summer program budget	
	12	School/church shared use agreement (if applicable), together with description of how costs are allocated between church and school [also in <i>Episcopal Identity, School Climate & Culture</i> section, B7]	
	13	Loan agreement documentation, if loans are outstanding (if applicable)	
	14	Last five years tuition and fee schedules	
	15	Policies for funds management, collection, recording, and reporting	
	16	Profit/loss statement of previous year summer program (if applicable), and projected budget for the upcoming summer.	
NOTES:			
G. Facilities & Safety	1	Current safety inspection licenses and certificates	
	2	Evidence of satisfactory response to lead paint and asbestos hazards, if applicable	
	3	Evidence of satisfactory response to radon, water quality, and other inspections, if applicable	
	4	Daycare and program licenses, if applicable	
	5	Occupancy permits for buildings constructed since last on-site visit	

6	Insurance policies for regular school year and summer programs, including hold harmless agreements with third party providers	
7	Risk management plan, including relevant policies and practices used to mitigate risk to human, physical, and financial assets	
8	Evidence that school meets all applicable fire, safety, and health requirements for the local municipality/state/county/parish in which it is located.	
9	Master site plan, if applicable	
10	Plans, if any, to address major plant replacement, renovations, additions, together with Provisions for Plant Replacement Renewal and Special Maintenance (PPRRSM) account figure	
11	Crisis/emergency response plan	
12	Log of school safety drills, including but not limited to fire, lock-down and severe weather drills, for the last three years	
13	Contracts with third-party contractors who provide services outside the school day/year	
15	Safety/security/injury-medical incident log	
15	Evidence that the school has a process for conducting initial background checks and for re-checking as required by state licensing (if applicable) and diocesan requirements. Checks have been made on all employees and frequent volunteers, including third party providers and others working in programs that operate outside of the school day/year (such as before and after school care, weekend and summer programs. Include evidence that anyone working with students on a regular basis, within or outside the school day/year, has been certified/re-certified in <i>Safeguarding</i> . [also in <i>Episcopal Identity, School Climate & Culture</i> , B6, and <i>Teaching & Learning</i> , E17, sections]	
16	Employee Handbook [also in <i>Organization & Administration</i> , D11, and <i>Teaching and Learning</i> , E25, sections]	
17	Protocol for handling communicable and non-communicable diseases, including immunizations/immunizations exemptions (if applicable). Do not submit individual health or immunization records.	

NOTES:



DOCUMENTS IN ADHERENCE TO STANDARDS for Stand-Alone Preschools *Documents Compliance Checklist*

	#	Name of Document	Document is: X - Complete INC - incomplete NA - not applicable If document is missing or incomplete, please provide an explanation.
A. Mission	1	The published mission of the School	
	2	School philosophy/core values	
NOTES:			
B. Episcopal Identity, School Climate & Culture	1	Chapel service schedule and order of service with age group(s)/school division(s) indicated	
	2	Evidence of statements of Episcopal Identity in school publications	
	3	Diocesan canons that pertain to the school	
	4	Religion education curriculum.	
	5	Evidence that the school has a process for conducting initial background and for re-checking as required by state licensing (if applicable) and diocesan requirements. Checks have been made on all employees and regular volunteers, including third party providers and others working in programs that operate outside of the school day/year (such as before and after school care, weekend and summer programs. Include evidence that anyone working with students on a regular basis, within or outside the school day/year, has been certified/re-certified in <i>Safeguarding</i> . [also in	

		<i>Facilities & Safety</i> , G16, and <i>Teaching & Learning</i> , E17, sections]	
	6	School/church shared use agreement (if applicable), together with description of how costs are allocated between church and school. [also in <i>Fiscal Responsibility</i> section, F12]	
	7	If the school is separately incorporated, evidence of 501(c)(3) status. If the school is not separately incorporated, provide evidence that the school is by charter affiliated with a legally constituted not-for-profit church. [Also in <i>Governance</i> section, C1.]	
	8	By-laws [also in <i>Governance</i> section, C1]	
Notes:			
C. Governance	1	Evidence of the school's charter, constitution, bylaws, articles of incorporation/Certificate of Formation (if applicable), non-profit status [IRS 501(c)(3)] (if the school is NOT separately incorporated, show evidence that the school is, by charter, affiliated with a legally constituted not-for-profit church) [Also in <i>Episcopal Identity</i> section, B8 & B9]	
	2	Board finance committee minutes for the last school year.	
	3	School policies <ul style="list-style-type: none"> ● whistleblower ● conflict of interest ● grievance/conflict resolution ● confidentiality that all trustees sign annually ● anti-bullying/anti-hazing ● anti harassment that includes sexual misconduct/sexual assault ● the location and accessibility of essential records in the event of the permanent closure of the school ● records retention and destruction policy ● gift acceptance policy ● investment and spending (if endowment fund exists) and minutes of recent board meetings pertaining to the endowment 	
	4	Evidence of ongoing strategic planning [also in <i>Fiscal Responsibility</i> section, F.9]	
	5	Board minutes indicating that the audited or reviewed financial statements have been presented to, and approved by, the Board.	
	6	Board self-evaluation instrument, both corporate and individual	
	7	Instrument used for the Board's head of school evaluation	
	8	Board minutes or bylaws or written policy demonstrating that compensation of the head of school is set by the Board, and minutes that note annual compliance with IRS Code 4958 concerning avoidance of Intermediate Sanctions using "Rebuttable Presumption Checklist" (this does not apply to persons compensated \$85,000 or less)	
	9	Head of school's contract with remuneration included. Place in sealed envelope with signature across the seal to be made available only to the Team Leader of the Visiting Team.	
	10	Board of Trustees Survey with summary of results (see <i>Self-Study</i> Appendix G)	
NOTES:			
	1	Published statement regarding the school's non-discrimination policy and demonstration of compliance with IRS Revenue Procedure 75-50	

D. Organization & Administration	2	Sample employment contract or letter of agreement for professional staff	
	3	Sample student application and admission/marketing publications	
	4	Tuition assistance application	
	5	Sample enrollment contract	
	6	Student enrollment history by grade or level; and an accounting of total enrollment for the past 5 years, showing enrollment figures for students of color—Enrollment Profile (Appendix D)	
	7	Job description and qualifications required for each employee position at the school	
	8	Related documents for performance evaluation processes for administrators and staff	
	9	Student-parent handbook	
	10	Employee handbook [also in <i>Teaching and Learning</i> , E25, and <i>Facilities & Safety</i> , G17, sections]	
	11	Extended school closure protocols	
	12	Previous accreditation team <i>On-Site Visit Team</i> Report and most recent interim reports, if seeking re-accreditation	
	13	Recent capital campaign and/or major fundraising initiative communications	
	14	Parent organization by-laws	
	15	Parent Survey with summary of results (Appendix A)	
	Notes:		
E. Teaching & Learning	1	Curriculum scope and sequence and mapping	
	2	Program materials prepared for parent and public information	
	3	Discipline policies/student code of conduct	
	4	Evidence of parent communication regarding student progress and performance (e.g., progress reports, report cards).	
	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 that is sent to parents. Include copies of enrollment contracts or registration forms required for participation.	
	7	Faculty/Staff Information Forms for each faculty and staff person (see Appendix F)	
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	12	Evidence that background checks have been made on all people working in summer programs, salaried, contractors and volunteers, and that they have participated in <i>Safeguarding</i> .	
	13	Contracts used with all summer program personnel, whether school employees, volunteers, or third-party providers, if applicable.	
	14	Policies for summer program personnel regarding sexual harassment, substance abuse, attendance, and discipline of students.	
Notes:			

F. Fiscal Responsibility	1	For the most recently completed fiscal year, audited financial statement with management letter or financial review. [See <i>Fiscal Responsibility</i> Standard F3 for requirement.]	
	2	Verification and summary schedule of the school's insurance coverages: fire and theft, auto loss or damage from owned or non-owned vehicle, general liability/accident or injury, umbrella excess liability, property and casualty, scheduled property, errors or omissions or professional liability, directors/ liability, workers' compensation, other (such as student supplemental medical coverage, flood, business interruption, special events coverage)	
	3	Current budget, actuals year-to-date	
	4	Present salary scale, mean and median salaries, and average percent increase of salaries for each of the last five years	
	5	Description of employee benefit plan(s)	
	6	If the school has bank or mortgage debt, or has issued bonds, a list of the lender covenants and the school's evidence of compliance with covenants.	
	7	Most recent Federal 990 tax return, if applicable	
	8	Statement that no separate bank accounts are open by affiliated organizations (parent association, booster club, etc.) unless the school's business officer has signatory responsibility.	
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	6	Insurance policies for regular school year and summer programs, including hold harmless agreements with third party providers	
	7	Risk management plan, including relevant policies and practices used to mitigate risk to human, physical, and financial assets	
	8	Evidence that school meets all applicable fire, safety, and health requirements for the local municipality/state/county/parish in which it is	

		located.	
	9	Master site plan, if applicable	
	10	Plans, if any, to address major plant replacement, renovations, additions, together with Provisions for Plant Replacement Renewal and Special Maintenance (PPRRSM) account figure	
	11	Crisis/emergency response plan	
	12	Log of school safety drills, including but not limited to fire, lock-down and severe weather drills, for the last three years	
	13	Contracts with third-party contractors who provide services outside the school day/year	
	14	Safety/security/injury-medical incident log	
	15	Evidence that the school has a process for conducting initial background checks and for re-checking as required by state licensing (if applicable) and diocesan requirements. Checks have been made on all employees and frequent volunteers, including third party providers and others working in programs that operate outside of the school day/year (such as before and after school care, weekend and summer programs. Include evidence that anyone working with students on a regular basis, within or outside the school day/year, has been certified/re-certified in <i>Safeguarding</i> . [also in <i>Episcopal Identity, School Climate & Culture</i> , B6, and <i>Teaching & Learning</i> , E17, sections]	
	16	Employee Handbook [also in <i>Organization & Administration</i> , D11, and <i>Teaching and Learning</i> , E25, sections]	
	17	Protocol for handling communicable and non-communicable diseases, including immunizations/immunizations exemptions (if applicable). Do not submit individual health or immunization records.	

NOTES:

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



STANDARDS COMPLIANCE CHECKLIST (v.6.18)

The Standards of SAES reflect the Association's commitment to promoting high standards of education, developing programs that improve knowledge and skills in leadership, governance, administration, teaching and learning, and spiritual formation. The SAES Visiting Team has indicated with (X) that the school has demonstrated compliance with the standard. If the school is not in compliance with a standard refer to the section recommendations.

SAES STANDARD	(X)
A. MISSION	
A.1. The school has a clear statement of educational mission that is in congruence with the school's Episcopal Identity.	
B. EPISCOPAL IDENTITY, SCHOOL CLIMATE & CULTURE	
B.1. The Episcopal Identity of the school shall be expressed within its mission and governance structure, school organization, and operations.	
B.2. Episcopal Identity shall be evident in the spiritual, intellectual, and socio-emotional development of all students.	
B.3. The program shall reflect the Episcopal commitment to being a caring, inviting and welcoming community, which supports varied religious, cultural, and economic backgrounds and family structures in the school community.	
B.4. The school shall provide opportunities for student participation in meaningful programs of service to others with respect for the dignity of every human being.	

B.5. The school shall interact with the community in which it resides, including the parish (if applicable) and the diocese in which it is located.	
C. GOVERNANCE	
C.1. There shall be a provision in the school's by-laws for a board of trustees, which shall be elected or appointed according to clearly established guidelines that advance the school's mission and vision. The board's membership, structure, policies, and practices shall support the school's long-term viability and goals.	
C.2. The by-laws shall indicate that the vestry/diocese has empowered the board to be the governing body of the school.	
C.3. The size and composition of the board shall reflect the expertise and diversity needed to achieve the mission, vision, and strategic goals of the school.	
C.4. The board shall assume responsibility for mitigating risk to the school, be it strategic, operational, financial, or legal.	
C.5. The board shall have policies that include but are not limited to <ul style="list-style-type: none"> ● whistleblower ● conflict of interest ● grievance/conflict resolution ● confidentiality that all trustees sign annually ● anti-bullying/anti-hazing ● anti harassment that includes sexual misconduct/sexual assault ● the location and accessibility of essential records in the event of the permanent closure of the school ● records retention and destruction policy ● gift acceptance policy ● investment and spending (if endowment fund exists) and minutes of recent board meetings pertaining to the endowment 	
C.6. The board shall employ the head of school as its sole employee, delegate the operational functions of the school to the head of school, and respect the boundaries that separate board governance and administrative management.	
D. ADMINISTRATION & ORGANIZATION	
D.1. The school's personnel policies and operations are in compliance with applicable local, county/parish, diocesan, state, and federal laws and regulations.	
D.2. In keeping with its mission and culture, the school's employment and admissions policies and practices reflect the Episcopal tradition of respect for the dignity of every human being. The school promotes an equitable, just, and inclusive community, and its policies and practices shall reflect accordingly. Unlawful discrimination has no place in SAES schools. The school must adopt and publish a non-discrimination policy consistent with IRS guidelines.	
D.3. The administration shall create written policies and procedures that outline roles, responsibilities, code of conduct, operational functions, financial management systems, admissions policies. There shall be clear, written procedures for an annual review of school organization, curriculum, administration, instructional facilities, and the determination of short- and long-range needs. . The school makes full, accurate and truthful disclosure of its mission, policies, expectations, programs, and practices.	
D.4. The head of school shall employ all faculty, staff and support personnel, and shall be responsible for overseeing annual	

performance evaluations. There shall be sufficient administrative staff with the education and experience for their assigned duties to fulfill all essential management functions.	
D.5. The administration shall create protocols for addressing extended school closures caused by natural disasters, major facility emergencies, or other exceptional interruptions of instruction. The policies shall address attendance, alternative or resumption of instruction, obligations to employees and communications with constituents.	
D.6. The school shall have a policy for the retention and destruction of personnel, student, graduate, financial (including fundraising) and medical records, as well as policies on securing these records against loss, identity theft, or fire/water damage, with access limited to authorized individuals. These records shall comply with applicable local, county/parish, state, and federal guidelines and codes, and be backed up both on-site and off-site.	
D.7. Admission policies and procedures shall be clearly defined, transparent, and consistent with the stated mission of the school. These policies and procedures shall reflect the school's efforts to enroll students most likely to benefit from its program. If the school, either day, homestay, or boarding, enrolls international, non-immigrant students, the school shall be a SEVIS (Student Exchange and Visitor Immigration Service) certified school.	
D.8. The school has clearly defined internal and external development goals, which are reported to the board of trustees and school community.	
D.9. The parents' organization shall be open to all parents and shall work with the school administration to assure that parent activities are in keeping with the overall mission and program.	
E. TEACHING & LEARNING	
E.1. The instructional program and its structure shall be developed from the school's stated mission, purposes, and objectives that reflect the educational goals and operational procedures of the school.	
E.2. The school program shall be in compliance with the laws of the state in which the school is located.	
E.3. In all aspects of student life (including early childhood, summer, residential, homestay, extended care, etc.) consideration for the age-appropriate intellectual, social, physical, aesthetic, emotional, ethical, and spiritual development of students is systematically addressed.	
E.4. The school provides evidence that it is engaged in ongoing review, evaluation, and development of its educational program, using data to assess, report, and monitor individual and collective student progress; and shows evidence of using the assembled data to make program adjustments and sustainable decisions.	
E.5. The school demonstrates that its program, practices, and institutional culture are informed by relevant research regarding how students learn and the knowledge and capacities they will need in the future.	
E.6. All administrators, faculty and staff shall be qualified for their positions and responsibilities by education and experience, and shall engage in ongoing professional development. Teachers of children up to and including age 3 shall hold no less than a Child Development Certificate (CDC or CDA) or an Associate's Degree (AAS) reflecting specialization in child development. Teachers of children age 4 and older shall have no less than a baccalaureate degree (BA/BS/BFA, etc.) in an appropriate field. Assistants and extended care staff are not required to hold college degrees but should have other child-care related experiences.	
E.7. The school's personnel policies and operations are in compliance with applicable local, county/parish, diocesan, state,	

and federal laws and regulations.	
E.8. The faculty is provided with adequate time, materials/resources, including technology, to develop and implement the curriculum.	
F. FISCAL RESPONSIBILITY	
F.1. The school shall employ sound financial planning and management policies and procedures with appropriate board of trustees' oversight. The school should develop a long-range (multi-year) financial plan based on data-driven projections that clearly support the mission and the strategic objectives of the school.	
F.2. All revenues generated by or in the name of the school, including related associations and other groups using the school's name, are owned or governed by the school, and are included in the accounting and financial reports of the school.	
F.3. The school's Board of Trustees will engage on an annual basis an independent certified public accounting firm to perform an audit with an accompanying management letter. Once the school has had an audit, a school may exercise the option of alternating audits and reviews, provided there are no more than two reviews between audits. However, a school with total budgetary revenues of \$500,000 or less may exercise the option of an annual review produced by an independent certified public accounting firm.	
F.4. Revenues and expenses of the school must support the school's mission and be in a manner in compliance with Generally Accepted Accounting Principles (GAAP) and managed according to state and federal regulations governing such transactions. In addition, the school must have written policies that place appropriate controls over standard business practices, including but not limited to gift acceptance, endowment and investment management, purchasing and personnel policies.	
F.5. Reasonable and realistic financial plans must be in place to maintain adequate school facilities and program and to meet the current and future obligations of operational budgets and debt.	
F.6. The school shall have a risk management plan, supported by appropriate levels of insurance, to safeguard against human and financial losses.	
G. FACILITIES & SAFETY	
G.1. The school shall maintain facilities and campus in a manner that complies with applicable municipality, county/parish, state, and federal health and safety codes and regulations.	
G.2. The school shall maintain, or have available for its use, physical facilities and campus adequate to support the needs of the program.	
G.3. The school shall maintain appropriate policies and implement relevant programs and training to assure the physical and emotional safety and well-being of its students, employees, and the general school community.	
G.4. If the school provides programs that operate outside of the instructional day or instructional year, either on-campus or off-campus, they shall comply with local, county/parish, state, and federal codes, licensing, and inspections, and have in place adequate insurance coverages and safety protocols.	
G.5. In the event of a crisis, the school shall have procedures in place to implement the requirements of any local, county/parish, state, or national mandate.	

Signature of Team Member _____

Give this completed form and corresponding receipts to the SAES Rep by noon on Tuesday.

For School Use Only:

Approved _____ Date _____



Standards of the Association (v.6.18)

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.

The Standards of SAES reflect the Association’s commitment to promoting high standards of education, developing programs that improve knowledge and skills in leadership, governance, administration, teaching and learning, and spiritual formation. Member schools seeking accreditation must be cognizant of the Standards of SAES and work to meet them. As a matter of both policy and principle, SAES is committed to the highest possible quality of school program and teaching.

Standards define the essence of each section. When a school enters into the self-study process, the school will be asked to provide answers to questions related to each standard. **Standards** are arranged in these sections:

- A. Mission
- B. Episcopal Identity, School Climate & Culture
- C. Governance
- D. Organization & Administration
- E. Teaching and Learning
- F. Fiscal Responsibility
- G. Facilities & Safety

A. MISSION

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

B. EPISCOPAL IDENTITY, SCHOOL CLIMATE AND CULTURE

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

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

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

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

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

C. GOVERNANCE

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

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

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

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

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

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

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

D. ORGANIZATION AND ADMINISTRATION

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

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

D.3. *The administration shall create written policies and procedures that outline roles, responsibilities, code of conduct, operational*

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

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

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

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

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

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

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

E. TEACHING & LEARNING

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

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

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

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

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

E.6. All administrators, faculty and staff shall be qualified for their positions and responsibilities by education and experience, and shall engage in ongoing professional development. Teachers of children up to and including age 3 shall hold no less than a Child Development

Certificate (CDC or CDA) or an Associate's Degree (AAS) reflecting specialization in child development. Teachers of children age 4 and older shall have no less than a baccalaureate degree (BA/BS/BFA, etc.) in an appropriate field. Assistants and extended care staff are not required to hold college degrees but should have other child-care related experiences.

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

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

F. FISCAL RESPONSIBILITY

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

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

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

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

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

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

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

G. FACILITIES AND SAFETY

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

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

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

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

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

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