



**New England Association of Schools and Colleges
Commission on Independent Schools**

Report of the Visiting Committee

St. George's School

Middletown, Rhode Island

September 20-23, 2015

SCHOOL DATA SHEET

School Name: St. George's School

Address: 372 Purgatory Road
Middletown, RI 02842

Telephone: (401) 842-6600

Date of Founding: 1896

Total Enrollment (at the time of evaluation visit): 372

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	Totals
Male											35	44	57	53	0	189
Female											35	53	55	40	0	183
Day											14	19	17	19	0	69
Boarding											56	78	95	74	0	303
Homestay											0	0	0	0	0	0

International students included in the above table who are not U.S. residents:

Day											0	0	0	0	0	0
Boarding											4	13	21	18	0	56
Homestay											0	0	0	0	0	0

Number of Faculty: 90 full-time; 7 part-time

Number of Administrators: 15 full-time; 0 part-time

Brief statement of school's history, mission, and culture – what makes this school unique?

In 1896, the Rev. John Byron Diman, founder of St. George's School, wrote in his "Purposes of the School" that "the specific objectives of St. George's are to give its students the opportunity of developing to the fullest extent possible the particular gifts that are theirs and to encourage in them the desire to do so. Their immediate job after leaving school is to handle successfully the demands of college; later is it hoped that their lives will be ones of constructive service to the world and to God." Over 100 years later, the School carries on in that tradition, striving to strike a balance between minding the past and the preparing students for the future. Many traditions, such as the Christmas Festival and Pie Race, survive, even as the School has adapted its traditions, curriculum and facilities. Today, more than anything, St. George's remains a place for students to be known, challenged and inspired.

Person(s) completing this form: Andrew Herring

Date: 9/24/15

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INTRODUCTION

Founded in 1885, the New England Association of Schools and Colleges, Inc. (NEASC) is the nation's oldest accrediting agency. Since its inception in 1885, the Association has awarded accreditation to educational institutions in the six New England states that seek voluntary affiliation.

The governing body of NEASC is its Board of Trustees which oversees the work of four Commissions:

- Commission on International Education
- Commission on Institutions of Higher Education
- Commission on Independent Schools
- Commission on Public Schools

The evaluation program which the schools undergo is a three-fold process: the self-study conducted by the school, the evaluation by the visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study (Part II), and the valid recommendations of the visiting committee and the Commission. The Commission on Independent Schools oversees the entire process.

Each school is evaluated in terms of compliance with the *Standards for Accreditation*, the quality of *Part II: Reflection, Recommendations, and Issues for Further Discussion*, and how well it is serving the needs of its students. Because each school is different, the base that undergirds the evaluation is the school's own statement of mission and core values.

The Visiting Committee wishes to thank St. George's for their sincere and energetic engagement in the accreditation process, and for their warm and enthusiastic welcome and support for the Visiting Committee. We arrived on the St. George's campus Sunday afternoon and were immediately welcomed by our student tour guides. The reception and dinner at the Head's House was lovely and welcoming. Notably, there were many present parents, several board members, and a cross section of faculty and administrators. At the dinner, Eric Peterson welcomed and thanked us for helping St. George's move forward. Throughout our time at St. George's we were impressed by the community's warmth and desire to grow. In particular, the first phrase in the school's motto, "to be known," was evident in how almost every student spoke of community and their connectedness with each other and the adults in the school.

Not surprising, beginning with the head of school, the leadership of St. George's reflects a desire to grow and learn. St. George's is truly a learning community. The visiting committee was impressed by the level of planning and critically reflective assessment that the St. George's community did in preparation for this re-accreditation process. In particular, it was noteworthy that the school gave itself a P-2 in nine areas, and the visiting committee actually raised six of those to a P-1. St. George's self-study distinguished itself in its honesty and true desire to improve.

We were also very impressed with the campus. The facility is intimate and comfortable, a truly spectacular setting that overlooks the Atlantic. The campus has some striking new facilities which serve the program beautifully. While St. George's was open about the need for significant facility work in the future, the present facility is beautiful and most attractive.

There is no question that St. George's is a "school on the move." In the last seven years there have been several initiatives that are already distinguishing St. George's, and they are not standing still. Just this fall, they are implementing new schedules and new programs that are truly progressive and potentially transformative. St. George's is not content to rest on its laurels, and the thinking guiding the school moving forward is bold and innovative.

The visiting committee came away from our visit feeling like St. George's has many ambitious initiatives, and we felt like there was support at the board, administrative, employee, and student level to make those ambitions a reality. We were energized and inspired by our time at St. George's and are excited to watch the school excel in the years ahead.

THE STANDARDS

Standard 1 (Mission): There is congruence between the school’s stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment **P1**
 Visiting Team’s Assessment **P1**

Brief narrative summary of the school’s position with regard to this standard

(This summary was copied/abridged/adapted from the school’s *Self-Study Report*.)

In 2007, on the heels of its last self-study, the school reaffirmed its commitment to its mission statement. Recent programmatic changes, such as those to the academic calendar, graduation requirements, and the afternoon program, have been undertaken with the mission as a driving factor in the conversation. There is broad consensus that the mission statement is clear and should endure even as programming evolves to help the school implement it. The mission is not often discussed explicitly, students have not meaningfully participated in its review, and it is not discussed explicitly with parents during the admission process.

Observations

On the website and in most of the materials, the mission seems to have two parts. The first is the purpose statement that originated in 1896:

"the specific objectives of St. George's are to give its students the opportunity of developing to the fullest extent possible the particular gifts that are theirs and to encourage in them the desire to do so. Their immediate job after leaving school is to handle successfully the demands of college; later it is hoped that their lives will be ones of constructive service to the world and to God."

The second part of the mission originated in the 1990’s and was affirmed in the 2007 strategic planning process:

As we begin the 21st century, we continue to teach young women and men the value of learning and achievement, service to others, and respect for the individual. We believe that these goals can best be accomplished by exposing students to a wide range of ideas and choices in the context of a rigorous curriculum and a supportive residential community. Therefore, we welcome students and teachers of various talents and backgrounds, and we encourage their dedication to a multiplicity of pursuits—intellectual, spiritual, and physical—that will enable them to succeed in and contribute to a complex, changing world.

The head of school frequently references the original purpose statement as the mission to the community in different settings. The 1896 version is also in the admission folder. In addition, the head of school will periodically and eloquently make the link between the original mission statement and the motto that every student at St. George’s will be “known, challenged, and inspired.”

The second part of the mission does not seem to be referenced very often, and at least one administrator said that it was a bit dated, *As we begin the 21st century...*

Conclusions and Explanation of Rating

There is no question that St. George's is a mission-driven school, and that the community embraces the ideals articulated in the 1896 purpose statement as well as the motto to be "known, challenged, and inspired."

Commendations

The Visiting Committee commends the School for:

1. having a mission that is embraced by all members of school and is reflected in the school's culture of a genuinely caring community, where each student is known and valued.
2. linking the present challenges and opportunities of the school to the founding mission.
3. developing a motto "to be known, challenged, and inspired" that seems authentic and accepted by the community.

Recommendations

The Visiting Committee recommends that:

1. the School be more explicit in which part of the mission statement is used and then share it verbally, in publications, and in the admissions process.
2. the School considers using the head's eloquent link between the 1896 mission and the motto "to be known, challenged, and inspired."

Standard 2 (Governance): The school has an appropriate system of governance that assures that the school remains true to its mission and that it has the necessary resources to support its present and prospective operations.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment **P1**
 Visiting Team's Assessment **P1**

Brief narrative summary of the school's position with regard to this standard
 (This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

St. George's is fortunate to have an experienced and dedicated Board of Trustees that is supportive of the Head of School and allows him to exercise appropriate educational leadership. Committees allow all of the school constituencies to properly participate in decision-making. Though a new Board Chair will take over for the 2015-16 academic year, there is no concern that this leadership transition will interrupt the positive, mission-driven work of the Board of Trustees.

Observations

The Board of Trustees has clearly operated at an appropriate altitude while supporting a seasoned Head and internal administrative team. The administrative structure is relatively clear and well defined (80% of the faculty understand it), as are reporting and collaborating structures from the center of the organizational chart out to its periphery. The survey reports that over three-quarters of the faculty agree they have opportunities to be involved in decision-making. The board is relatively large with 32 trustees serving on a typical range of standing committees plus one on religious life. The recent active engagement of the Bishop of Rhode Island as Honorary Chair has been well received by trustees and the Head of School, as well as by the school chaplain; students also comment on how much they appreciate his presence on campus. There is uniform enthusiasm for the incoming board chair and her ability to pick up the campaign baton and enthusiastically lead fundraising efforts; this will be essential and timely at this stage of the campaign.

The Head of School feels very supported by the Trustees and their commitment to his professional development has had a marked impact on his vision and subsequently the strategic direction of the school. The lengthy time frame of the current strategic plan has allowed for adjustments and flexibility, and recent program and building initiatives have fit well into both the strategic and campus master plans. While the committee has recommended that *the school continue to explore a multi-year budgeting process in conjunction with its strategic and bridge planning*, this seems to be more of a communications issue as the Director of Finance and Associate Head of Advancement have both a plan and process.

Students are eager to participate in the decision-making processes as they apply to policies and regulations surrounding residential life, and there are ample opportunities for this to happen as the school evaluates its inter-visitation policies and advising programs.

Conclusions and Explanation of Rating

It is the determination of the Visiting Committee that the School's Board of Trustees' confidence in and support of the Head, and the Trustees' adherence to matters of governance and sustainability, has resulted in a school that is run effectively and managed well by its internal administration.

Commendations

The Visiting Committee commends the School for:

1. the Board of Trustees' support of the Head of School and its confidence in the School's bold vision for teaching and learning which, while different in delivery from their or their children's experiences, contains the enduring spirit and mission of this storied institution.
2. the clarity of its administrative structure and administrators' roles and responsibilities, and the productive working relationship amongst team members.
3. the 11 years of exemplary service by the out-going board chair.
4. the naming of the second female board chair and first alumna.
5. the deliberate and thoughtful efforts of the incoming board chair to have one-on-one conversations with 31 board members and her desire to be supportive of the head and administration in the transition.

Recommendations

The Visiting Committee recommends that:

1. the School articulates the existing multi-year budgeting process to appropriate stakeholders as they plan for implementation of the final years of the strategic plan.
2. the School finds ways to leverage for the campaign the excitement and energy surrounding new board leadership.

Standard 3 (Enrollment): The admissions process assures that those students who enroll are appropriate, given the school’s mission, and are likely to benefit from their experience at the school.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment **P2**
 Visiting Team’s Assessment **P1**

Brief narrative summary of the school’s position with regard to this standard
 (This summary was copied/abridged/adapted from the school’s Self-Study Report.)

The Admission Office aims to admit the very best students and to balance the needs of prospective students and families, such as for financial aid. The Office clearly benefits from the continuity of having several long-term members; it is equally apparent that it is focused on implementing an admission process that is suitable for contemporary applicants - it has redesigned its materials, explored different interview schedules, developed an alumni interview network, implemented Skype interviews, worked to clarify admission and financial aid procedures, and is utilizing Vericant. Once students are admitted, the Admission Office informs the faculty of the profile of the newly accepted students, thus helping to ensure a smooth transition into the school. However, the school would be well served to further emphasize its mission, and to formalize procedures for leveraging information derived from early-departures.

Observations

Faculty feels that the Admission Office attracts students who are a good fit for the classrooms and community of St. George’s. A newly designed Admission packet is informative and kid-friendly, and the renovated website is thorough and easy to navigate for prospective students and their families. The tagline “*Know, Challenge, Inspire*” is a simple, clear, and effective phrase that resonates with families. This tagline, which is a natural extension of the School’s mission “to give its students the opportunity of development to the fullest extent possible the particular gifts that is theirs and to encourage them in their desire to do so,” is well communicated in Admission materials.

The Admission Office has clearly stated procedures and policies surrounding admission and financial aid. While the self-study found that the School does not have a documented profile of its student body that defines the range and type of students suitable for admission, it was clear from conversations with members of the Admission Office that they do have a strong sense for what makes a student successful at St. George’s, and this knowledge informs admission decisions. Attrition is quite low at St. George’s (on average, just a few students a year), which indicates that the Admission Office is generally selecting students who are a good match for the School; if a student does withdraw, the Dean of Students communicates with the Dean of Admission and seeks to rectify any program deficiencies, if it appears that there are systematic (versus case-by-case) reasons for student departure. There is no formalized process for recording the information gleaned from departing families.

The St. George’s community seems to desire a more diverse student population, and the Admission Office would like to support this goal.

There is commendable communication between the Admission Office and the faculty at large regarding the needs, talents, and strengths of incoming students prior to their arrival. However, the Admission Office could work more closely with the Dean's Office in advisor and roommate selection for new students to ensure a smooth transition.

Data analysis is facilitated by a FileMaker Pro platform which adequately meets the needs of the office. The ability to be able to retrieve and evaluate data will continue to be of utmost importance to the success of the office. Only one full-time support staff member manages appointments, three different application platforms, and the database, as well as international student paperwork.

Conclusions and Explanation of Rating

The self-study identified a need for the Admission Office to further emphasize the mission with prospective families, in the hopes that doing so would alleviate some tensions on the residential life side once families join St. George's. The visiting committee does not find that the Admission Office fails to review or communicate the mission with prospective families. The committee recommends that the Admission Office be cognizant of their messaging with prospective families regarding the School's expectations and rules. The self-study also suggested that the School create formalized procedures to gather information from early-departing families. The visiting committee found that information is gathered whenever a student withdraws, but the information is not captured, recorded, or shared in a formalized way. Given these findings, the visiting committee suggests a rating of P1 for this standard.

While the Admission Office communicates quite well with the teaching faculty, increased collaboration with the Dean's Office prior to the arrival of new students could be beneficial for the students' transition and the support made available to them.

The Admission Office could likely benefit from additional support staff, and it seems incongruous that the Admission Office handles paperwork for current international students.

Commendations

The Visiting Committee commends the School for:

1. the Admission Office should be commended for working closely with the Director of the Merck-Horton Center for Teaching and Learning (and Instructional Services) and the faculty at large in providing information on newly enrolled students.
2. the Admission Office staff are enthusiastic ambassadors of the School, with a clear sense of St. George's core strengths.
3. the Admission Office is professional, knowledgeable, and accommodating and clearly realizes it is in the customer service "business".

Recommendations

The Visiting Committee recommends that:

1. the School considers relocating and centralizing the support and management of current international student affairs, in particular the SEVIS paperwork.
2. the Admission Office and Dean of Students Office develop a procedure that facilitates collaboration regarding the transition of incoming students.
3. the Admission Office continues their efforts to enroll a diverse student population.
4. the School creates a process for recording information gleaned from students who withdraw early.

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school’s mission and core values, and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

Assessment of Standard

Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment: **P1**

Visiting Team’s Assessment: **P1**

Brief narrative description of the school’s position with regard to this standard

(This summary was copied/abridged/adapted from the school’s *Self-Study Report*.)

The St. George’s program is diverse and comprehensive, especially given the size of its student body. The program’s intellectual, aesthetic, and physical activities offer students the opportunity to develop at appropriate levels during their time at the school, are well suited to the range of students who attend, and are closely aligned with the school’s mission. However, the schedule should be reviewed to ensure that all aspects of the program are afforded the time they demand and the faculty would benefit from professional development focused on improving its cultural competency.

Observations

The visiting committee was struck by the thoughtful portrait of an institution on the move that appears in the self study. The school is not afraid of change, not afraid to take risks, and not afraid to move deliberately and swiftly to improve the school.

Changes that are underway or in process include the creation of SGx, the implementation of a trimester academic calendar alongside an alternating 6-day / 5-day weekly schedule, changes to the afternoon activities program, the separation of courses from the AP-designation, and the consideration of new graduation requirements.

While it is too early to fully evaluate these changes, there is a palpable awareness on campus that they serve the institution’s primary goal to “know, challenge, and inspire” its students. Specifically, the school has provided opportunities for teachers and students to meet in Conference blocks and has found space in the weekly schedule for music rehearsals. The changes also align with other recent school initiatives, including the creation of the Merck-Horton Center of Teaching and Learning, the construction and renovation of academic spaces, the addition of personnel in key offices (notably an assistant director of diversity, additional college counselor, and student activities coordinator), the development of rich and unique global studies opportunities, and the creation of several standing committees to oversee various aspects of the program. In short, the changes underway clearly are part of a strategic vision for the school, one that reflects the faculty’s desire to:

1. *Deepen the ownership of every student over their program of study/experience at St. George’s;*
2. *Explicitly introduce a range of skills to be developed in every student in order to qualify for the St. George’s diploma;*
3. *Continue to ground the academic program in traditional disciplines, especially in the lower Forms, while increasing opportunities for interdisciplinary work in the upper Forms.*

The SGx program, which invites students over the course of their careers to “solve for x” in project-based, design thinking exercises, is just getting off the ground. The changes to the afternoon activities program do allow students more flexibility, especially in V and VI form years. The school should continue to look into how these changes affect enrollment in programs - from athletic teams to theater productions. Members of the Teaching and Learning Committee have begun to examine ways to integrate six essential skills (resilience discovery, communication, collaboration, creativity, and analysis) into the graduation requirements. This committee has also served as an engine for new interdisciplinary courses and brought the FOLIO program to campus to help manage the teacher evaluation process. The Merck-Horton Center is a vital and unique resource in facilitating, enriching, and driving these changes.

The curriculum at St. George’s is diverse and balances innovation with tradition. The school is intentional in creating programs, inside and outside the classroom, that are age-appropriate, as well. The visiting committee was struck by the ability of the faculty and administration to reflect carefully on the “why” behind program goals and changes. This may account for the school’s ability to adopt change both meaningfully and quickly. The new weekly schedule also makes it clear that the “how” of implementing new programs is thoughtfully considered, especially as it relates to the students’ experience.

Conclusions and Explanation of Rating

St. George’s School can take pride in being an innovative independent school that is willing to take risks in an effort to educate students for a rapidly changing world. The academic curriculum features interdisciplinary offerings, maker-spaces (the FabLab), support for faculty and students that is grounded in fresh research (through the Merck-Horton Center and its relationship to Harvard Graduate School of Education), the implementation of project-based / design thinking learning opportunities, and a wide-array of global study opportunities (including unique programs like Geronimo). The afternoon activities program reflects a thoughtful attention to student interests and passions. And the residential life curriculum is especially effective in its attention to the school’s youngest students.

In the portions of the self-study that identify areas warranting attention, the visiting committee believes that more attention to the “how” as it relates to adults on campus could help the faculty meet its aspirations for ongoing reflection and improvement. Most notable is the desire to improve professional development as it relates to cultural competency in the realm of equity, diversity and inclusivity. The Safe Zone training that many faculty have undergone could provide a model for training in these areas. The visiting committee was pleased to see evidence of emerging interest among faculty for this kind of professional development. The enrollment in a book group spearheaded by the Director and Assistant Director of Diversity is high, as is participation in various conferences on issues of diversity and privilege. Among faculty, there is good energy on campus for participating in diversity initiatives. Time is always a limiting factor in attending to these issues, of course, but the school’s new schedule begins to address the desire to set aside time for the community to discuss these issues. By instituting set times within the weekly schedule for meetings of departments and committees, the faculty could also find space for ongoing reflection and training.

The self-study on Standard 4 was crafted nearly a year ago, and the visiting committee was pleased to see how thoughtfully the vision and plans articulated in the self-study have begun to take shape. The School Life Program blocks on 6-day weeks, for example, provide the community with time to explore issues ranging from health and wellness, diversity, and leadership.

Commendations

The Visiting Committee commends the School for:

1. the innovation of its curriculum and the diversity of opportunities available to students.
2. the successful improvements to the Arts program and facilities which was identified in previous NEASC reports as needing attention.
3. the comprehensive vision that is guiding changes in programming.
4. the commitment of the faculty to the hard work of curricular change.

Recommendations

The Visiting Committee recommends that:

1. a task force review the daily, weekly, and yearly calendar in order to more equitably assign time across all aspects of the program;
2. professional development, to include requirements to fulfill specific benchmarks, is employed to help cultivate cultural competency among the faculty.
3. a process is set up to systematically and formally evaluate how the many initiatives and changes underway impact all areas of the program. Student, faculty, staff and parent input should be solicited in these assessments.
4. time is made for faculty to explore ways to support students in the school's ongoing efforts to address matters of diversity and inclusion.

Standard 5 (Experience of the Students): The school actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the school.

Assessment of Standard

Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment: **P2**
 Visiting Team's Assessment: **P2**

Brief narrative description of the school's position with regard to this standard
 (This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

The faculty at St. George's School seeks to KNOW, CHALLENGE and INSPIRE its students, and to provide an appropriate student experience. These goals are best evidenced by the school's academic feedback loop, which helps identify and support students who are struggling; the commitment of the faculty to the students who are admitted; the school's willingness to make modifications to the program, as appropriate; and the communication that occurs among the faculty, the administration, students, and parents. The school must make sure that adequate time is allotted for teachers to plan and to continue to address the needs of students, and the faculty should be trained to serve as advisors and members of a pluralistic community and student body. Additionally, the faculty should be diversified so that it more accurately reflects the diversity of the student body.

Observations

The visiting committee was impressed by the strong sense of community at St. George's. The small size of the student body, the warm and caring nature of the faculty in addition to the vibrant residential curriculum, all allow for the recognition of differences within the student body. The committee quickly noticed that most full-time teachers know well the majority of the students, even if they do not teach, coach or work with them in the dorm. The administration clearly understands the importance of the full-faculty discussion of every St. George's students and is modifying the way in which it leads these discussions in order to streamline them.

In spite of this strong sense of community, faculty and students both voiced the need for a more formalized training in cultural competencies. Increased training can only serve to make this tight-knit community even more so and allow for a better understanding of those with whom they live.

With the implementation of the new academic schedule in 2015-2016, the school has not only created extra time for students to meet with teachers, but also increased scheduled time at the end of the school day in which to further the Student Life curriculum. The facilitation of SafeZone training for faculty has allowed for an increase in awareness of cultural competencies. Organic efforts on the part of the Diversity Office, such as the recent creation of a book club, allow for faculty discussion about a variety of diversity issues. These initiatives suggest a desire and willingness on the part of the faculty to learn how to address these issues in a sensitive and informed way. The school appears to be at a critical point where the desire for learning is palpable; this desire, in conjunction with a strong Diversity Office, could lead to a faculty well-versed in current cultural issues.

The school's self study notes that *St. George's also actively supports initiatives in cross-curricular collaboration, particularly through funding from the Merck-Horton Center, and encourages innovative course development. There is a longstanding commitment to cross-curricular collaboration.* This practice manifests itself in team-taught interdisciplinary units during regularly scheduled classes as well as in full interdisciplinary courses. The relationship with Harvard Graduate School of Education allows St. George's to explore the science behind teaching and learning, a noteworthy feature of programs to support the student experience. The recent move to a trimester schedule could also further facilitate experimentation. This impressive commitment serves to differentiate the school's academic program while supporting its mission of *developing to the fullest extent possible the particular gifts that are theirs* and its stated desire to *challenge and inspire*.

The faculty are eager for more time to plan their courses and voiced a concern that the lack of scheduled department meeting time during the weekly schedule often leaves only lunch and possible common free periods to address student issues and to discuss curriculum. One aim of the new weekly schedule is to create more time for students to meet with teachers during the academic day, but the faculty stated that they need more scheduled time during the day if they are to be effective agents of support for students.

This is a strength of the school and one that again reflects its mission. In addition to the resources cited in the Self Study (Instructional Support Services, for example), the school is devoted to supporting exceptional projects called Student Designed Faculty Mentored Activities in lieu of regularly scheduled afternoon programs. The hope is that individuals can, with faculty oversight, experiment with or pursue individual passions during this time.

With the recent hire of a new Director of Counseling and Health Education, the school is intentionally revamping elements of its approach to meeting the counseling and guidance needs of students, particularly in regards to alcohol, drugs, and relationships where educational strategies are beginning to become more conversational and empowering and less traditionally academic. Advisors and residential life teams also benefit from training meant to address new challenges as they emerge. A recent expert-led residential life training exercise is but one example of this.

The school invests great time and effort in working with students and their parents to understand the college process and to find the school that is right for them. To that end, the school has hired a third college counselor to reduce the ratio of students assigned to each. It has also begun to work with students earlier, in the fourth form year, in an effort to help them understand themselves and their needs, but in particular the financial reality of pursuing a higher education and understanding the ways in which financial aid might influence the process.

It is apparent to the committee that St. George's strives to promote *equity, justice and inclusivity* in a variety of ways. The Honor Code, regularly referred to by the students when talking about school infractions helps to "foster a climate in which all members of the community may feel comfortable and thrive". The efforts led by the Office of Diversity to create a clear, well-defined and engaging year-long curriculum which would *inspire students to respect and value diversity and to be active and responsible citizens* was lauded by many faculty and administrators. Director of Diversity, Kim Bulloch, made it clear, however, that time needs to be carved out in order to more effectively create a year-long dialogue, as diversity education should be a continued dialogue as it is, in her words, a "journey and an exploration".

Because of the wide variety of ways, both formal and informal, the school uses to gather information, the committee feels that a *systematic* approach to gathering of information *to inform program planning* is not always necessary. Regular student comments from teachers, advisors and coaches address student experience and modifications and *changes are made as appropriate*.

Conclusions and Explanation of Rating

St. George's devotion to its students' experience reflects its mission. Further, the school's drive to know, challenge, and inspire students is at the center of all considerations, plans, policies, programs, and pedagogy. It

is clearly a student centered school. Furthermore, these plans and programs are appropriate, comprehensive, and in many cases innovative. The committee feels that the school's self study was honest and accurate in its understanding of its strengths and in its understanding of what it needs to do to improve.

Commendations

The Visiting Committee commends the School for:

1. an impressive commitment to 'knowing' its students in a way that is present in virtually every area of the school.
2. the successful integration of the Merck-Horton Center and Instructional Services in the lives of both faculty and students and the commitment to interdisciplinary curriculum and experimentation through the Center.
3. a mission driven College Counseling approach that includes the addition of a new counselor and the initiation of contact with students at the end of their fourth form year.
4. their continued effort to include students in reflection and program / curricular design through student run organizations such as INSIGHT.

Recommendations

The Visiting Committee recommends that:

1. the School capitalizes on faculty enthusiasm for more effective (curriculum development and student life curriculum) development and student life training and creates more opportunities for collaboration by budgeting more time.
2. the School prioritizes the goal that the student body and faculty reflect the diversity of the world outside of St. George's.

Standard 6 (Resources to Support the Program): Given the school’s mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school’s program.

Assessment of Standard

Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment: **P2**

Visiting Team’s Assessment: **P1**

Brief narrative description of the school’s position with regard to this standard
(This summary was copied/abridged/adapted from the school’s *Self-Study Report*.)

St. George’s possesses sufficient resources to support its programs and those resources are overwhelmingly used to mission-appropriate ends. The school is an exemplary neighbor, generously sharing its resources with the local community and taking advantage of local resources. That being said, there are obvious areas for growth, such as more and better-used academic space, more consistent daily schedules, and the ever-present desire for additional financial resources. The school is eagerly awaiting the opening of its new Academic Center, the renovation to the DuPont Science Building, and the progression of the capital campaign, all of which will alleviate existing challenges.

Observations

The visiting committee was struck by campus-wide evidence of a clear relationship between programmatic vision and efforts to support that vision with exemplary resources. The new Academic Center and renovations to the DuPont Science Building reflect not only demands for classroom space but also the creation of an intentional space for 21st century learning that aligns with curricular changes underway at the school. In addition, classrooms throughout campus are well-supported and include interactive whiteboards, speakers, ample desks and board space. The impending renovation of the Memorial Schoolhouse, the space most in need of attention, will further enhance the student experience. In addition, the visiting committee was impressed with the variety and number of common spaces throughout campus which have allowed for more collaborative learning (both formal and informal), quiet study, and social interaction.

During this time of renovation, creation, and renewal of classroom spaces, the faculty is acutely aware of how *limited and limiting* current classroom space is. Teachers teach in multiple rooms and may find themselves far away from department colleagues and opportunities for collaboration. The school is well aware that the School House is in fairly desperate need of reconstruction, and is currently working toward a new vision of that facility. There is some question, depending upon whom you ask, about whether or not the renovated School House should strive to give teachers their own working space. Multiple teachers feel strongly about having their own space, understanding that they might have to share the classroom with one other teacher; however, there were several faculty who feel the need to have their classroom work space that is uniquely their own.

Existing classrooms are appropriately furnished and equipped to allow for good teaching, but the faculty and administration are aware of the need to enhance wireless bandwidth in all spaces (including dormitories) except the new Academic Center, which has excellent wireless capabilities. The Director of Technology has a clear picture of how an upgrade to bandwidth can take place alongside construction. *The Technology Department works to include faculty in academic-technology decision making, as appropriate. This is accomplished through*

surveys, pilot programs, and training before new solutions are introduced by the school. For example, the school's Laptop Program, . . . now offers the choice between a Mac or PC laptop . . . Students and faculty appear to be generally pleased with the implementation of Canvas as the Learning Management System (LMS) for the school.

Additional curricular support is provided by the Director of Library Services, the Merck-Horton Center for Teaching and Learning, and the office of Instructional Support Services. These resources are tailored to serve faculty and students in both a responsive and proactive way. The Director of Library Services and staff are available to work with individual teachers on curricular goals and has created a manual to standardize the development of research skills and informational literacy in the student body. The Merck-Horton Center invites teachers to explore curricular change within the context of the latest educational research and coordinates yearly studies in the field. Peer tutoring and instructional support guide students through their course of study with a special focus on equipping them with lifelong skills.

The athletic facilities of the school are excellent, but there are many in the community who would like to build a turf field so that the field hockey and lacrosse teams, in particular, can continue to compete successfully in the ISL.

Dormitory and residential life resources are mixed. The Buell and Wheeler dorm spaces for the third form students are exceptional, both structurally and organizationally, and they offer an important source of community bonding for the youngest students. They are well staffed with both faculty and prefects, and the shared common room for boys and girls is a beloved space on campus. East and Zane dormitories are also well-maintained residential spaces. It was made clear through discussion with certain residential faculty that the older dormitories, and the lack of appropriate spaces for day students, are areas of concern.

The committee observed concern voiced by the faculty and students that the number of special schedules can interfere with a consistent daily schedule. Administrators understand that this is an issue and are working toward proactive planning of a cohesive Student Life curriculum. In this way, students and faculty alike will know in September what the curriculum will entail and can plan their own curriculum around the school schedule.

The school maintains a healthy relationship with the local community and *strives to be a good neighbor*. In addition to voluntarily paying property taxes, the school opens its campus to its neighbors for use of open spaces and athletic facilities. The school also opens its doors to the community for attendance at cultural events on campus, such as theater productions and the Christmas Festival.

Conclusion and Explanation of Rating

The School has worked diligently to provide adequate resources for the community, from academic and art facilities, athletic fields and complexes, to dormitories and faculty housing. In the past five years alone, the school has made significant improvements to its facilities. The newly renovated Hill Library, Center for the Arts and Academic Center all support the program in significant ways. The construction and recent opening of the Academic Center, housing the latest and most technologically up-to-date labs, science and math classrooms (to be opened in mid-winter 2016), has not only alleviated previous space limitations, but also allowed for a new era in STEM learning at St. George's. In addition, classrooms throughout campus are well-supported and include interactive whiteboards, speakers, ample desks and board space.

The pressing need to renovate Memorial Schoolhouse and the implementation of a new and untested weekly schedule may be behind the *Self-Study* assessment of P2. The plans that are already in place to address the Schoolhouse renovation and the openness of the administration to keep tinkering with the weekly schedule to meet the needs of faculty and staff suggest that a P1 rating is reasonable.

Commendations

The Visiting Committee commends the School for:

1. the recent renovation of the Drury, Grovesnor Center for the Arts, the Hill Library, and the Academic Center.
2. the recent adaptation of a new schedule and the implementation and support of innovative programs;
3. and the addition of personnel and the restructuring of positions in important areas to support the program.

Recommendations

The Visiting Committee recommends that:

1. a task force of teaching faculty and administrators be formed to evaluate the major event schedules from the past ten years and work to achieve greater fluidity and standardization on a year-to-year basis;
2. with the oncoming shift to a trimester-schedule, the Student Life Committee prepare and share a sample school calendar for the 2016-2017 academic year to be used as a resource for the full faculty to offer feedback and discuss opportunities for improvement;
3. as much of the school's infrastructural needs will be addressed over the coming years as the capital campaign proceeds, an all-hands-on-deck approach be utilized to ensure that all employees understand its mission, know their role in it, and contribute to its success.
4. the School considers pairing building renovation projects with upgrades to wireless capabilities across campus.

Standard 7 (Episcopal Identity): The Episcopal identity of the school is appropriately supported and nurtured, and that identity impacts the experience of the students.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment **P2**
 Visiting Team's Assessment **P1**

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

St. George's has many attributes that are Episcopal in nature: facilities, hiring and admissions procedures, and graduation requirements all are affected by the school's Episcopal heritage. The regular chapel services attended by students, faculty and community members are woven into the schedule of school life in a central and prominent way, and there are opportunities for voluntary religious and spiritual involvement on smaller and more personal levels. However, there is ambiguity about the Episcopal nature of the school when it comes to how it presents itself. The website, for example, makes no obvious mention of the school's Episcopal affiliation or spiritual life on campus. Furthermore, a substantial minority of community members feel the expectation to attend religious services was not made clear to them when choosing to attend or work at St. George's. Whether or not these ambiguities are intentional, the school would be well served to evaluate them as it seeks to affirm both its Episcopal identity and its ethos of inclusion, and to discuss how its Episcopal identity should impact and inform all areas of school life.

Observations

St. George's is home to a remarkable Episcopal Chapel and maintains strong connections to the Episcopal Diocese, especially in the last four years as part of Bishop Knisley's tenure.

While the Episcopal nature of the school is not clearly stated in the mission statement, the self-study rightly indicates that *since the nature of the Episcopal Church is that of inclusion and spiritual growth, and the school's mission statement specifically includes "serve to others" and "respect for the individual," as well as "constructive service to God," the mission statement implies the school's Episcopal nature.*

Further, St. George's is committed to maintaining regular chapel services, hosting two all-school services a week and offering optional services throughout the week. Tuesday chapel services are more secular in nature but *still have a liturgical form that draws on the wisdom and tradition of the Book of Common Prayer.* The Thursday services are longer – 55 minutes – and are much more focused on celebrating the Episcopal faith. Regarding the Episcopal mission of inclusion, the St. George's community does an admirable job of embracing and celebrating all students, encouraging and providing opportunities to students of different faiths to practice their personal beliefs. Conversation with a Muslim student revealed that the school gladly provided access and transportation to an area mosque for worship services; linked to this, space in the Little Chapel had also been reserved for a Muslim student for daily prayer. Loosely confirmed in conversation among some faculty, though, was the self-study acknowledging that *students and faculty recognize that the school tries to make everyone feel included, but not every attempt is seen as successful.*

Various meetings confirmed that the school maintains a very active and positive relationship with the diocese and the Episcopal community. The relationship with Bishop Knisley appears to have served the school well in refining its views relative to faith and understanding.

The administration has taken a renewed interest in the school's Episcopal identity, going so far as to establish a Religious Life subcommittee on the Board of Trustees. The school also offers a robust religious studies program, offering five ethics and religious studies-based courses, and graduation requirements ask that three trimesters of religious studies be completed. While these courses offer a foundation in world religions and/or ethics and morality, an Episcopal-specific course is lacking; several faculty members commented that the chapel program is designed to serve in this capacity.

Conclusions and Explanation of Rating

St. George's is a very healthy school with regard to their Episcopal identity. While there are certainly some changes that the administration can implement, St. George's should be commended for their thoughtful and thorough consideration of what it means to be an Episcopal school. Conversations with the Bishop, Chaplains, and larger community revealed that the Chapel program is central to the St. George's experience. By engaging in this very necessary dialogue, it is clear that St. George's is a leader among Episcopal schools.

Commendations

The Visiting Committee commends the School for:

1. addressing Episcopal Identity, a standard not required by NEASC. St. George's used the absence of an Early Childhood Program Standard as a way to address an important issue central to their culture and identity; this act is truly indicative of the organization's desire to be critically reflective and true to their mission. In doing so, St. George's has effectively established the standard for other Episcopal schools.
2. creating a Spiritual Life sub-committee at the board of trustee's level and the active engagement of Bishop Knisely on the board in the life of the school.
3. their desire to further understand their Episcopal identity and especially commends their ongoing and strong relationship with NAES, the Episcopal Diocese of Rhode Island, and its Deanery.

Recommendations

The Visiting Committee recommends that:

1. the Admission Office and Dean of Faculty make the school's expectations regarding its Episcopal identity clearer to prospective students and families and faculty.
2. the School form a committee of faculty, students, and community members to discuss "What does it mean to be an Episcopal school?" from all perspectives.

Standard 8 (Residential Program): The residential program and/or homestay program provide for an intentional curriculum, appropriate facilities, engaging activities, and adequate supervision to meet the needs of each student.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment	P1
Visiting Team's Assessment	P1

Brief narrative summary of the school's position with regard to this standard
(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

St. George's provides a structured and caring residential experience for students. The school dedicates significant amounts of time, energy, and money to foster a residential community that enhances and supports the school's programs. St. George's views the residential experience not as an adjunct to the social or academic growth of the students, but as vital component and opportunity for them to grow as citizens. However, opportunity does exist for the school to be more intentional about how it fosters this residential community and supports its dorm faculty and student leaders.

Observations

The residential program is a real strength of the School. Its design and implementation foster a genuinely strong community atmosphere. In particular, faculty and students laud the freshman year residential experience for both boarding and day students, who enjoy dedicated space in the freshmen dormitories. The "freshman experience" and the resultant class unity do not seem to hinder the experience of a new sophomore entering into a class with a year together under its belt, though some new sophomores report a need for better integration into an already-bonded class.

Campus wide, there are clear, consistent structures and expectations in each dormitory. Students seem to understand the need for rules and expectations and don't feel unnecessarily burdened by them. Older students enjoy the freedoms they earn.

The School hopes to adjust spaces on campus for day students, perhaps by dedicating space for them in dormitories. Despite perceived weaknesses in day student spaces, it is clear that day students are welcomed as full participants in the School community.

Students feel well cared for by the School. There are a variety of popular weekend activities available, and the International Club pays particular attention at the start of school to helping international students adjust to a new culture and navigate the surrounding area. International students make up close to 20% of the residential population, but there doesn't seem to be as much conversation at the school surrounding their experience as, for instance, there is for day students.

Faculty express desire for increased training around issues of inclusion and multiculturalism, which seems especially important in a close-knit, residential setting like St. George's.

Students are not often solicited for feedback on residential life, and there appears to be inconsistency in the responsibilities for prefects; freshmen dorm prefects play a key role in running the dormitory and communicating with faculty, while other dorm prefects appear to have much less responsibility. Upperclassmen students who are not prefects may not be challenged by the school to lead in other ways.

Administrators expressed concern about a potentially unhealthy “boy culture” being shaped by the living situation for boys: nearly 100 upperclassmen boys live in three directly adjacent buildings (“the complex”), while the remaining 30 or so boys live in a fourth, separate dormitory. Boy prefects living in the upperclassmen dormitories are much more challenged to define themselves as leaders than are their counterparts in the freshman dorm.

There is some unevenness in the conditions of the dormitories but nothing particularly out-of-pattern amongst most if not all boarding schools. The possible future renovation of Diman in “the Complex” into faculty living spaces, and a subsequent new dormitory, would greatly improve the quality of the residential experience for older boys and for resident faculty; this is an exciting initiative, but not an urgent one. Teachers and students are becoming less and less dependent upon hardwiring their electronic devices into the school’s internet, increasing the need for reliable wireless throughout the dormitories and campus.

Conclusions and Explanation of Rating

The visiting committee is convinced that peer schools will be very interested in learning from the implementation of SGx, the new schedule, Merck-Horton, etc.; likewise, there are residential life curricula at peer schools which St. George’s might benefit from exploring. Regular review of the residential life program that includes input from both dorm faculty and students can inform the direction of residential life initiatives.

Commendations

The Visiting Committee commends the School for:

1. the intentionality and consistency of its residential life design and structure
2. the obvious commitment of faculty members to all areas of residential life
3. the palpable sense of a strong community

Recommendations

The Visiting Committee recommends that:

1. the Dean of Students Office and dorm heads explore methods and programs for training and orienting dorm staff and residential student leaders.
2. the School clarifies and magnifies residential life expectations in faculty job descriptions and the handbook, particularly as the School places experience and passion for working with teenagers at the forefront of the hiring process.
3. the School undertakes a regular review of the residential life program that garners input from dorm faculty, prefects, dorm residents, and staff.

Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school and the school follows a comprehensive and defined program of professional development that supports continued enhancement of teachers’ skills.

Assessment of Standard	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment **P2**
 Visiting Team’s Assessment **P2**

Brief narrative summary of the school’s position with regard to this standard
 (This summary was copied/abridged/adapted from the school’s *Self-Study Report*.)

St. George’s School clearly seeks to attract and retain qualified, experienced faculty and staff members, and takes appropriate steps to help them develop in their roles. These efforts are largely cooperative, involving administrators, department heads and members, and, when appropriate, students. In addition to providing extensive support for faculty to pursue professional development, the school treats the faculty and staff with respect and values its diversity. The school’s staff members are devoted employees who work behind the scenes to actively support the experience of students and faculty. The school could improve clarity and communication of its expectations about many of the professional responsibilities of the faculty, as well as provide more professional development related to cultural competency for all faculty and staff. In addition, the school could improve its orientation of new staff, as well as efforts to be more deliberately inclusive of staff in school communication and programs.

Observations

The co-chairs of this standard chose to alter the language to represent the contributions that both faculty and staff make to support the mission of the school. This step is indicative of a laudable effort on the part of the Administration to lessen the cultural divide between faculty and staff.

St. George’s is sufficiently staffed with well-qualified faculty and staff who effectively and caringly carry out the mission of the school. The vast majority of the faculty hold advanced degrees and the school invests heavily in professional development for their ongoing growth, including support for graduate work. According to the self-study, a faculty task force defined professional development during the 2013-14 school year as “a regular, ongoing and dynamic series of activities that help faculty improve in all areas of their work with students and colleagues at school. Professional development can consist of any type of activity, both on campus and off, that enables learning, enhances skills, and advances understanding of all aspects of school culture, both in and out of the classroom.” The task force went on to characterize what “effective professional development” includes or is: “openness to new ideas; assisting us in our work to help and know students; keeping up to date with curricular and pedagogical issues; active, applicable, and appropriate; both on campus and off-campus experiences.” The committee notes that faculty seem pleased with the level of professional development support the School offers and considers the Merck-Horton Center to be a tremendous asset. An opportunity exists to tie

professional development more intentionally to the outcomes of evaluative conversations with faculty. The committee also notes that professional development for staff does not seem to be an institutional priority.

There is a clear sense in the self-study that faculty members desire professional development work in the areas of diversity, inclusion, and cultural competence. The feedback the committee received supported this conclusion and we noted that discussions in this realm have begun organically and are being supported through the work of various administrative offices. Consistent, intentionally scaffolded work on hiring practices, school culture, and cultural competency will be crucial for this important work to take root in the community and needs the support of the Administration.

Performance evaluation was a theme in several reports. The committee notes the reference in the Standard 11 report to a 2012-2013 discussion that resulted in a “recommendation that the school formalize the processes of teacher/staff review and evaluation.” In addition, the Standard 11 report recommends that “the school continue to improve and develop programs for providing regular, consistent performance evaluations for all personnel.” The committee agrees with this recommendation. The current system of ongoing conversations with Department Chairs and administrators for classroom teachers has tremendous benefits and is being supported by the use of Folio. There is a sense amongst the faculty that more formal, periodic evaluations in addition to these ongoing discussions, might be worth considering. Further refining the evaluation of teaching practice, particularly in light of the ongoing work being done by the Teaching and Learning Committee, will be a valuable next step. The “deductions” of the self-study as to teaching excellence are instructive and should generate productive conversations amongst the faculty, as will consideration of the role that student feedback should play in evaluation. There is a consistent call across several Standard reports for more clear and effective evaluation of the residential, coaching, and advising pieces that are such important aspects of workload at a boarding school. The committee agrees with these calls and also observes that currently no consistent performance review system seems to exist for staff.

St. George’s continues to value and prioritize its teacher-coach model. While there are roughly one hundred coaching positions at the school, only seven or eight of them are staffed by coaches who do not work at the school. Coaching is rarely prioritized in the hiring process, but the Athletic Director (AD) does have a hand in it. The AD also participates actively in the evaluation of coaches. The process involves the coach writing an end of season report, a student survey, and individual meetings with Varsity coaches. The AD and Assistant AD also try to visit practices with frequency. The AD meets with new coaches three times over the course of the season and offers support during the season as needed. One particular challenge that is common to many schools in NEPSAC is hiring and retaining female coaches.

The committee took note of the comment in standard 9h that professional behavior is not explicitly defined; rather it is learned” formally and informally from others. The range of possible advice on this front suggests that discussion of a more formal “code” of professional conduct, particularly in terms of professional boundaries, might be a fruitful process.

Workload transparency and equity are issues at almost every boarding school, and St. George’s appears to be no exception. Whatever steps can be taken to clarify workload expectations and salary processes would be welcomed by the faculty.

Conclusions and Explanation of Rating:

The faculty at St. George’s are happy. They have weathered a few years of turnover and rapid change but seem to have emerged energized, focused, and eager for what lies ahead. They are dedicated to their students and proud of the school. Addressing the divide between faculty and staff remains a need.

The central themes encountered by the visiting committee revolve around the dual issues of expectation and evaluation. These are central elements to any well-run school and there appears to be an eagerness to clarify and supplement the feedback processes that currently exist. In addition, efforts to improve communication on

matters formal and informal would benefit the entire community. (This issue surfaced in several Standard reports.)

Finally, the desire for cultural competency training for adults in the community was palpable, and would ideally occur as part of a larger plan to address issues of community and inclusion at St. George's.

Commendations

The Visiting Committee commends the School for:

1. its efforts to address the divide between faculty and staff;
2. the professional development resources it affords the faculty;
3. its recognition of the need for systemic work on cultural competency and inclusion;
4. its commitment to the teacher-coach model that reflects its internal slogan of 'knowing, challenging, and inspiring' students.

Recommendations

The Visiting Committee recommends that:

1. the School explicitly define what "cultural competency" means at St. George's, and offer regular, defined training to develop it in its faculty and staff; and,
2. the School explicitly define what excellence as regards teaching, advising, serving in a dorm, and supervising an afternoon activity look like at St. George's;
3. the School makes more deliberate efforts to include staff in all training programs and meetings.
4. the School use its agreed upon definitions of "excellence" in the above listed realms to inform and further develop its performance evaluation and professional development programs, as recommended in Standard 11.
5. the School develop an intentionally defined process for diversity hiring as part of an overall plan to address the diversity of the school community;
6. the School develops a system of professional evaluation for staff.

Standard 10 (Administration): The administration provides leadership and maintains a structure to facilitate the effective functioning of the school, including the participation of faculty in decision-making.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment: **P2**
 Visiting Team's Assessment: **P1**

Brief narrative summary of the school's position with regard to this standard
 (This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

St. George's has a dedicated, qualified, and effective administrative team, which is comprised of seasoned boarding school people, many of whom teach, do dorm duty, and supervise afternoon activities. Although its structure and membership have changed extensively in recent years, its focus on putting students first and solidifying the school's position as a leading boarding school has not wavered. However, members of the school's faculty feel as though they are not included in decision making, and the administrative structure is not well understood.

Observations

The committee notes that the School has undergone a significant amount of change in both program and personnel in the last few years. In a small community, this will always create a certain level of anxiety. While regular communication from the Administration and regular opportunities for individual and group feedback will certainly help alleviate some of that anxiety, a certain level will persist. Roughly a quarter of the faculty surveyed reported that they did not feel adequately involved in decision-making. In many ways that is a small number, but further efforts towards bringing all faculty on board will surely bear fruit. That said, the care and intentionality that appear to have been hallmarks of this transitional period are worthy of commendation.

One faculty member reported that the school is headed in a "better direction," largely because the faculty was now (mostly) "pulling in the same direction." That direction is a result of diligent work on the part of the administrative team, which is clearly striving to improve the experience of both students and adults in the community. The fact that 91% of the Faculty and 94% of the parents believe that school leadership is effective is remarkable and worthy of particular note.

The committee notes that the standard committee added standard 10g, that the "administrative structure of the school is clearly outlined and understood by the faculty." The visiting committee affirms that this is an issue for further attention and notes, also, that the Head of School has taken steps recently to clarify the current structure of the school administration.

Conclusions and Explanation of Rating

The School's administrative team works diligently to ensure that the school operates well today and plans thoughtfully for tomorrow. Balancing both is a difficult task and the current team is doing it nicely and deserves the positive views held by faculty and parents. For this reason primarily, the visiting committee found that a rating of P1 was more appropriate for this Standard.

Many major initiatives and changes have included substantial faculty input and have, as a result, enjoyed faculty support and buy-in. These efforts to include faculty input have not gone unnoticed, are appreciated, and provide a strong model for future community work. Desires for more communication will always exist, and the suggestions for more regular publication of minutes from committees are indicative of this reality. Steps in this direction will bolster the already strong sense of collaboration and communication on campus, as will more transparency as to the process of administrative evaluation.

Commendations

The Visiting Committee commends the School for:

1. the energy and thoughtfulness that the School's administration brings to ensuring that St. George's remains true to its mission while evolving to meet the needs of its students in the 21st Century.
2. the development of an organizational chart that effectively explains the different leadership responsibilities.
3. the opportunities it provides for faculty members to grow into administrative roles.

Recommendations

The Visiting Committee recommends that

1. the School continue its current practices that involve faculty members in decision making, and institute practices, such as distributing minutes from meetings, to help faculty members remain in the loop;
2. the School continues its efforts to clarify its administrative structure.
3. the Head of School work towards an appropriate and appropriately transparent system of evaluation for administrators.
4. the organizational chart be shared more widely with employees at the school.

Standard 11 (Evaluation and Assessment): The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment: **P1**
 Visiting Team's Assessment: **P2**

Brief narrative summary of the school's position with regard to this standard
 (This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

Each academic year begins with the recitation of the mission statement to the Board of Trustees and the faculty, and it is re-visited regularly in an effort to clarify intentions and ensure that school's programs and procedures are appropriate. The school also looks within and beyond its walls (e.g., to various consultants) for perspectives related to the overall success of the school's programs and procedures. As a means of monitoring progress, a consistent effort is made to evaluate the performance of all personnel employed by the school, but that effort could be more regular and cover a broader range of responsibilities. Similarly, the school does not effectively leverage information it could glean from its students body and alumni to inform review of its programs and procedures.

Observations

It is clear to the committee that the School has been engaged in a thoughtful, wide-ranging examination of its academic program and practices. It is clear, also, that many of these initiatives have been driven by adherence to the mission. Of particular note is the effectiveness of the "Known, Challenged, Inspired" rubric in focusing this evolutionary process. The fruits of these efforts are visible not only in the work of the Advancement and Admissions offices, but in the initiatives currently being driven by the Committee on Teaching and Learning.

It is apparent to the committee that multiple conversations occur around the evaluation of many aspects of school program: classroom, athletic, residential/student life. These conversations appear to be welcome opportunities for professionals to discuss their craft in the many areas where boarding school adults function. Less clear, though, is the extent to which the school holistically evaluates the various programs that support the school's mission, and how much those evaluations employ data from students and teachers in reaching conclusions. For example, the Athletic Department's annual review was cited several times as an example effective, proactive program assessment. This exception noted, however, the self-study continues on to report that "systematic reviews of other aspects of the school's program...are not conducted." This is an area for attention moving forward and an opportunity for the School to employ a more formalized and data-driven approach to program review.

Several of the standard indicators point to areas where data could help inform programmatic modifications. Such examples as student surveys, the College Work Readiness Assessment, and alumni feedback could help inform the evolution of the campus and curriculum. The addition of Folio to the faculty review process helps to

facilitate multiple conversations around teaching and learning, though it does not by itself formalize performance evaluation. Several faculty mentioned their appreciation of Folio.

The Committee observed, and multiple faculty confirmed, that the Merck-Horton Center, in conjunction with the Harvard Graduate School of Education, serves a critical purpose in the assessment and evaluation of curriculum, as well as the inspiration of classroom innovation. Interested faculty meet regularly to pursue important topics concerning pedagogy and the Director of the Center, in addition to the Teaching and Learning Committee, supports faculty who choose to investigate and, perhaps, implement various techniques. The Center facilitates and encourages faculty to research and eventually present on a variety of educational topics.

School administrators report a combination of formal and informal feedback from the Head of School. Administrators would benefit from a more consistent and transparent process not only in terms of personal and professional growth, but in the clear communication to the faculty that they, too, are expected to engage regularly in evaluation and self-reflection.

The self-study recommends further development of programs for individual performance evaluations. The committee agrees and discusses this topic in more depth in the Standard 9 report.

Although the “Diversity Vision Statement” and “Policy on Non-Discrimination” are clearly stated in *The Shield*, and St. George’s considers both of these routinely in coordinating programs, the committee observed substantial desire for further community work in this realm. A clearer “policy and plan on diversity and difference,” in the words of the indicator, will be a substantial next step towards further diversification of the school community and should be a top institutional priority.

Conclusions and Explanation of Rating

There is significant work happening at St. George’s and the rating appropriately reflects the scope, significance, and effectiveness of this work. The School’s mission consistently and appropriately serves as a valuable guidepost in this process and the Administration is well-positioned to lead this work.

The School could include more short-term and longitudinal data in its efforts and is encouraged to explore ways to do so, particularly as it makes changes to the academic program. In addition, bolstering the rolling assessment of program and people that already takes place with more formal and periodic processes will help to plan and assess the initiatives the School plans to undertake.

Finally, the School also should devote more focused attention to matters of diversity and inclusion across all aspects of campus life and learning.

Commendations

The Visiting Committee commends the School for:

1. the work that the Merck-Horton Center does with students and faculty to assess their teaching and learning.
2. their efforts to evaluate program and their willingness to implement significant changes in order to serve students and put St. George’s at the forefront of independent school education.

Recommendations

The Visiting Committee recommends that:

1. the School continue to improve and develop programs for providing regular, consistent performance evaluations for all personnel;

2. the School develops procedures to leverage information gleaned from its students before, during, and after their tenures at St. George's to better measure the progress of its students and to better inform review of its programs and admission procedures.
3. the School consider, given innovations and ongoing assessments steered by the Teaching and Learning Committee, planning a more formal, holistic, and periodic review of the academic curriculum.
4. the School considers inviting outside evaluation teams, similar to what the Advancement Department has done, to periodically review and assess departmental curricula and pedagogies.
5. the School considers creating a more comprehensive policy and plan on diversity and difference, derived from its mission and core values in order to support the faculty and administration as they work toward diversifying the community.

Standard 12 (Health and Safety): The school is a safe and healthy place for students and faculty.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment **P2**
 Visiting Team's Assessment **P2**

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

St. George's provides a safe and healthy environment in which students and school personnel can thrive. King Hall provides varied and nutritious meals, as well as coffee and fruit all day long; the school offers 24-hour access to its Health Center, as well as round-the-clock support by its Campus Safety Officers. However, although the school's crisis and safety and security plans are complete and are readily accessible to community members, there remains work to be done to ensure that they are clearly understood by school personnel, students and parents.

Observations

It is evident that the school cares deeply for the health and safety of all community members. One example of the school's commitment to its students' physical and emotional well-being can be seen in the way in which St. George's has prioritized sleep. The school devoted significant time and resources to conducting a campus sleep study and then implemented changes to the schedule that reflected the importance of a later start.

There is concern around the lack of a known Crisis Response Plan that was stated in the self-survey and confirmed in conversation with faculty, staff, and students. The Crisis Response Plan is comprehensive and a variety of notification systems exist, but community members were unaware of what they should do in the event of a crisis. To mitigate this threat, the school intends on educating all community members on a response consistent with their *Crisis Planning Document* and conducting an ALICE drill in early November.

The school employs a capable and active Campus Security Office, maintaining a strong relationship with local law enforcement and first responders. The REACH technology platform that is used in the Dean of Students Office appears to also support student accountability efforts, furthering ensuring campus safety and security.

It should also be noted that the school lacks a standing committee to review the safety of on- and off-campus activities as required by indicator 12.h. Consequently, individual faculty members and department directors are responsible for their respective areas. While these individuals demonstrate an impressive due diligence in this regard, many faculty and staff members expressed a longing for the oversight of such a committee.

Regarding facilities and staffing for healthcare, the Health Center is centrally located and provides more than adequate care for the students. The Health Center staff works in conjunction with other student-focused departments, including the Director of Counseling and Health Education, Dean of Students, Athletics Department, and an active Student Life Committee. The elected student Health Council also serves to address

the needs of the student body by raising important concerns and facilitating an open flow of important health-oriented information.

While the self-study noted that *reliable means for securing transportation to off-campus appointments* was a potential weakness, the Health Center staff do have a system in place to ensure that all students make their off-campus appointments; this is affirmed in no missed or cancelled appointments as a result of transportation issues.

The physical facilities and staffing for healthcare are more than adequate to meet the needs of the student body. The school recently hired a second full time athletic trainer along with an intern from Bridgewater State College, more than doubling its staff in this area. This allows for better care and has helped in the school's efforts to manage new concussion protocols. Staff in both the Health Center and Athletic Training facility are widely available – including during free periods in the academic day.

The dining hall is not large enough to accommodate the entire community together. The school has approached the challenge of alleviating pressure on the facility through creative scheduling in the afternoon and evening. The SAGE Dining Services staff is a noteworthy asset to the community. The same is true of the food itself, which is both nutritious and varied. Accommodations are also made in conjunction with health services to address food allergies.

Conclusions and Explanation of Rating

It is clear that St. George's is focused on the health, safety and general well-being of the community. There are some issues - a common understanding of the *Crisis Response Plan* and a standing safety committee - that must be addressed.

Commendations

The Visiting Committee commends the School for:

1. establishing a robust and accessible security staff that maintains a constant on-campus presence and maintains a strong relationship with local law enforcement and first responders;
2. increasing the scope of the counseling program to include additional and available resources to assist students with various emotional needs, particularly eating disorders;
3. retaining a talented and caring staff of health and safety professionals, to include members of the dining hall, health center, and athletic training offices.
4. the restlessness in its desire to develop proactive, data-driven, and innovative practices. Exciting new health education initiatives constructed around conversation and student empowerment should be commended.

Recommendations

The Visiting Committee recommends that:

1. the School ensure its crisis, safety, and security plans are understood by all community members, and make regular drilling a priority;
2. the School establish a committee responsible for reviewing safety provisions for on-campus and off-campus activities;
3. an appropriate administrator meet at least annually with all departments, offices, and individuals responsible for ensuring the school meets all applicable local, state, and federal regulations

Standard 13 (Communication): The school maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation where appropriate.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment **P2**
 Visiting Team's Assessment **P1**

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

A strength of St. George's is the quality and accessibility of communications among all constituents, internal and external; another is the school's sensitivity to issues around diversity. Similarly, the school exceeds its own standards in retention of records, though their safety is not absolute. Although St. George's has made progress towards communication efficiency, the school must continue to seek improvement in that area: externally, communication with parents/guardians could be streamlined; internally, the use of FirstClass, the school's primary vehicle for communication risks over-saturation; distribution of the minutes from administrative meetings is irregular at best; and processes for faculty and staff input and feedback could be formalized.

Observations

Overall, the St. George's communication with both internal and external constituents is good. Both employees of the school and external members of the community have a voice and access to the administrative team.

In some instances (as noted in the self-study), with regard to employees, the school does need to implement more formal processes or procedures to solicit consistent feedback on personnel policies.

With regard to the school's communication with parents, a more streamlined and consistent messaging plan would be more effective. Communication with parents is frequent but "sometimes at cross-purposes" as the Self-Study indicates.

While conversations revealed that there is an appropriate level of transparency around events and decision making, there was considerable confusion regarding the activities of committees and the distribution and storage of meeting minutes. St. George's is in the midst of great programmatic change and lists 15 established faculty and staff committees, but minutes and/or major themes from each meeting do not seem to be distributed for employee review.

Conclusions and Explanation of Rating

There is no apparent lack of communication at St. George's. In fact, nearly everyone the Visiting Committee spoke with stated that St. George's does a great job of communicating with parents and external constituent groups, although this communication may be uncoordinated, redundant, and sometimes contradictory to original intent. While there are certainly steps that can be made to improve both internal and external communications, there is no true cause for concern

Commendations

The Visiting Committee commends the School for:

1. the School's keen desire to keep all constituencies informed.
2. the implementation of and adherence to the School's Records Retention Policy.
3. The successful launch of a dynamic and modern website.

Recommendations

The Visiting Committee recommends that:

1. the School develop a school-wide Master Communication Plan/Schedule for each school year
2. the School develop an advisor communication schedule and establish expectations
3. the School consider increasing the Communications budget particularly as the school is in the midst of a Capital Campaign
4. the School develop a Contact Information Sheet that goes out with all accepted student packets
5. the School develops an internal communication system for distributing minutes from committee meetings.

Standard 14 (Infrastructure): There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment **P2**

Visiting Team's Assessment **P1**

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

St. George's is fortunate: its 125-acre campus features picturesque views and historic and innovative architecture, and it has a strong and generous group of supporters. The school operates balanced budgets, has a strong and improving technology program, and has plans in place to improve the campus. However, the future growth and success of St. George's rely heavily on the capital campaign and scheduled construction and capital renewal projects. Smaller needs include the creation of new spaces for day students and improving wireless access and Internet speed.

Observations

St. George's is in a strong financial position and shown solid fiduciary responsibility over the years with an endowment of approximately 145 million and debt services of 40 million (15 million of which is short term debt). With a financial aid budget of over 4 million, the School is indeed true to its mission of providing their students "the opportunity of developing to the fullest extent possible the particular gifts that are theirs and to encourage in them the desire to do so".

The advancement office's efforts have resulted in a very successful annual fund, which has allowed the school to move forward with its exciting initiatives with necessary breathing room. The percentage of restricted funds available for both financial aid and faculty salaries is commendable and will be enhanced by the funds raised in the campaign. "From These Walls, *The Campaign for St. George's School*," is ambitious, clear in its goals and needs, and is strongly tied to the strategic and master plans. Feasibility studies and enthusiasm of the board and for the direction of the school leads the Visiting Committee to believe that the 50 million dollar goal is attainable, and that the aspirational nature of the campaign will resonate with alumni. The success of the campaign will require continued leadership of its trustees in their financial commitment, time, and expressions of support.

The separation of the dual roles of finance and operations seems to be working well for St. George's, allowing for a healthy and dynamic relationship between the advocate for the needs of the program and the steward for financial strength. The hiring of a controller is essential and the committee is pleased to see that as a priority in the upcoming months.

Outsourcing of food service and housekeeping has been a huge success, particularly as this doesn't seem to have come at the cost of a healthy faculty-staff culture and the appreciation of non-teaching staff by the students. The committee is impressed with the creative solution to the size limitations of the dining hall. The need for

adequate day student spaces may not be so easy to fix without a financial investment, as will be the need to increase bandwidth and create a more robust campus-wide wireless environment. Many faculty believe an artificial turf field should be at the top of the list for next projects.

Conclusions and Explanation of Rating

The Visiting Team doesn't share the School's self-assessment of a P2 and is satisfied with the plans the school has in place for addressing day student space and broadband and wireless needs on campus, and the schedule for deferred maintenance projects exists but needs to be made more apparent.

Commendations

The Visiting Committee commends the School for:

1. its strong fiscal responsibility while staying true to its mission statement. Strategic planning is clearly evident in the Facilities Audit and the Campus Master Plan to enable the School to launch a 50 million dollar capital campaign to ensure St. George's sustainability for years to come.
2. the Advancement Office (via the St. George's Fund) for raising \$2,439,967 and exceeding its goal by over \$286,000 and for raising over \$14,000,000 in the first year of the silent phase of their campaign.

Recommendations

The Visiting Commend recommends that:

1. the School dramatically improves the day student spaces on campus.
2. the School needs to continue to find creative ways to meet the community's increasing broadband needs.

Standard 15 (The Accreditation Process): The school is fully committed to institutional improvement and to the process of accreditation. The school completed an inclusive self-study, conducted in a spirit of full disclosure and following Association guidelines; responds to Commission recommendations and the requirement to meet all standards; and participates fully in the peer review process, hosting a visiting committee and sending personnel to serve on visiting committees to other institutions.

Assessment of Standard	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment **P1**
 Visiting Team's Assessment **P1**

Brief narrative summary of the school's position with regard to this standard
 (This summary was copied/abridged/adapted from the school's Self-Study Report.)

The school's self-study was completed in a thorough, thoughtful, and inclusive manner in accordance with NEASC policies and the spirit of the process. The school's administration, faculty, administrative staff, and members of the Board of Trustees were surveyed and interviewed; all returning faculty and administrative staff served as chairs or members of standard committees. However, although the school is anticipating the recommendation of the Commission, it has not formalized or communicated a procedure for addressing the findings presented and recommendations made in the Self-Study and Visiting Committee Reports.

Observations

St. George's wholeheartedly embraced the spirit of the accreditation process, and it is no more evident than in an inclusive, thoughtful, and thorough self-study. Since the January 2014 meeting with the Director of the Commission, St. George's appointed Self-Study Co-Chairs, identified returning faculty and staff to serve as committee chairs, established a schedule that allowed for deliberate and collaborative discussion, and surveyed and interviewed all internal and external constituent groups.

The work since January 2014 is no doubt tremendous and has resulted in a wonderfully reflective and comprehensive document that paints an objective and often self-critical picture of the St. George's community. Across all standards, St. George's should be proud of the work they have done and are doing to further education while staying true to mission.

Conclusions and Explanation of Rating

The St. George's community made themselves available for all members of the Visiting Committee, welcoming interruption and gladly discussing all aspects of their school. The community should be commended for their humility and desire to engage in sometimes difficult discussions. Throughout the entire process, the Visiting Committee remained impressed with St. George's and found the self-study and supporting information to be accurate, self-critical, and consistent with the spirit of the school.

Commendations

The Visiting Committee commends the School for:

1. conducting a thorough and reflective self-study;
2. providing a warm and welcoming community that was open to self improvement and collaboration
3. the incredible work of self-study participants, particularly James Stevens and Katie Titus.

Recommendations

The Visiting Committee recommends that:

1. the School formalizes and communicates a procedure for addressing the findings and recommendations produced by the process of accreditation.
2. create structured time with student and employee focus groups

Self-Study Part II: Reflection, Recommendations, and Issues for Further Discussion

Overview (Part II asks the school to draw together what it has learned from its self-study and prioritize these ideas into a thoughtful, reflective, creative summary of the school's most significant concerns, hopes, and dreams for the future. This may include both action items and discussion items. You may take descriptive paragraphs directly from the *Self-Study Report* if they accurately describe the school's findings.)

The visiting committee believes that St. George's was accurate in their self assessment of both the school's strengths and challenges. The visiting committee found St. George's honest and critically reflective while at the same time being aspirational. We agree with the following:

The committee found the notable strengths identified by the standard committees to be both appropriate and encouraging. That St. George's provides a safe, nurturing environment for students to grow physically, intellectually, emotionally, and spiritually was affirmed and highlighted (see the reports for Standards 5, 7, 8, and 12), as was its commitment to enrolling students regardless of financial need (see the reports for Standards 3 and 6). This good work is only possible because of the collective efforts of the school's administration, faculty, and staff, as well as the Board of Trustees, all of whom are encouraged to participate in meaningful and ongoing professional development (see the reports for Standards 2, 9, and 10). Similarly, the school boasts impressive programs like Geronimo and facilities like the Chapel and the library (see the reports for Standards 4 and 14), and it is willing to engage in critical evaluation of its mission, programs, and policies (see the reports for Standards 1, 5, 11, and 13).

In identifying and prioritizing its major recommendations, the committee considered the scope and scale of each recommendation made by the standard committees, as well as the likelihood of a recommendation being satisfied in the school's normal course of operation. For example, although a need for more adequate spaces for day students does exist, the Director of Operations, the Dean of Students, and the Day Student Advisor are aware of the need and have been searching for solutions to meet it. Such a framework will allow St. George's to maximize the improvement it experiences through its self study, as it leads to the identification of the most significant aspects warranting attention that are unlikely to receive it (attention) otherwise.

Observations (Include comments on the areas included in Part II, the correspondence to priorities perceived by the visiting committee, the sufficiency of resources to accomplish plans and intentions, and the process in place to monitor progress.)

The Visiting Committee's observations and interviews confirm all that the School discovered and articulated in its *Self-Study*. It concurs with all that the School recommends.

St. George's is a school that is both holding on to its core values and mission while dynamically moving forward through multiple initiatives in all areas: program, facilities, and community. Their challenge will be to manage the number of meaningful initiatives without overwhelming the internal community.

Conclusions

Above all, and this cannot be overstated, the Visiting Committee witnessed the operation of a truly outstanding school.

St. George's is a school poised to make a difference and be a leader in independent school education.

MAJOR COMMENDATIONS

1. The Visiting Committee commends the School for the production of a wonderfully critical and reflective self-study. St. George's is a healthy school that should take tremendous pride in the conduct of its accreditation process.
2. The Visiting Committee commends the School for the inspirational commitment of the faculty and staff, who embrace the culture and view their work with St. George's students as a lifestyle, not a job.
3. The Visiting Committee commends the School for its deliberate and successful effort in present and future plans for programming to make sure that every student is "known, challenged, and inspired."
4. The Visiting Committee commends the School for making strategic decisions around staffing to support programming.
5. The Visiting Committee commends the School for the creation and use of the Merck Horton Center, where teachers can pursue excellence in academic growth and students can develop intellectual self sufficiency.
6. The Visiting Committee commends the School for standing out as a bold, innovative and vision-driven community that is grounded in a strong and well-understood mission and set of values, and a longstanding commitment to cross-curricular collaboration. This impressive commitment serves to differentiate the school's academic program while supporting its mission of "developing to the fullest extent possible the particular gifts that are theirs."

MAJOR RECOMMENDATIONS

1. The Visiting Committee recommends that the School create and communicate a comprehensive plan to examine questions of community diversity and inclusion, with particular attention to cultural competency training for the entire community and efforts to attract and retain a diverse student body, faculty, and staff.
2. The Visiting Committee recommends that the School ensure its crisis, safety and security plans are understood by all community members, and make regular drilling a priority.
3. The Visiting Committee recommends that the School articulate expectations for faculty regarding advising, supervising afternoon activities, and serving as a dorm parent. Those expectations should be communicated clearly to the faculty.
4. The Visiting Committee recommends that the School design and implement a transparent process for structured feedback mechanisms for all employees.
5. The Visiting Committee recommends that the School develop systematic procedures to leverage information gleaned from its students, parents, and employees during and after their tenures at St. George's.
6. The Visiting Committee recommends that the School continue to improve its communication efforts both internally and externally as it undertakes significant programmatic evolution, and devise meaningful ways for constituents to provide feedback.

Report on Standards for Accreditation for St. George's School

The visiting committee must rate the school by placing an X in the appropriate rating box for all applicable standards. For failed ratings (F1 or F2), please also note page references from your report in the *Failed Ratings* column. For any visiting committee's ratings that differ from the school's self-rating, please use the *Differing Ratings* column to note page references.

Standard	Rating				Failed Ratings (List page number)	Differing Ratings (List page number)
	P1	P2	F1	F2		
1 – Mission	X					
2 – Governance	X					
3 – Enrollment	X					Page 7
4 – Program	X					
5 – Experience of the Students		X				
6 – Resources to Support the Program	X					Page 15
7 – Episcopal Identity	X					Page 18
8 – Residential Program and/or Homestay Program	X					
9 – Faculty		X				
10 – Administration	X					Page 25
11 – Evaluation and Assessment		X				Page 27
12 – Health and Safety		X				
13 – Communication	X					Page 32
14 – Infrastructure	X					Page 34
15 – The Accreditation Process	X					