



National Association  
of Episcopal Schools  
*Excellence Through Association*



*When Your Parish Has a School:  
An Orientation for Rectors and Vestry Members*

May 2017



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## Our Presenter



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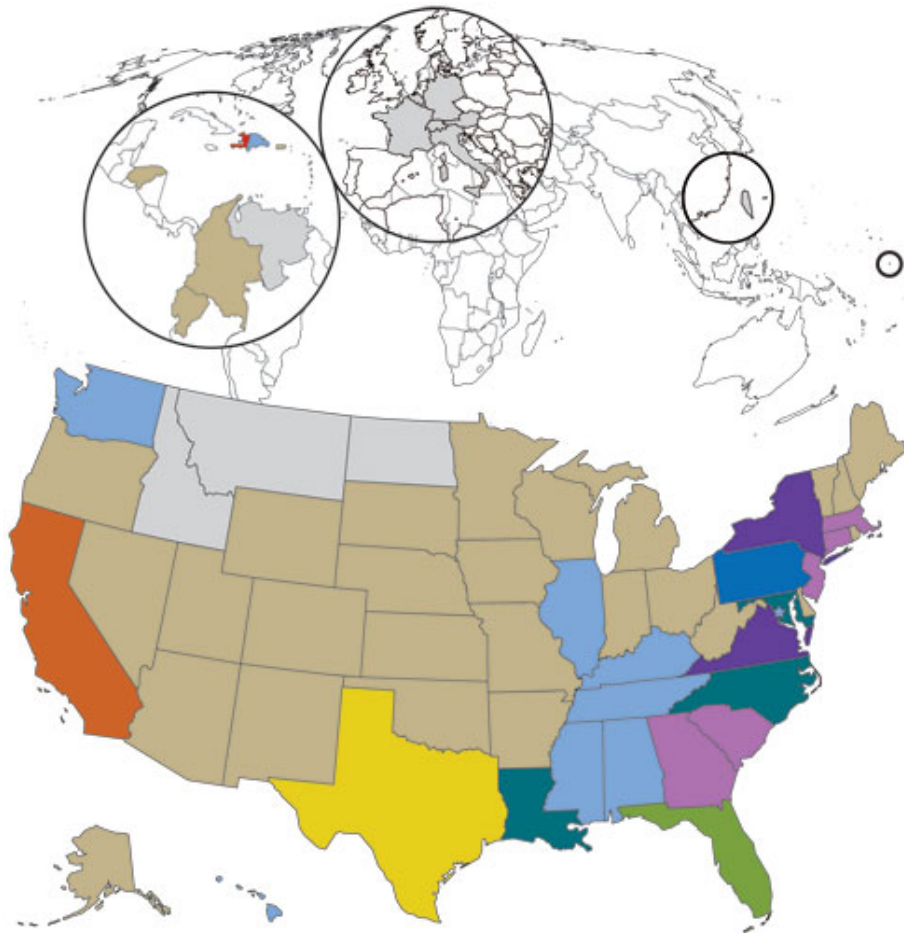
## Today's Agenda

- The history, mission, and character of Episcopal parish day schools
- The inherent tensions in the church-school relationship
- Church-school governance: making it work
- Practical tips and tools



## There are over 1,000 Episcopal schools...

- 0
- 1–9
- 10–19
- 20–29
- 30–39
- 40–49
- 60–69
- 70–79
- 80–89
- 10–119
- 250+





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...and most are parish day schools.





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## Today's Episcopal schools





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***The primary impetus to sustain an Episcopal school should be mission-driven:***



**Educating young children is an expression of the parish's calling as a Christian community.**

# Episcopal schools...

*Honor and worship God as the  
center of life*



*Proclaim the dignity of all human beings*

*Strive for justice and peace*





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## What principal qualities distinguish a school as Episcopal?



*inclusive and diverse*

*grounded in reason and open inquiry*



*rich with rite and tradition*





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# Episcopal Identity: Four Pillars



Chapel &  
Worship

Ethos &  
Community



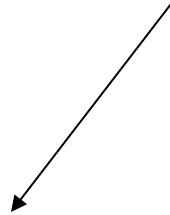
Service &  
Social Justice

Religious  
Studies &  
Spiritual  
Formation

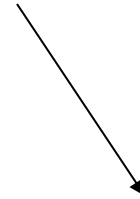




## How is “EI” lived out?



Symbols and traditions



Cultural norms



## Visible symbols and traditions....

- How we gather: chapel and worship
- What we teach: religion and ethics
- Presence of a chaplain or clergy
- School traditions
- Holidays and celebrations
- Service learning and/or overt attention to social justice



Gentleness  
Patience  
Joy  
Wonder  
Courage  
Dignity Service  
Blessing

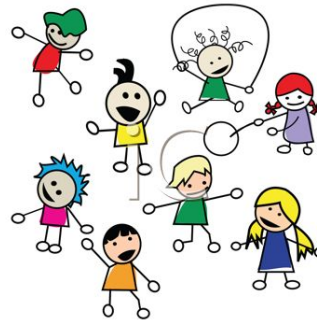


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QUESTIONS OR COMMENTS?



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An apple and a pineapple walk into a room...



The work of "church"

The work of "school"



# Churches and schools are not the same!

## ***Congregations***

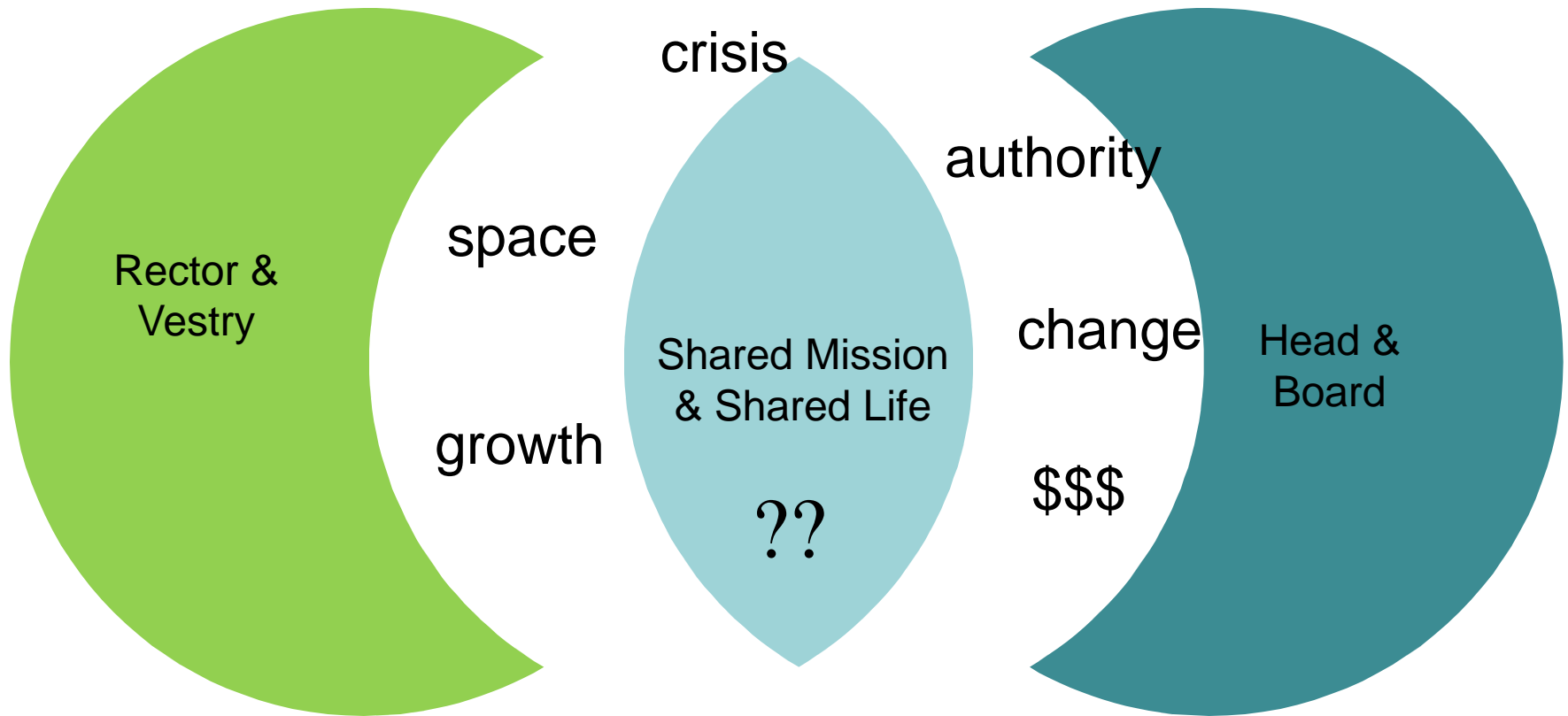
- Mission: religious formation
- 100% Episcopalian
- Voluntary participation
- Accountable to the Church
- Subject to Church canons
- Rely on voluntary pledges
- Unpredictable cash flow
- Small professional staff, many volunteers
- Direct decision making by stakeholders
- Subject to competitive marketplace

## ***Schools***

- Mission: education
- 85% Non-Episcopalian
- Contracted service
- Accountable to secular agencies
- Subject to secular laws and regs
- Charge fees
- More predictable cash flow
- Large professional staff, fewer volunteers
- Direct decision making by leaders
- Subject to competitive marketplace



## It's easy to lose the "center".....





## The relationship is particularly vulnerable when...

- There are changes in leadership
- The school grows or contracts
- The parish grows or contracts
- There is a financial imbalance between parish and school
- There is turnover on the vestry without attention to the school
- There is turnover on the board without attention to the church



## Mission

- Who we serve
- How we serve
- Why we exist

## Money

- Source
- How much there is
- Who gets and who does not
- What it accomplishes

## Power

- Who decides
- Which needs are met
- Who has a voice

## Space

- How much there is
- How it is paid for
- How it is used
- What it symbolizes

## Personality

- Styles
- Values
- Personal agendas v. common good
- Ability to manage conflict

# *Friction Points*



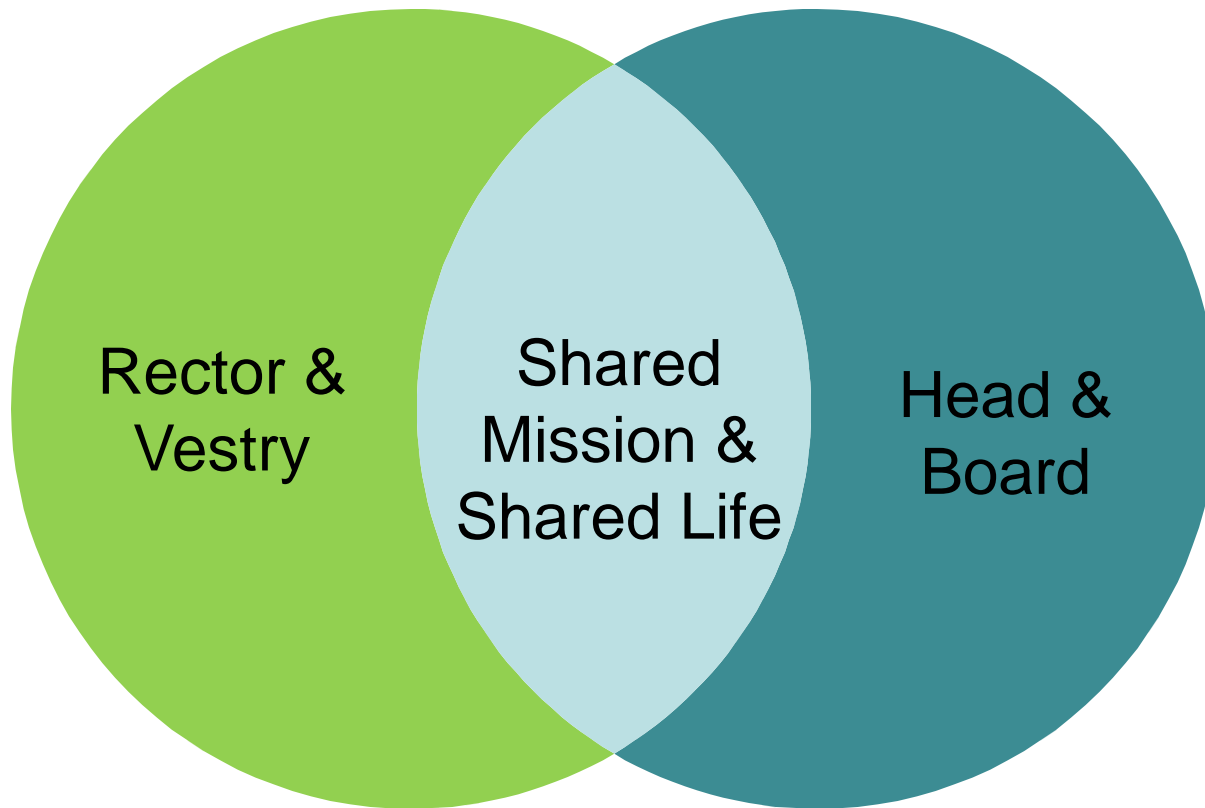
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Without careful attention,  
there will be a crash.





## Living in active relationship.

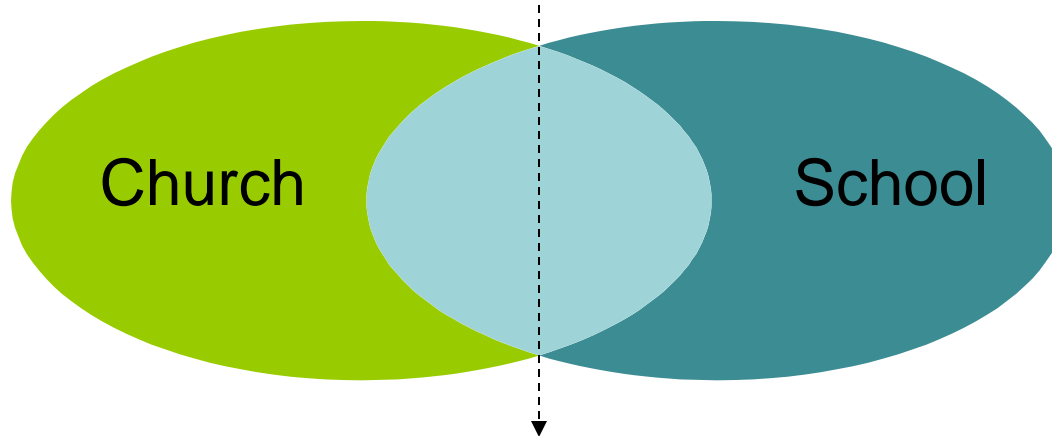




Common Mission



Different Needs & Expressions



Communication and collaboration



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## How does this happen?



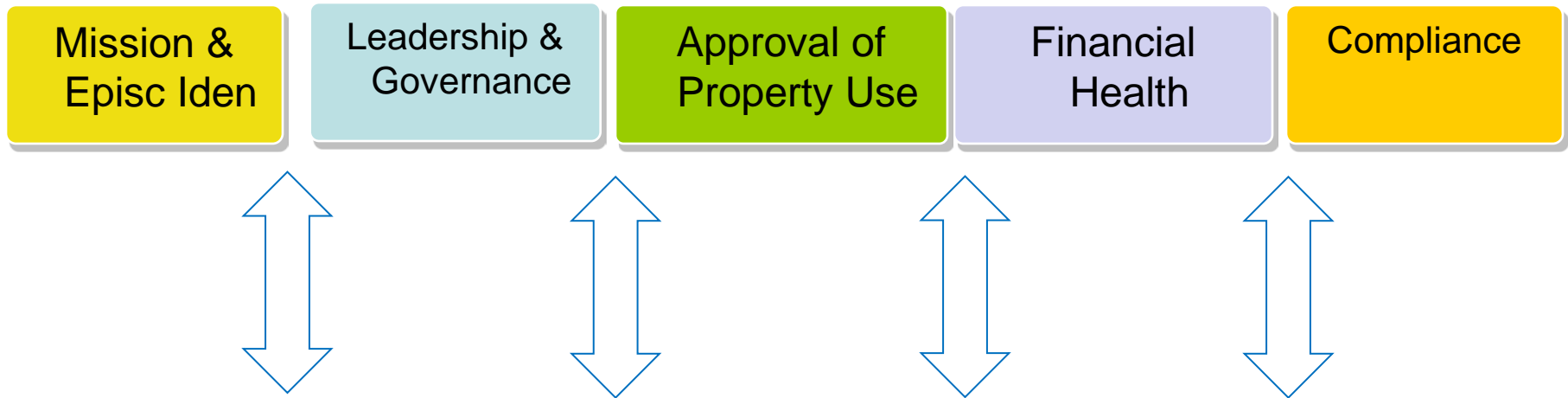


## Conditions for a healthy relationship

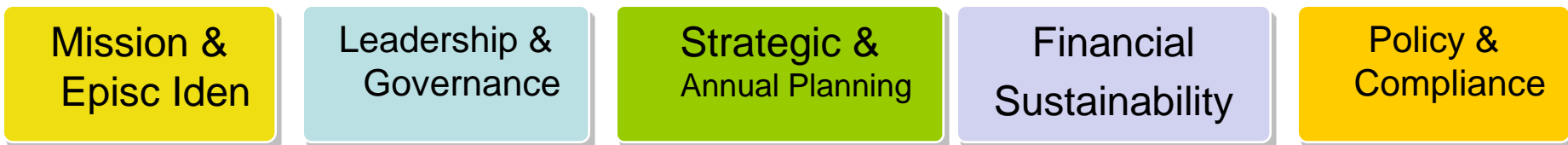
- Sound governance
- An attitude of partnership
- Competent and knowledgeable staff
- Exemplary planning, management and reporting
- Clear roles and responsibilities
- Collaborative long-range planning
- Regularized communications



## *Oversight Role of the Vestry*

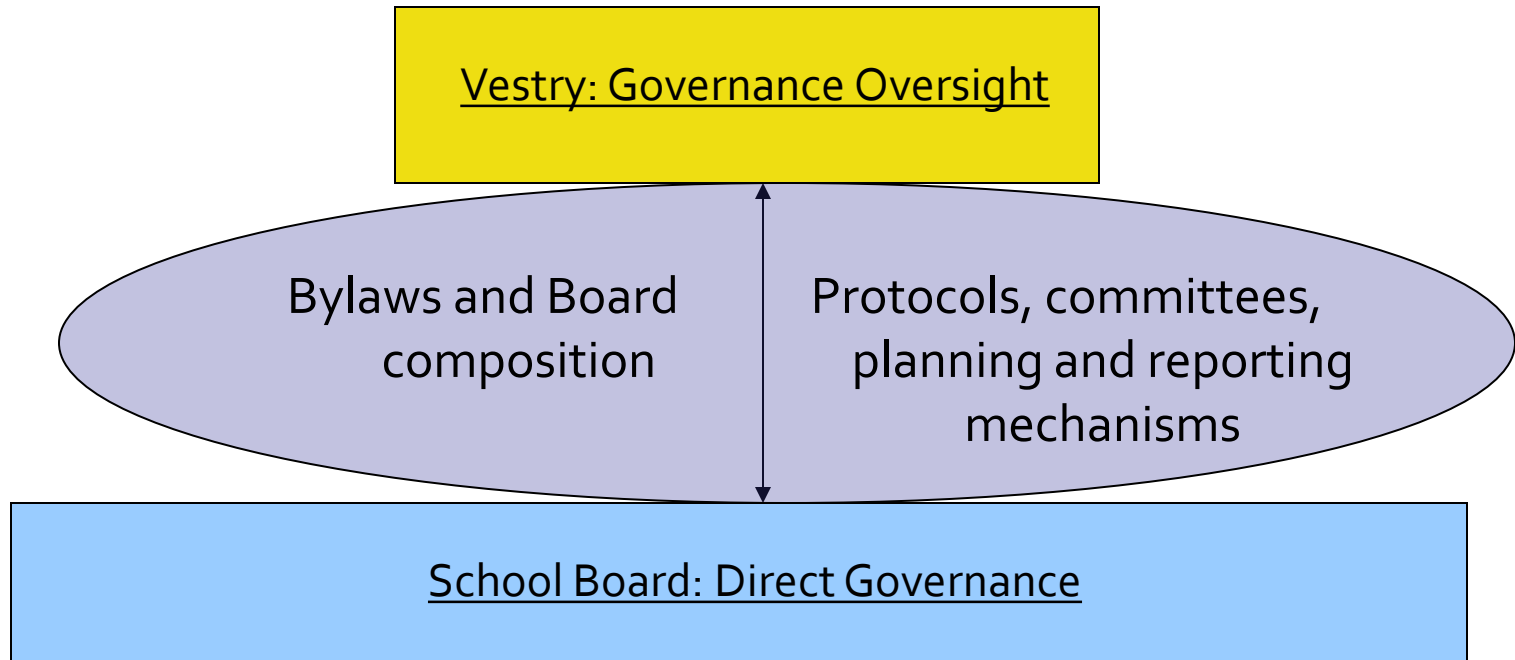


## *Governing Role of the Board*





# PDS Governance





## Ideally, Vestry and Board coordinate...

- Mission and identity of the school
- Long-range planning for physical plant
- Shared space protocols and needs
- Shared expense protocols and allocations
- Leadership transitions
- Implementation of policies related to the Canons and Constitution of the Episcopal Church or local Diocese



## When it comes to shared life, try to live by the rule of “no surprises.”

Space and  
space use

Special events,  
new programs  
and needs

Finances and  
expenses



Physical plant  
and capital  
projects

Strategic &  
long-range  
planning

Leadership  
transitions



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QUESTIONS OR COMMENTS?



# Leaders as partners

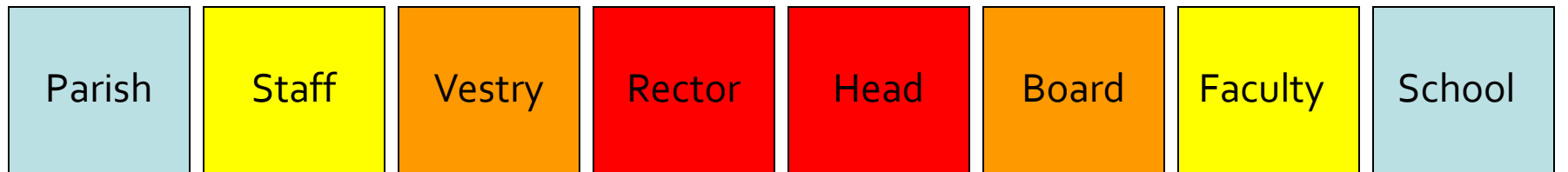


- Visible and engaged
- Collegial and open
- Respectful
- Model for the community how the church-school relationship is and should be lived out

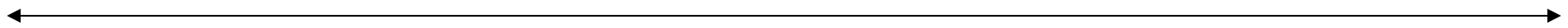




# *Beyond the Bylaws: Relationships*



Most knowledge



Least knowledge

Least knowledge



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# *Communication* is the key to relationships!

By laws define  
relationships; people  
make them work.





## Ideas from the Field

- A vestry-board retreat/workshop
- Comprehensive vestry and board orientations
- Church-School Coordinating Committee
- Direct reports from the head/board chair to vestry
- Rector/vestry reports to school board
- A space and expense matrix re: approval process/authority
- Cross-representation on Buildings & Grounds Committees
- Periodic meetings of Treasurers and senior staff

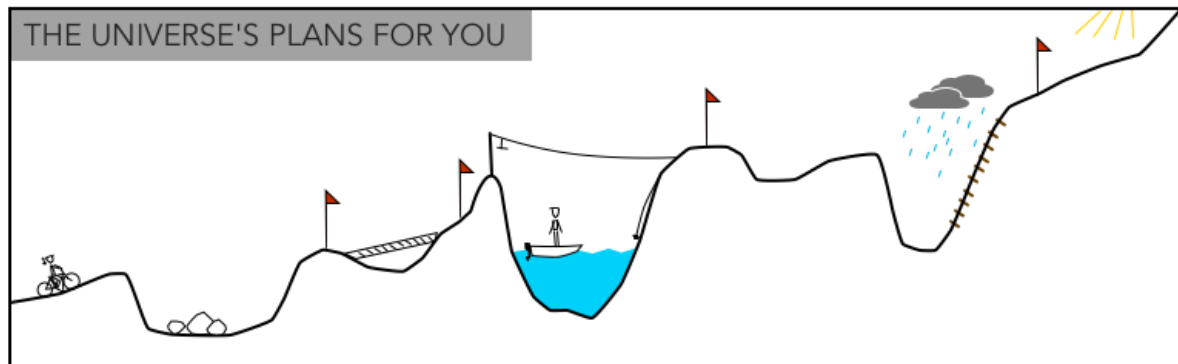


## Take it Slow!!

- Listen and get people talking
- Educate others about what an Episcopal school is...and is not. Start at the top and work down!
- Create an Episcopal Life Committee or Task Force
- Develop language about the school's "E"
- Collaborate and work together



Expect the unexpected and take the long view.





# “Finding the words” - helpful tools from NAES!

Home > Episcopal Schools > Episcopal Identity

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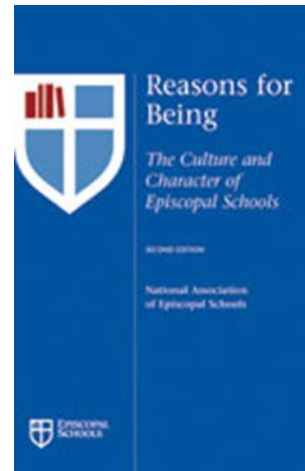
## Episcopal Identity

### What are the principal qualities that distinguish a school as Episcopal?

This question, more than any other, is asked of NAES by Episcopal school and Church leaders, parents, and the general public. The answer is that they are Christian communities whose missions integrate spiritual formation into all aspects of the educational experience. Episcopal schools are most distinctive when they are true to this mission and when they do so in the graceful and inclusive manner which is the hallmark of the Anglican approach to education over the centuries.

### Episcopal Identity and Culture Self-Study

- INTRODUCTION . . . . .
- MISSION . . . . .
- GOVERNANCE . . . . .
- SCHOOL MINISTRY . . . . .
- CHAPEL AND WORSHIP. . . . .
- STUDY OF RELIGION. . . . .
- EQUITY, JUSTICE, SERVICE, AND SERVICE-LEARNING
- SUMMARY AND REVIEW . . . . .



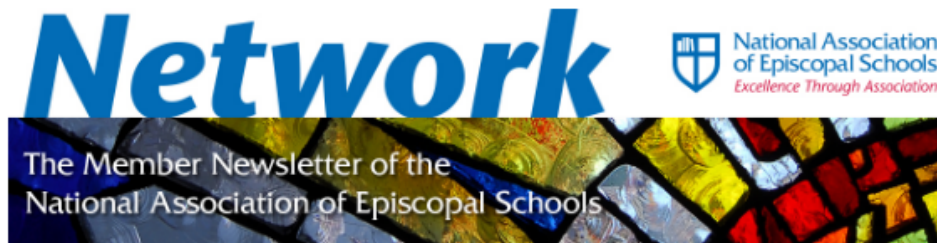
### NAES Principles of Good Practice

School Ministry in Episcopal Schools - **New in March 2016!**

- Chapel and Worship in Episcopal Schools
- Equity and Justice in Episcopal Schools
- Furthering Episcopal Identity in Episcopal Schools
- Governance in Episcopal Parish Day Schools
- Leadership Transitions in Episcopal Schools
- The Study of Religion in Episcopal Schools



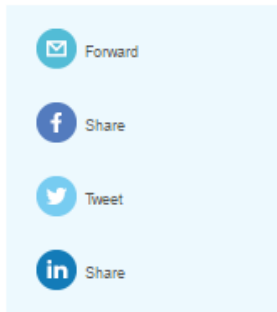
## The NAES Monthly E-newsletter



May 2016

### Marketing the “E” in Episcopal Schools

Most schools take great care in how they articulate their educational philosophy and program. Yet many overlook the same when it comes to Episcopal identity. Here are six strategies that you can use to develop honest, clear, and direct ways to communicate what the “E” means at your school. [READ MORE](#)



Emailed the first week of the month

- Articles
- Resources
- Webinars
- Conferences
- Calendar
- Archived online at [www.episcopalschools.org](http://www.episcopalschools.org)

**Chaplains Retreat 2016**

June 11-16, 2016 - Northern Virginia, MD

Help us reach our Annual  
Fund Goal of \$110,000!  
Raised to date: \$78,548.  
[CLICK TO GIVE!](#)



## The Revolving Door

The Rev. Daniel R. Heischman, D.D., Executive Director  
March 06, 2017

You might call this the “revolving door” time of the year. It could also be labeled the gatekeeping period in school life. Much of our energy revolves around enrollment contracts, letters of admissions, and contracts for faculty. The big questions center on who gets in, who will be re-hired, and who will be returning, with the stakes seeming higher on all sides. Increasingly, schools have to work harder to retain their current enrollment, as well as attract potential enrollees. Likewise, increasing numbers of schools have to delay the issuance of contracts to teachers and staff, due to the need to determine more precisely, following re-enrollment and admission seasons, what next year’s budget actually looks like.

Weekly Meditation  
from Dan  
Heischman,  
NAES Executive  
Director



## *The Commons: the NAES Blog*

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### The Thin Places

Ann Mellow  
February 01, 2017



Whenever I find myself in a sacred space I am somehow changed, conscious as if for the first time of that liminal place between heaven and earth. It doesn't matter whether I'm with wriggly preschoolers, in a high school chapel service, or simply stepping into a church, temple, or shrine when traveling here or abroad.

Legend has it there's an ancient Chinese curse which goes, "May you live in interesting times." Surely our current national condition qualifies as "interesting" (among other descriptors!). And surely having sacred spaces in our schools - places where we leave "chronos" behind and enter into "kairos" - offer critical counterpoints to the chaos and confusion of the world outside.

- Posted every 2 weeks
- Insights and reflections from Episcopal school leaders



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# Online learning with NAES

## Free Monthly Webinars

*Episcopal Identity and Early Childhood Programs*

Thursday, April 27, 2017 • 4:00-5:00 p.m. (EDT)

## Webinar Recordings

Early Childhood Education Program Governance: Are Your Bylaws Working?

The Church-School Relationship: Shared Spaces and Expenses

Introduction to Episcopal Schools for New and Interim Rectors



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# Contact me anytime!

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