



Commission on Independent Schools

Manual for School Evaluation

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Mission Statement

We are dedicated to fostering educational excellence and institutional improvement in New England independent schools and to honoring their diversity. To this end, we shepherd each of our schools through a voluntary accreditation process that is structured around carefully considered standards, self-evaluation, peer review, and follow-up by the school.

Adopted by the Commission on Independent Schools November 13, 2001

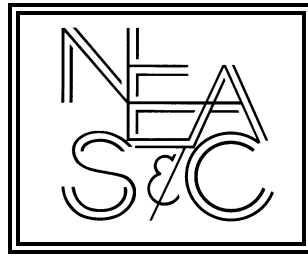
Manual for School Evaluation

2007 Edition

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*Developed jointly by
New England Association of Schools and Colleges
and
Connecticut Association of Independent Schools*



INTRODUCTION

The 2007 Manual for School Evaluation represents a significant change in approach from previous editions. The process is designed to give specific attention to each of the dual purposes of accreditation: quality assurance and school improvement.

The Commission established fifteen standards of quality assurance that all schools must meet. Initial accreditation of schools will be tabled until compliance is documented; member schools will be given one year to bring themselves into compliance with any standard that is not met at the time of the visit.

Part I of the Self Study asks the school to assess itself with regard to each standard and rate its level of compliance. The visiting committee will independently assess the school's compliance and report on any difference in rating.

The Commission determined that the school should be asked to take the lead in setting goals for improvement and future directions; the visiting committee will add its perspective and recommendations with knowledge of the school's own plans.

Part II of the Self Study: Reflection, Recommendations, and Issues for Future Discussion asks the school to reflect on the findings of Part I, make recommendations for itself that are action oriented, and identify issues for further discussion that will extend important conversations generated by the self-study.

The Phases of Accreditation

	PHASE I: Self-Study			PHASE II: Visiting Committee	PHASE III: Follow-Up
	Preparation for the Self-Study	Self-Study Part I: Reviewing the Standards	Self-Study Part II: Reflection, Recommendations, and Issues for Further Discussion	Visit	Two-Year Interim Report
PURPOSE	Prior to beginning the self-study, the school must gather background information that will inform the discussion of the Self-Study committees.	Part I of the Self-Study is focused on documenting the school's adherence to the Standards and to formulating recommendations for improvement.	Part II of the Self-Study is devoted to reflection on the findings of the self-study committees and to drawing together and prioritizing ideas for school improvement.	The charge to the visiting committee is to validate the Self-Study, make recommendations, and advise the Commission regarding accreditation.	The Two-Year Interim Report is the normal time for the school to report on its follow-up to the self-study and visit.
TASKS TO BE ACCOMPLISHED	<p><u>The School will:</u></p> <ul style="list-style-type: none"> Review the Mission Statement Confirm that there is a current written description of the curriculum <p><u>Program Area Committees will:</u></p> <ul style="list-style-type: none"> Review all major program areas with regard to the program Standards and Indicators (4-6). Write a brief report on each program area <p><u>The Self-Study Coordinator will:</u></p> <ul style="list-style-type: none"> Arrange to survey constituents Compile statistics Assemble documents Request financial information Arrange for Financial Review 	<p><u>Each Standards Review committee will:</u></p> <p>Review relevant background information (survey data, statistics, documents, existing plans). Review reports from major program area committees Review and comment on possible indicators and alternatives. Identify issues for further inquiry.</p> <p>Conduct research through focus groups, interviews, and observation.</p> <p>Rate the degree of compliance with the Standard.</p> <p>Draft a report documenting compliance with the Standard – or outlining specific steps and timeline to bring school into compliance – and making recommendations related to the Standard that would enhance the students' experience and foster school improvement.</p>	<p><u>A representative committee will:</u></p> <p>Review all sections of Part I of the Self-Study. Compile all recommendations from the committees. Identify other (overarching) issues. Prioritize goals.</p> <p>Draft a one to three page report that draws together these ideas into a thoughtful, reflective, creative summary of the school's most significant concerns, hopes, and dreams for the future. The report may include both action-oriented recommendations and issues for discussion. The report should distinguish immediate from long-range goals and comment on the implications for enhancing the students' experience.</p>	<p><u>The Visiting Committee will:</u></p> <p>Review the Self-Study Report Validate the Self-Study by interviewing people, observing the program, reviewing the supplementary materials. Review plans for Standards that are not met; evaluate the adequacy and practicality of the plans and timetables. Assess the impact on the experience of students.</p> <p>Review the Part II Report: Reflection, Recommendations, and Issues for Further Discussion. Draft a report that confirms that Standards are met or describes plans that are in place to address them. Make recommendations to the school and the Commission regarding the Standards, the Self-Study Part II Report, and the school's accreditation status.</p>	<p><u>The School will:</u></p> <p>Present a Multi-Year Plan that is mission driven, incorporating the recommendations from the self-study and the recommendations of the visiting committee and the Commission.</p> <p>Report on all goals accomplished and all goals underway or deferred.</p> <p>NOTE: Schools are required to report within one year to document compliance with any Standard not met at the time of the visit.</p>
PROCESS STEPS	<p>Appoint the Self-Study Coordinator(s) and Steering Committee.</p> <p>Select dates for visit.</p> <p>Establish calendar for the self-study.</p> <p>Coordinator attends workshop.</p> <p>NEASC staff presentation scheduled.</p> <p>Appoint committees for each major program area.</p> <p>Appoint committees for each Standard.</p>	<p>Present a draft of Part I of the Self-Study to the full faculty for discussion and comment and make final revisions.</p> <p>Assemble supplementary materials, including major program area reports and indicator checklists, and head's confidential letter to visiting committee members. (See Manual p. 62)</p>	<p>Form a committee representative of all the committees from Part I.</p> <p>Prepare draft of the Part II Report: Reflection, Recommendations, and Issues for Further Discussion, discuss the draft with the full faculty, and make final revisions.</p> <p>Publish the full Self-Study (Parts I and II) and distribute it to the school community. Send print and electronic copies to visiting committee and Commission office (2).</p> <p>Prepare to host the visiting committee.</p>	<p>The visiting committee submits its report to the Commission and makes a recommendation on the accreditation status of the school.</p> <p>The visiting committee submits to the Commission its ratings of the school on the individual Standards.</p>	<p>Immediately following the visit, the school should establish a follow-up procedure to track the process and progress of implementing recommendations from the Self-Study, the visiting committee and the Commission.</p>

Standards for Accreditation and Indicators

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.

Suggested Indicators:

- 1.a. The mission of the school is stated clearly.
- 1.b. The mission of the school is embraced by all constituencies.
- 1.c. The mission statement is reviewed regularly, using a process that involves representatives of major constituencies of the school, as appropriate.
- 1.d. The school's climate and culture support an effective educational program, consistent with its stated mission.
- 1.e. Requirements and expectations of students, parents, faculty, trustees, and employees clearly reflect the values and mission of the school.
- 1.f. The culture of the school reflects a commitment to implementing the mission of the school.

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.

Suggested Indicators:

- 2.a. The governance of the school is clearly defined, understood by all constituents, and provides for:
 - continuity of mission
 - stability and ethical process in transitions of leadership
 - a comprehensive, multi-year planning process
 - assurance of adequate financial resources
 - institutional advancement/development
 - evaluation of and support of the professional growth of the head of school
 - a model of inclusive behavior and integrity for the school community
 - establishing and monitoring needed school policies
 - self-evaluation of individuals and groups with governance responsibilities
 - defined orientation and evaluation procedures
- 2.b. Provision is made for participation of all constituencies in the policy-making process, as appropriate.
- 2.c. The school has a current Multi-Year Plan that integrates all school plans and addresses finances, as well as timelines for implementation.
- 2.d. Operational and educational functions of the school are delegated to the head of school.

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.

Suggested Indicators:

- 3.a. The school in its public relations materials presents an accurate description of its mission, organization, staff, program, and facilities.
- 3.b. The school has clearly stated procedures for the admission of students, which are developmentally appropriate at different levels.
- 3.c. The school has developed a profile of its student body that defines the range and type of students suitable for admission.
- 3.d. If tuition assistance is offered, there are clearly stated policies and procedures for the application for and award of grants which are consistent with the mission of the school.
- 3.e. The school uses information concerning the performance of students and graduates in evaluating admissions procedures.
- 3.f. The school undertakes an analysis of the reasons students depart prior to graduation and uses the results to inform admissions procedures and program revisions.
- 3.g. Those responsible for admissions communicate with those responsible for the program of the school to assure that necessary resources are available to meet the needs of individual students who are admitted.
- 3.h. The admissions staff communicates regularly with the teaching faculty about the specific talents/strengths/skills/needs of newly enrolled students.

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that stems from the school's beliefs about teaching and learning, is appropriate to support its mission and core values, and is consistent with the needs of the range of students admitted.

Suggested Indicators:

- 4.a. Professional development time is used for faculty to discuss issues of teaching and learning.
- 4.b. The school programs demonstrate consideration for the appropriate intellectual, social, physical, aesthetic, emotional and ethical development of students in all aspects of school and student life.
- 4.c. The curriculum demonstrates continuity from year to year.
- 4.d. The school has a policy for regularly reviewing the academic program and has completed a recent, written Curriculum Plan outlining desirable and/or necessary improvements.
- 4.e. Attention is paid to transitions between grade levels and/or divisions of the school so as to facilitate passage of students from one level/division to another.
- 4.f. The program offers a variety of cultural experiences to reflect (a) the diversity of students enrolled and (b) the multicultural nature of the region, country, and world.
- 4.g. The school recognizes developmental levels of children and takes them into consideration in planning programs and teaching methodologies.

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.

Suggested Indicators:

- 5.a. The school recognizes differences within the student body such as gender, learning style or ability, race, age, ethnicity, family background, socio-economic status, sexual orientation, and religious practice, and actively responds to students' and adults' positive or negative experiences.
- 5.b. Time is made available on a regular basis for teachers to plan together and to discuss students (both individuals and groups).
- 5.c. Time is made available on a regular basis for teachers to learn ways in which their cultural backgrounds help or hinder their ability to plan together to work with students, parents, and other adults in the community.
- 5.d. There is a procedure in place to assess and report on how individual students are meeting the goals of the program with regard to both personal and academic growth.
- 5.e. There is a process in place to see how the school's programs need to change to reflect the diversity of cultural experiences and to identify adults and/or students who will need additional support to function effectively in a pluralistic environment.
- 5.f. Resources are available to faculty (in-school or through outside consultants) to assist in identifying and meeting the needs of individual students.
- 5.g. There is a process in place to identify students who might benefit from a modification of the program.
- 5.h. There is a process in place to identify students for whom the school is inappropriate and a supportive process for counseling those students.
- 5.i. Counseling, advising, and guidance procedures and personnel address the needs of the students.
- 5.j. College or school placement counseling, as applicable, addresses the needs of the students.
- 5.k. Information is systematically gathered regarding students' experience at the school and is used to inform program planning.
- 5.l. The school promotes an equitable, just, and inclusive community that inspires students to respect and value diversity and to be active and responsible citizens and has ways to insure that this objective is met.

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.

Suggested Indicators:

- 6.a. Instructional facilities (including space, furnishings, and play/recreation areas) are adequate for the instructional program and are age appropriate.
- 6.b. There are instructional materials and equipment in sufficient quality, quantity, and variety to give effective support to the aims and methods of the program.
- 6.c. The school has a Library Plan which is integrated with the curriculum and which provides students with age appropriate experiences in research and reading and supports the broad purposes of the educational program.
- 6.d. The school has a written Academic Technology Plan, developed by teachers and academic leaders, covering the integration of technology into the various components of the program and providing for the professional development of teachers in the implementation of this plan.
- 6.e. The school has in place an Acceptable Use Policy of which students and families are informed and the school provides information to students and families on the appropriate and ethical use of technology.
- 6.f. There are procedures in place to assure that teachers have a leading role in planning the use of technology in their teaching.
- 6.g. Non-academic programs, if available, are consistent with the school’s mission and are well organized, supplied, and staffed.
- 6.h. The schedule is planned by day and year to provide for the total program.
- 6.i. The school interacts with the community in which it is located and avails itself of community resources.
- 6.j. The school strives to be a positive member of the community in which it exists, is sensitive to the interests of its neighbors, and takes appropriate advantage of the character of its setting.
- 6.k. The financial aid resources committed to students and their families reflect the goals and mission of the school.

Standard 7 (Early Childhood Program): The Early Childhood Program* meets the social, intellectual, and developmental needs of its students by providing appropriate programs, adequate staffing, and sufficient resources and facilities.
(The Early Childhood Program refers to 3 and 4 year olds.)

Suggested Indicators:

- 7.a. The school communicates and collaborates with parents of children in its Early Childhood Program in a manner which addresses the needs of this community.
- 7.b. Staff who work directly with children in the Early Childhood Program are trained in the field of early childhood education/child development. Their numbers are sufficient in relation to numbers and ages of children in each early childhood grouping to perform tasks effectively and safely.
- 7.c. The school has curricular and extra-curricular programs in place which specifically and effectively address intellectual and developmental needs of children in the Early Childhood Program and are consistent with the school's stated mission.
- 7.d. Facilities provided for the Early Childhood Program, including instructional, activity and play spaces, and supporting resources such as lavatories and dining areas, are adequate in construction, space provided per child, and maintenance to meet the needs of the children in the program.
- 7.e. Materials, routines, and procedures are so organized as to protect the health and safety of young children enrolled in the Early Childhood Program.
- 7.f. Those sections of the Early Childhood Program that serve children under the age of three meet state health and safety guidelines for approval of child care facilities.

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

Suggested Indicators:

- 8.a. Residential staff are qualified to meet the needs of students under their care and supervision.
- 8.b. The residential program is integrated into the total life of the school, especially with regard to the interaction with day students.
- 8.c. Evening, weekend, and vacation activities are actively planned, as part of the residential curriculum, to meet the needs of the students.
- 8.d. The school provides for the needs of international students, students with limited financial resources, and students who have difficulty adjusting to being away from home.
- 8.e. If technological services, such as computers, Internet access, email, and/or telephones, are included in residential areas, there is a process to ensure that policies and procedures are consistent with the school's overall Technology Plan and Acceptable Use Policy.
- 8.f. Through a well-defined process involving students, parents, and staff, a regular review of the residential program is accomplished which is intended to lead to revisions and/or improvements.
- 8.g. There are clearly-stated, written, and understood expectations for residential students and staff.
- 8.h. Students are included in planning and developing policies, expectations, and programs.

Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school.

Suggested Indicators:

- 9.a. The school has a procedure for recruiting professional staff who are the best available for the tasks to be performed and for the mission of the school; and also has a procedure for screening and interviewing candidates and providing them with necessary background information about the school.
- 9.b. Academic personnel are qualified by education, training, or experience in the areas to which they are assigned.
- 9.c. Academic personnel are regularly trained in the areas of skills, content, and the context of a multicultural society.
- 9.d. Personnel practices provide ethical treatment among all faculty, administration, and staff with respect to compensation, workloads, and working conditions.
- 9.e. The school demonstrates a commitment to staff development by providing opportunity for and expecting participation in professional growth and development.
- 9.f. The faculty are treated with respect and the school sets clear expectations for their professional behavior.

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.

Suggested Indicators:

- 10.a. The administration is effective in carrying out the program of the school and the policies established by the governing body or school board.
- 10.b. Administrative personnel and support staff are qualified by education, training or experience to serve in the areas to which they are assigned.
- 10.c. The administration assures review and evaluation of the educational program and provides that a current Curriculum Plan is in place.
- 10.d. The school involves faculty in decision-making about the program of the school.
- 10.e. The school demonstrates a commitment to administrator development by providing opportunity for and expecting participation in professional growth and development.

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.

Suggested Indicators:

- 11.a. The school conducts annual program review and revision based on assessment of student performance.
- 11.b. The school uses some form of longitudinal assessment of student performance (such as portfolio assessment).
- 11.c. The school conducts exit interviews of students and faculty and uses the data to inform admissions and program planning.
- 11.d. The school has procedures to follow-up on the experiences of alumni/ae and uses the data to inform admissions and program planning.
- 11.e. The school brings in consultants and/or visitors from other schools to participate in the periodic evaluation of programs.
- 11.f. The school participates in state sponsored learning results activities, as appropriate.
- 11.g. The school carries out programs for supervision and evaluation of all personnel that are understood by all concerned.
- 11.h. Those responsible for leadership engage in periodic self-evaluation of their performance.
- 11.i. The school develops and publishes a policy and plan on diversity and difference, derived from its mission and core values, that it uses to evaluate the status of the school in this regard and to guide planning to achieve goals.

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

Suggested Indicators:

- 12.a. The school has a comprehensive written Crisis Response Plan that is clearly understood by faculty, staff, students, and parents.
- 12.b. The physical facilities and staffing for health care are adequate to meet the needs of the student body, whether residential or day.
- 12.c. Facilities and staff for food services are adequate and the quality of the food meets reasonable nutritional requirements.
- 12.d. The school has necessary support services and programs to meet the emotional needs of students.
- 12.e. The school periodically conducts a safety audit of its facilities.
- 12.f. There is a procedure in place to identify and monitor compliance with applicable local, state, and federal regulations.
- 12.g. There is a person or committee with responsibility for reviewing safety provisions for any off-campus activity, including field trips, athletic events, wilderness expeditions, etc.
- 12.h. The school has a reporting procedure in place to record and follow-up on any incidents regarding the health and safety of students or staff.
- 12.i. The school is a safe, clean, well-organized place that nurtures learning and mutual understanding among students and faculty. Concerns for safety include physical and emotional well-being.

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.

Suggested Indicators:

- 13.a. The school maintains complete and accurate records for both current and former students that are protected against loss by fire or theft and are available only to authorized persons.
- 13.b. The school publishes current school policies and procedures in handbooks or makes them readily available in other forms to the affected constituencies.
- 13.c. The school has a mechanism in place for input from staff into decision-making regarding personnel policies, budget preparation, and other areas, as appropriate.
- 13.d. Information regarding the financial responsibilities of the parent/guardian or student to the institution is clearly stated in writing and is made available prior to enrollment.
- 13.e. There is a procedure for determining equitable adjustments in tuition and other financial obligations existing between the parent/guardian and the institution.
- 13.f. Appropriate channels are available for parents to reflect their concerns and interests to school personnel.
- 13.g. Student progress is reported regularly to parents in a clear and comprehensive manner.
- 13.h. The school structures ways to work with parents/guardians proactively. The school is aware of the ways in which families from diverse background and socio-economic status are affected by school policies and programs.
- 13.i. The school maintains complete and accurate records for staff and faculty members that are available only to authorized persons and are protected against loss by fire or theft.
- 13.j. There is an internal communication system to distribute minutes of meetings, give notice of decisions, and inform the school community of events and other news.

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

Suggested Indicators:

- 14.a. The school has appropriate procedures for accounting and for auditing the accounts of the school.
- 14.b. The school has adequate financial resources for the needs of the school.
- 14.c. The school has adequate provision for insurance coverage.
- 14.d. The physical facilities of the school are appropriately maintained.
- 14.e. There is a recent, written Facilities Plan covering future needs, improvements, and additions.
- 14.f. The school has a clear picture of its long- and short-term development needs and the plans, organization, and staffing to meet those needs.
- 14.g. The school has a written, institutional Technology Plan that provides for the coordination of academic and administrative functions, defines the technological services available, projects needs and directions, and describes the management system.

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.

Suggested Indicators:

- 15.a. The school has completed a thorough self-study in accordance with NEASC policies.
- 15.b. Administration, professional staff and those with governance responsibilities have actively participated in and are familiar with the self-study and its findings.
- 15.c. The school has in place a procedure for follow-up on plans and strategies found in its own self-study and on recommendations in the visiting committee report and to integrate improvement plans resulting from the self-study into the school's Multi-Year Plan.
- 15.d. The school participates in the Association's peer based accreditation process and is represented on visiting committees to other schools.

Guide for the Self-Study

The self-study is an exercise in analysis and planning. It presupposes work done in advance that provides background information. The self-study should be inclusive of all faculty and should engage others as the school deems appropriate. The Self-Study Report consists of two parts: (1) review and documentation of compliance with the NEASC Standards and (2) reflection, formulation of recommendations, and identifying issues for further discussion in response to the findings of the self-study committees.

Preparation for the Self-Study

Prior to beginning the self-study the school must gather background information that will inform the work of the committees, as follows:

1. **The Mission.** The school should review the existing mission statement through an inclusive process and revise as needed.
2. **The Curriculum.** The school must have in place a description of the curriculum in a format appropriate to the school. At the minimum, the curriculum needs to address issues of continuity and coherence, serve as a basis for curriculum discussion and development, provide guidance for new teachers, and present information for prospective families.
3. **Reflection on Major Programs.** Subcommittees, including a range of perspectives, should be formed to examine each major program area (subject areas, departments, and central non-academic programs) and write a brief report commenting on:
 - a. the contribution to the mission,
 - b. the consistency of activities with the school's beliefs about teaching and learning,
 - c. planned continuity across grade levels,
 - d. appropriateness of offerings for the full range of the student body,
 - e. pedagogical approaches employed,
 - f. contribution to achieving the school's goals for students and students' goals for themselves,
 - g. adequacy of available resources,
 - h. related professional development, and
 - i. ways in which the program might be strengthened.

These reports will be included in the Supplementary Materials Inventory and will provide the basis for the school's overall response to Standards 4, 5, and 6 in the self-study.

4. **Surveys.** The school will survey parents, faculty, students (middle and secondary schools), and alumni/ae (secondary schools). The school may design its own surveys, but should include questions based on the survey questions suggested by NEASC. The results should be summarized, given to all self-study committees, and included in the Supplementary Materials for the visiting committee.
5. **Statistics.** The school will compile statistics on admissions and on student performance.
6. **Documents.** The school will gather together existing policy documents, plans, and handbooks.
7. **Finances.** The school will prepare historical information (for at least two prior years) on school finances and will schedule a financial review or audit by an independent accountant or arrange for an approved alternative report on finances.

Self-Study Cover Sheet and Introduction

The school must complete the Self-Study Cover Data Sheet and write a brief introduction to the Self-Study that provides a narrative description of the history, mission, and culture of the school. This is intended to give an introduction to the school to the visiting committee and the Commission when they review the Self-Study Report. Parts of it may be copied and included in the visiting committee report.

Self-Study Part I: Reviewing the Standards

Each Standard must be addressed separately in the Self-Study Report. The school should appoint a number of self-study committees, each responsible for one or more Standards. The self-study committee(s) for the overall program Standards (4-6) will include representatives from all major program areas. The committees should proceed as follows:

1. Gather and review relevant information from program subcommittee reports, surveys, handbooks, policy manuals, compilations of data, etc.
2. Discuss the Standard and suggested indicators, identify other possible indicators relevant to the school, assess compliance with the Standard, and identify questions to be asked and people to be interviewed.
3. Interview individuals and convene groups to discuss the school's compliance with the Standard and to explore further actions that the school might take in this regard.
4. Draft the section of the self-study for the Standard. It should include five elements:
 - a. a narrative description of the school's position with regard to the Standard
 - b. a description of the process followed by the committee in inquiring into the Standard
 - c. documentation that the Standard is met or a detailed explanation of proposed steps to bring the school into compliance, the resources available, and the timetable for this to be accomplished
 - d. rating of the school on the degree to which it meets the Standard
 - e. recommendations for ways in which the school might strengthen itself in regard to the Standard.

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

An assignment as comprehensive and self-reflective as the preparation of Part I of the Self-Study will generate a variety of future oriented questions, concerns, ideas, recommendations, and commitments from those who participate in drafting it and those who review it before submission to NEASC. Part II of the Self-Study asks the school to draw together and prioritize these ideas into a thoughtful, reflective, creative summary of the school's most significant concerns, hopes and dreams for the future.

Part II of the Self-Study is intended to be a macro-look at major findings, presented in a one to three page report. The school may present its findings in any of several formats:

- as recommendations that are *self-identified* and are action-oriented;
- as issues for further discussion in which the goal is to extend important conversations generated by the self-study;
- as a combination of both action items and discussion items.

NOTE: Specific action plans must be presented in Part II for any Standard on which the school rates itself as 3 (needs attention) or as 4-6 (failed).

Review and Edit

The school might consider asking an outside reader (an alumnus/a, trustee, retired teacher, parent or other knowledgeable person who was not actively involved in the self-study) to review the final draft for clarity and completeness.

Letter from Head of School & Distribution of Self-Study 4-6 Weeks Prior to the Visit Date

The head of school will present a written report to the members of the visiting committee that may identify actions which have already been taken by the school in response to the self-study, express his or her feelings about the self-study, raise any questions or concerns, and discuss priorities for the next several years.

SCHOOL DATA SHEET

(To be completed and submitted with the Self-Study; this Statement may be copied and included with the Visiting Committee Report)

School Name: _____

Address: _____

Telephone: _____

Date of Founding: _____

Enrollment at the time of evaluation visit _____ Total Enrollment _____

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	Totals
Male																
Female																
Day																
Boarding																
Homestay																

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

Day																
Boarding																
Homestay																

Number of Faculty _____ full-time; _____ part-time

Number of Administrators: _____ full-time; _____ part-time

Brief Statement of School's history and mission - what makes this school unique?

Person(s) completing this form: _____

Date: _____

Faculty Preference Questionnaire

Name:

The concrete task of the self-study is to produce a report which examines how well our school meets the standards of the New England Association of Schools and Colleges and how we might improve our school.

All faculty and professional staff will need to participate in and support the production of this report. In the process we will look at what we say we do and how well we actually do it. We will also identify and make recommendations for improvement.

We will complete our self-study in **three stages**:

Preparation for the Self-Study – All faculty members will serve as members of the Program Committee and will participate in the review of the school’s major programs. Our “programs” include all academic departments, major extracurricular programs, sports, community service, and so on.

You will be assigned to a program sub-committee, probably outside of your subject area. If you particularly yearn to know more about the math department or athletic department (or anything else), please indicate (and rank) your preferences here:

Self-Study Part I: Reviewing the Standards – In addition, each faculty and staff member will serve on at least one other committee, responsible for writing a section of the self-evaluation report addressing one or more of the NEASC Standards. Please indicate below, with a “1,” “2,” and ‘3’ your committee preferences.

_____ 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.

_____ 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.

_____ 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.

- _____ Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that stems from the school's beliefs about teaching and learning, is appropriate to support its mission, and is consistent with the needs of the range of students admitted.

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

- _____ 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.

- _____ Standard 7 (Early Childhood Programs): The Early Childhood Program meets the social, intellectual, and developmental needs of its students by providing appropriate programs, adequate staffing, and sufficient resources and facilities.

- _____ Standard 8 (Residential Program): The Residential Program provides for an intentional curriculum, appropriate facilities, engaging activities, and adequate supervision to meet the needs of each student.

- _____ Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school.

- _____ 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.

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

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

- _____ 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.

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

_____ 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.

_____ I have no committee preference. Please make use of me by assigning me to any of these options. I am pleased to help make our school a better place!

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

When we have completed our examination of the school’s compliance with the NEASC Standards, a representative committee will be appointed to reflect on what we have learned, formulate recommendations for school improvement, and identify issues for further discussion.

Please check this box to indicate you would interested in serving on the committee to reflect on our findings, draft recommendations, and identify issues for further discussion.

Please check this box to indicate you would be willing to help edit and proofread the final report: (NOTE: You still need to indicate committee choices in stage 2, above.)

Thank you so much for your enthusiasm and care in filling out this form. Let me know if you have questions or second thoughts about your choices. You will receive your committee assignments and a calendar for the self-study at the faculty meeting on _____.

Self-Study Coordinator

Suggested Calendar for Self Study

Initial Steps (Complete the semester before starting the self-study):

- Contact Commission office to arrange for a staff member to meet with faculty
- Obtain necessary materials – order or download from www.neasc.org
- Determine self-study coordinator(s)
- Organize steering committee
- Attend Self-Study Coordinator/Steering Committee Workshop
- Establish calendar including necessary professional days for accreditation work
- Confirm (or draft) a written description of the curriculum in a form appropriate to the school
- Review mission statement with faculty and board

Preparation for the Self-Study

Fall Visit	Spring Visit	
August/September	December/January	Faculty presentation by CIS staff person Survey faculty for interest in self-study committees Form self-study committees for all Standards
September/October	January/February	Survey parents, faculty, and students Compile survey results for self-study committees Assemble policy documents, existing plans, and handbooks for self-study committees Gather statistics on enrollment (admissions and attrition) and student performance Include all of the above in the Supplementary Materials
September/November	January/March	Convene program subcommittees for all departments and other major programs. Each committee should write a brief report about their area with regard to the program standards (4-6) and make recommendations for ways in which the program might be strengthened. These reports will be given to the self-study committees and will be made available to the visiting committee. Arrange for necessary financial reports and information.

Self-Study Part I: Reviewing the Standards

December/February	March/June	Convene self-study committees for all Standards. Each committee should review background information, complete relevant Indicator Checklist, identify issues for further inquiry, assign research and interviews.
January-April	March/June/September	Each committee drafts a report on the school's position with regard to the Standard for which they are responsible - documenting compliance or outlining plans to come into compliance. Each committee drafts recommendations related to the Standard that would enhance the students' experience and foster school improvement.
March/April	September	All committees share their draft reports and recommendations with the entire faculty for comment and make appropriate revisions.

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

March/May	September/November	Convene a representative group to review, compile, and reflect on findings and recommendations from all self-study committees. Draft the Part II Report: Reflection, Recommendations, and Issues for Further Discussion.
May/June	November/December	Share the draft Part II Report with the entire faculty for comment and make appropriate revisions.

Prepare for Visiting Committee

- Reserve hotel rooms as soon as the date for the visit is set.
- Invite Chair to visit the school when his/her name is received.
- Gather and organize Supplementary Materials Inventory as the self-study proceeds.
- Consider inviting an outside reader to review and comment on the final draft.
- Send Self-Study Report in both print and electronic versions to Visiting Committee and Commission (2 copies) one month before visit.

STAFF INFORMATION SHEET

Name

Last	First	Middle	Yr. Appointed	Title	Teaching Assignment

Gender

Female
 Male

Residence

On-Campus Housing
 Dormitory
 Off-campus

Secondary School

Name	Location	Year Graduated

Higher Education Completed or Underway

Institution	Major/Minor	Dates Attended		Degree Awarded
		Mo/Yr	Mo/Yr	

Prior Teaching/Administrative Experience

Institution/Location	Dates Employed		Title or Teaching Assignment
	Mo/Yr	Mo/Yr	

Memberships (related to school responsibilities)

CURRENT ASSIGNMENTS

Teaching Assignments — Current School Year

Course Titles and/or Subjects and Grade Levels	# of Students in Class

Supervisory Duties: Study Hall, Playground, Cafeteria, Dormitory, etc.

Extra-Curricular and Sports Assignment by Level and Season

Administrative Responsibilities

Committee Assignments

INDICATOR CHECKLISTS

These checklists are to be used in the self-study process.

All self-study committees will complete the relevant Indicator Checklist as part of their discussion how to document compliance of the school with a given Standard. These completed checklists will be included in the Supplementary Material Inventory for review by the visiting committee.

NOTE: Schools must complete the Indicator Checklists, but are **NOT** required to comply with all indicators. The Commission feels that they represent good practices and encourages schools to meet them. However, schools are welcome to submit other data and narrative information to document their compliance with the Standards for Accreditation.

INDICATOR CHECKLIST

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.

The self-study committee for Standard 1 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
1.a.	The mission of the school is stated clearly.		
1.b.	The mission of the school is embraced by all constituencies.		
1.c.	The mission statement is reviewed regularly, using a process that involves representatives of major constituencies of the school, as appropriate.		
1.d.	The school’s climate and culture support an effective educational program, consistent with its stated mission.		
1.e.	Requirements and expectations of students, parents, faculty, trustees, and employees clearly reflect the values and mission of the school.		
1.f.	The culture of the school reflects a commitment to implementing the mission of the school.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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.

The self-study committee for Standard 2 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
2.a.	<p>The governance of the school is clearly defined, understood by all constituents, and provides for:</p> <ul style="list-style-type: none"> • continuity of mission • stability and ethical process in transitions of leadership • a comprehensive, multi-year planning process • assurance of adequate financial resources • institutional advancement/development • evaluation of and support of the professional growth of the head of school • a model of inclusive behavior and integrity for the school community • establishing and monitoring needed school policies • self-evaluation of individuals and groups with governance responsibilities • defined orientation and evaluation procedures 		
2.b.	<p>Provision is made for participation of all constituencies in the policy-making process, as appropriate.</p>		

INDICATOR CHECKLIST

2.c.	The school has a current Multi-Year Plan that integrates all school plans and addresses finances, as well as timelines for implementation.		
2.d.	Operational and educational functions of the school are delegated to the head of school.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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.

The self-study committee for Standard 3 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
3.a.	The school in its public relations materials presents an accurate description of its mission, organization, staff, program, and facilities.		
3.b.	The school has clearly stated procedures for the admission of students, which are developmentally appropriate at different levels.		
3.c.	The school has developed a profile of its student body that defines the range and type of students suitable for admission.		
3.d.	If tuition assistance is offered, there are clearly stated policies and procedures for the application for and award of grants which are consistent with the mission of the school.		
3.e.	The school uses information concerning the performance of students and graduates in evaluating admissions procedures.		
3.f.	The school undertakes an analysis of the reasons students depart prior to graduation and uses the results to inform admissions procedures and program revisions.		
3.g.	The admissions staff communicates with those responsible for the program of the school to assure that necessary resources are available to meet the needs of individual students who are admitted.		

INDICATOR CHECKLIST

3.h.	The admissions staff communicates regularly with the teaching faculty about the specific talents/strengths/skills/needs of newly enrolled students.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that stems from the school’s beliefs about teaching and learning, is appropriate to support its mission and core values, and is consistent with the needs of the range of students admitted.

The self-study committee for Standard 4 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
4.a.	Professional development time is used for faculty to discuss issues of teaching and learning.		
4.b.	The school programs demonstrate consideration for the appropriate intellectual, social, physical, aesthetic, emotional and ethical development of students in all aspects of school and student life.		
4.c.	The curriculum demonstrates continuity from year to year.		
4.d.	The school has a policy for regularly reviewing the academic program and has completed a recent, written Curriculum Plan outlining desirable and/or necessary improvements.		
4.e.	Attention is paid to transitions between grade levels and/or divisions of the school so as to facilitate passage of students from one level/division to another.		
4.f.	The program offers a variety of cultural experiences to reflect (a) the diversity of students enrolled and (b) the multicultural nature of the region, country, and world.		

INDICATOR CHECKLIST

4.g.	The school recognizes developmental levels of children and takes them into consideration in planning programs and teaching methodologies.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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.

The self-study committee for Standard 5 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
5.a	The school recognizes differences within the student body such as gender, learning style or ability, race, age, ethnicity, family background, socio-economic status, sexual orientation, and religious practice, and actively responds to students’ and adults’ positive or negative experiences.		
5.b.	Time is made available on a regular basis for teachers to plan together and to discuss students (both individuals and groups).		
5.c.	Time is made available on a regular basis for teachers to learn or unlearn ways in which their cultural backgrounds help or hinder their ability to plan together to work with students, parents, and other adults in the community.		
5.d.	There is a procedure in place to assess and report on how individual students are meeting the goals of the program with regard to both personal and academic growth.		
5.e.	There is a process in place to see how the school’s programs need to change to reflect the diversity of cultural experiences and to identify adults and/or students who will need additional support to function effectively in a pluralistic environment.		

INDICATOR CHECKLIST

5.f.	Resources are available to faculty (in-school or through outside consultants) to assist in identifying and meeting the needs of individual students.		
5.g.	There is a process in place to identify students who might benefit from a modification of the program.		
5.h.	There is a process in place to identify students for whom the school is inappropriate and a supportive process for counseling those students.		
5.i.	Counseling, advising, and guidance procedures and personnel address the needs of the students.		
5.j.	College or school placement counseling, as applicable, addresses the needs of the students.		
5.k.	Information is systematically gathered regarding students' experience at the school and is used to inform program planning.		
5.l.	The school promotes an equitable, just, and inclusive community that inspires students to respect and value diversity and to be active and responsible citizens and has ways to insure that this objective is met.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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.

The self-study committee for Standard 6 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
6.a.	Instructional facilities (including space, furnishings, and play/recreation areas) are adequate for the instructional program and are age appropriate.		
6.b.	There are instructional materials and equipment in sufficient quality, quantity, and variety to give effective support to the aims and methods of the program.		
6.c.	The school has a Library Plan which is integrated with the curriculum and which provides students with age appropriate experiences in research and reading and supports the broad purposes of the educational program.		
6.d.	The school has a written Academic Technology Plan, developed by teachers and academic leaders, covering the integration of technology into the various components of the program and providing for the professional development of teachers in the implementation of this plan.		
6.e.	The school has in place an Acceptable Use Policy of which students and families are informed and the school provides information to students and families on the appropriate and ethical use of technology.		
6.f.	There are procedures in place to assure that teachers have a leading role in planning the use of technology in their teaching.		

INDICATOR CHECKLIST

6.g.	Non-academic programs, if available, are consistent with the school’s mission and are well organized, supplied, and staffed.		
6.h.	The schedule is planned by day and year to provide for the total program.		
6.i.	The school interacts with the community in which it is located and avails itself of community resources.		
6.j.	The school strives to be a positive member of the community in which it exists, is sensitive to the interests of its neighbors, and takes appropriate advantage of the character of its setting.		
6.k.	The financial aid resources committed to students and their families reflect the goals and mission of the school.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

Standard 7 (Early Childhood Program): The Early Childhood Program meets the social, intellectual, and developmental needs of its students by providing appropriate programs, adequate staffing, and sufficient resources and facilities. (The Early Childhood Program refers to 3 and 4 year olds.)

The self-study committee for Standard 7 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
7.a.	The school communicates and collaborates with parents of children in its Early Childhood Program in a manner which addresses the needs of this community.		
7.b.	Staff who work directly with children in the Early Childhood Program are trained in the field of early childhood education/child development. Their numbers are sufficient in relation to numbers and ages of children in each Early Childhood grouping to perform tasks effectively and safely.		
7.c.	The school has curricular and extra-curricular programs in place which specifically and effectively address intellectual and developmental needs of children in the Early Childhood Program and are consistent with the school’s stated mission.		
7.d.	Facilities provided for the Early Childhood Program, including instructional, activity and play spaces, and supporting resources such as lavatories and dining areas, are adequate in construction, space provided per child, and maintenance to meet the needs of the children in the program.		

INDICATOR CHECKLIST

7.e.	Materials, routines, and procedures are so organized as to protect the health and safety of young children enrolled in the Early Childhood Program*.		
7.f.	Those sections of the Early Childhood Program that serve children under the age of 3 meet state health and safety guidelines for approval of child care facilities.		
	Other Indicators the school proposes.		

***Early Childhood Program refers to 3-4 year olds**

INDICATOR CHECKLIST

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

The self-study committee for Standard 8 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
8.a.	Residential staff are qualified to meet the needs of students under their care and supervision.		
8.b.	The residential program is integrated into the total life of the school, especially with regard to the interaction with day students.		
8.c.	Evening, weekend, and vacation activities are actively planned, as part of the residential curriculum, to meet the needs of the students.		
8.d.	The school provides for the needs of international students, students with limited financial resources, and students who have difficulty adjusting to being away from home.		
8.e.	If technological services, such as computers, Internet access, email, and/or telephones, are included in residential areas, there is a process to ensure that policies and procedures are consistent with the school’s overall Technology Plan and Acceptable Use Policy.		
8.f.	Through a well-defined process involving students, parents, and staff, a regular review of the residential program is accomplished which is intended to lead to revisions and/or improvements.		
8.g.	There are clearly-stated, written, and understood expectations for residential students and staff.		

INDICATOR CHECKLIST

8.h.	Students are included in planning and developing policies, expectations, and programs.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school.

The self-study committee for Standard 9 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
9.a.	The school has a procedure for recruiting professional staff who are the best available for the tasks to be performed and for the mission of the school; and also has a procedure for screening and interviewing candidates and providing them with necessary background information about the school.		
9.b.	Academic personnel are qualified by education, training, or experience in the areas to which they are assigned.		
9.c.	Academic personnel are regularly trained in the areas of skills, content, and the context of a multicultural society.		
9.d.	Personnel practices provide ethical treatment among all faculty, administration, and staff with respect to compensation, workloads, and working conditions.		
9.e.	The school demonstrates a commitment to staff development by providing opportunity for and expecting participation in professional growth and development.		
9.f.	The faculty are treated with respect and the school sets clear expectations for their professional behavior.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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.

The self-study committee for Standard 10 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
10.a.	The administration is effective in carrying out the program of the school and the policies established by the governing body or school board.		
10.b.	Administrative personnel and support staff are qualified by education, training or experience to serve in the areas to which they are assigned.		
10.c.	The administration assures review and evaluation of the educational program and provides that a current Curriculum Plan is in place.		
10.d.	The school involves faculty in decision making about the program of the school.		
10.e.	The school demonstrates a commitment to administrator development by providing opportunity for and expecting participation in professional growth and development.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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.

The self-study committee for Standard 11 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
11.a.	The school conducts annual program review and revision based on assessment of student performance.		
11.b.	The school uses some form of longitudinal assessment of student performance (such as portfolio assessment).		
11.c.	The school conducts exit interviews of students and faculty and uses the data to inform admissions and program planning.		
11.d.	The school has procedures to follow-up on the experiences of alumni/ae and uses the data to inform admissions and program planning.		
11.e.	The school brings in consultants and/or visitors from other schools to participate in the periodic evaluation of programs.		
11.f.	The school participates in state sponsored learning results activities, as appropriate.		
11.g.	The school carries out programs for supervision and evaluation of all personnel that are understood by all concerned.		
11.h.	Those responsible for leadership engage in periodic self-evaluation of their performance.		

INDICATOR CHECKLIST

11.i.	The school develops and publishes a policy and plan on diversity and difference, derived from its mission and core values, that it uses to evaluate the status of the school in this regard and to guide planning to achieve goals.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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

The self-study committee for Standard 12 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
12.a.	The school has a comprehensive written Crisis Response Plan that is clearly understood by faculty, staff, students, and parents.		
12.b.	The physical facilities and staffing for health care are adequate to meet the needs of the student body, whether residential or day.		
12.c.	Facilities and staff for food services are adequate and the quality of the food meets reasonable nutritional requirements.		
12.d.	The school has necessary support services and programs to meet the emotional needs of students.		
12.e.	The school periodically conducts a safety audit of its facilities.		
12.f.	There is a procedure in place to identify and monitor compliance with applicable local, state, and federal regulations.		
12.g.	There is a person or committee with responsibility for reviewing safety provisions for any off-campus activity, including field trips, athletic events, wilderness expeditions, etc.		

INDICATOR CHECKLIST

12.h.	The school has a reporting procedure in place to record and follow-up on any incidents regarding the health and safety of students or staff.		
12.i	The school is a safe, clean, well-organized place that nurtures learning and mutual understanding among students and faculty. Concerns for safety include physical and emotional well-being.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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.

The self-study committee for Standard 13 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
13.a.	The school maintains complete and accurate records for both current and former students that are protected against loss by fire or theft and are available only to authorized persons.		
13.b.	The school publishes current school policies and procedures in handbooks or makes them readily available in other forms to the affected constituencies.		
13.c.	The school has a mechanism in place for input from staff into decision-making regarding personnel policies, budget preparation, and other areas, as appropriate.		
13.d.	Information regarding the financial responsibilities of the parent/guardian or student to the institution is clearly stated in writing and is made available prior to enrollment.		
13.e.	There is a procedure for determining equitable adjustments in tuition and other financial obligations existing between the parent/guardian and the institution.		
13.f.	Appropriate channels are available for parents to reflect their concerns and interests to school personnel.		

INDICATOR CHECKLIST

13.g.	Student progress is reported regularly to parents in a clear and comprehensive manner.		
13.h.	The school structures ways to work with parents/guardians proactively. The school is aware of the ways in which families from diverse background and socio-economic status are affected by school policies and programs.		
13.i.	The school maintains complete and accurate records for staff and faculty members that are available only to authorized persons and are protected against loss by fire or theft.		
13.j.	There is an internal communication system to distribute minutes of meetings, give notice of decisions, and inform the school community of events and other news.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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

The self-study committee for Standard 14 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
14.a.	The school has appropriate procedures for accounting and for auditing the accounts of the school.		
14.b.	The school has adequate financial resources for the needs of the school.		
14.c.	The school has adequate provision for insurance coverage.		
14.d.	The physical facilities of the school are appropriately maintained.		
14.e.	There is a recent, written Facilities Plan covering future needs, improvements, and additions.		
14.f.	The school has a clear picture of its long- and short-term development needs and the plans, organization, and staffing to meet those needs.		
14.g.	The school has a written, institutional Technology Plan that provides for the coordination of academic and administrative functions, defines the technological services available, projects needs and directions, and describes the management system.		
	Other Indicators the school proposes.		

INDICATOR CHECKLIST

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.

The self-study committee for Standard 15 should complete this form. Review each suggested indicator, assess “Yes” or “No” whether the school meets this indicator, and add any comments explaining the school’s position and any plans regarding the indicator.

	Suggested Indicators	School Meets Y/N	Comments
15.a.	The school has completed a thorough self-study in accordance with NEASC policies.		
15.b.	Administration, professional staff and those with governance responsibilities have actively participated in and are familiar with the self-study and its findings.		
15.c.	The school has in place a procedure for follow-up on plans and strategies found in its own self-study and on recommendations in the visiting committee report and to integrate the school improvement plans resulting from the self-study into the school’s Multi-Year Plan.		
15.d.	The school participates in the Association’s peer based accreditation process and is represented on visiting committees to other schools.		
	Other Indicators the school proposes.		

SAMPLE QUESTIONNAIRES

In the preparatory phase of the Self-Study, schools are to survey parents, faculty, and students (secondary) on issues covered by the Standards. The results of these surveys should be compiled and given to the several self-study committees as background information to inform their discussions.

The attached questionnaires are samples. Schools may use these as is, add questions to those that are suggested, or design their own form. The suggested questions relate to Standards and are sufficiently similar to allow comparisons of responses across constituencies. On-line survey forms may be used such as SurveyMonkey (<http://www.surveymonkey.com/home.asp>).

The completed questionnaires, together with the compilation of results, should be included in the Supplementary Inventory for review by the visiting committee.

Parent Questionnaire

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1.	I believe that the school's mission is matched by what is actually happening in the program and that the school does what it says it does.					
2.	I find that the admission process is effective in enrolling students who are appropriate and likely to benefit from their experience at the school.					
3.	I find the school provides a comprehensive program of intellectual, aesthetic, and physical activities that serve the interests of my child.					
4.	I believe that the school offers a variety of experiences to reflect the diversity of the students enrolled and the multicultural nature of society itself.					
5.	I believe the school actively takes into consideration the individual needs, learning styles, and characteristics of students by providing developmentally appropriate programs and activities to help students achieve their potential.					
6.	I feel that the teachers provide a positive learning experience for my child, and that throughout my child's experience at the school he/she has found thoughtful and skilled faculty.					
7.	I find that policies are administered fairly and reflect the core values of the school.					
8.	I believe that the methods used to assess my child's work at the school are clear, fair, and helpful.					
9.	I believe that the school is a safe, clean, well-organized place that nurtures learning and mutual respect among students and teachers.					
10.	I find that the school has an effective system of communicating important information to the parents.					
11.	I feel that the school has sufficient resources to meet the needs of my child.					

We welcome any comments that will help the school reflect on opportunities for school improvement.

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Faculty Questionnaire

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1.	I believe that the school's mission is matched by what is actually happening in the program and that the school does what it says it does.					
2.	I find that the admission process is effective in enrolling students who are appropriate and likely to benefit from their experience at the school.					
3.	I believe the program that the school offers is sufficiently broad to meet the needs of all students.					
4.	I believe the school encourages me to shape my program to include a variety of experiences which reflect the diversity of the students enrolled and the multicultural nature of society itself.					
5.	In my teaching I take into consideration the individual needs, learning styles, and characteristics of students by providing developmentally appropriate programs and activities to help students achieve their potential.					
6.	As a faculty member I feel that I am treated with respect and given opportunities for professional development.					
7.	I find that policies are administered fairly and reflect the core values of the school, and I am given an opportunity to participate in the decision-making process.					
8.	I believe that faculty evaluation at the school is clear, fair, and helpful to me.					
9.	I believe that the school is a safe, clean, well-organized place that nurtures learning and mutual respect among students and teachers.					
10.	I find that the school maintains internal and external communication in an effective manner.					
11.	I feel that the school has sufficient resources for me, as a teacher, to meet the needs of students.					

We welcome any comments that will help the school reflect on opportunities for school improvement.

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Student Questionnaire

		<i>Strongly Agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1.	I believe that the school's mission is matched by what is actually happening in the program and that the school does what it says it does.					
2.	I find that the admission process is effective in enrolling students who are appropriate and likely to benefit from their experience at the school.					
3.	I find the school provides a comprehensive program of intellectual, aesthetic, and physical activities that meets my needs.					
4.	I believe the school engages me in a variety of experiences that reflect the diversity of the student body and the multicultural nature of society.					
5.	I believe the school actively takes into consideration my individual needs, learning style, and characteristics by providing developmentally appropriate programs and activities to help me achieve my potential.					
6.	I feel there are faculty to whom I can turn for advice both in academic and personal issues.					
7.	Discipline and other policies are applied fairly and reflect the core values of the school.					
8.	I believe that the methods used to assess my work at the school are clear, fair, and helpful.					
9.	I believe that the school is a safe, clean, well-organized place that nurtures learning and mutual respect among students and teachers.					
10.	I find that the school has an effective system of communicating important information to the students.					
11.	I feel that the school has sufficient resources to meet my needs.					

We welcome any comments that will help the school reflect on opportunities for school improvement.

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Multi-Year Plan Components

For those schools wishing to create or update plans for inclusion in the self-study or as they create the Multi-Year Plan, the following guidelines are provided.

All plans should be incorporated into and coordinated with the school's Multi-Year Plan which is meant to be all-inclusive and should include financial implications, person(s) responsible, and timelines for all component plans. The number of years the plan covers will vary from school to school; a reasonable minimum would be three years and a reasonable maximum might be ten years.

All plans should be based on the mission of the school, together with the various purposes, objectives, and goals of the various components of the school's programs.

Not all schools will be able to or will choose to develop all of these plans. As a school develops its Multi-Year Plan after it has received any recommendations that have come out of the self-study or the visiting committee, having these plans in place, or at least begun, will be a significant benefit to the school.

1. Enrollment

Based on the agreed-upon grade range, the school should provide an enrollment projection for at least the next 5 years; components of this projection should include: grade level, gender, and where appropriate, separate numbers for students who will qualify for financial aid, children of employees who may receive tuition remission, and students who may be involved in special programs. All enrollment data should be aligned with projected tuition and fee levels over time in order to show projected net income from this area. Desired levels of financial aid should be included in this plan.

If enrollments are expected to change, either to increase or decline, the school should be able to adjust staffing, facilities, curriculum and other program components; these changes, driven by enrollment fluctuations, should inform the components of other plans.

2. Curriculum

Based on the mission, grade levels, and enrollment of the school, what should the curriculum contain? In order to have students learn what is expected of them, what courses, staffing, facilities, time, technology, and materials are required?

A curriculum plan should outline the general course and program descriptions for the desired curriculum, even if some courses or programs are not being offered at the time that the plan is created. As the needs for the curriculum over time are determined, some aspects of other plans may be affected.

3. Academic Technology

This plan only relates to the program of the school, not the administrative or institutional uses of technology. This plan should be developed by teachers and the academic leadership, and should cover the integration of technology into the various components of the program, determine the necessary skill levels of students and teachers to reach the desired utilization, and should project the hardware, software, infrastructure, maintenance, and management aspects of technology. All the goals and information derived from the Academic Technology Plan should be incorporated in the Overall Technology Plan.

4. Library

Depending on the type and scope of the school's library or media center, this plan should outline the purposes, objectives, and goals of this resource, including the needs for staff, facilities, related technology, print materials and periodicals, and curriculum. The Library Plan might include a specific curriculum for teaching library use skills, including research, cataloging systems, and procedural familiarization.

A plan for library technology should be included here, and is separate from the Academic Technology plan mentioned elsewhere; there may obviously be some overlap, but the school should avoid the temptation to combine library and technology into one area as there are often very different uses for technology across the entire school curriculum.

5. Diversity

The school's efforts to support difference and multiculturalism might best be described in the form of a plan to identify the specific needs of various students. Several components of such a plan might include providing for: special or augmented programs for certain students or groups, the education of students about issues of equity and justice, providing for the professional development of faculty, including various relevant topics in the general curriculum, and continuing to keep all constituencies aware of the complexities of how differing cultural and learning backgrounds affect the school's environment and its ability to meet its mission.

6. Institutional Technology

While the Academic Technology and Library plans are specific to those areas (with some overlap), the institutional Technology plan pulls these separate plans together, and combines it with any other specific-use plans. The institutional Plan provides for the appropriate services and systems to integrate technology into the curriculum and also support the coordination of academic, administrative, and institutional functions. This is where a school would plan for the future development or changes to a network; also, the staffing, financing, and construction of all network and infrastructure components would be included in this plan.

7. Facilities

Given the mission and corresponding program at the school, do the facilities meet the needs of that program? A Facilities Plan might involve an audit of the current facilities including their history, use, age, condition, and future needs in term of expansion, renovation, or maintenance. Any additional, new facilities might be planned using this background information.

8. Financial

All of the plans described herein will have financial ramifications and this is the place to bring all that information together. Financial plans and projected cash flows should be updated periodically so as to avoid surprises when unforeseen enrollment shifts take place. The Financial Plan also helps determine what the short- and long-term Development needs are so that planning can be accomplished in that area as well. Policies regarding depreciation, endowment, financial aid, salaries, and benefits should be considered here.

9. Development

As the general needs of the school, especially in financial terms, are developed through careful consideration of program needs and fulfilling the mission of the school, development or fund-raising considerations come into play. If the school has needs outside of tuition and fee income, rental or other ancillary income, or borrowings, a need may arise to develop individual or corporate donors. In doing a Development Plan, the school should consider budgetary considerations including staff, office space, and travel as appropriate. Feasibility studies, donor research, cultivation activities, and social events can and should be part of this planning process.

SUPPLEMENTARY MATERIALS INVENTORY

These materials should be sent to the entire Visiting Committee:

1. Print copy of self-study
2. Electronic version of self-study (email, compact disc, or USB drive)
3. Head of School's confidential letter to visiting committee members
4. School catalog or descriptive brochure
5. Alphabetical Faculty/Staff Overview Form
6. Daily program schedule including teacher assignments to facilitate planning visits to classes and interviews
7. A map of campus and interior layout of classroom, office, and residential buildings

Along with the electronic version of the self-study and above-listed items, these materials should be sent to the Chair of the Visiting Committee (one copy) and the Director of the Commission (two copies). If emailing self-study, please send to cis@neasc.org for the Director:

1. The current operating budget and most recent year-to-date report
2. The operating statement for the most recently completed year: compare budgeted figures and actual experience
3. A review or opinion level audit or approved alternative, e.g., Diocesan Report on School Finances
4. Salary tables for full-time teaching faculty: high, low, median for current year and five years ago
5. Salary schedule or policy for faculty teaching part-time
6. List of benefits and percentage of cost/premiums paid by school

These materials should be gathered and arranged for easy access in the visiting committee's workroom:

1. Indicator check lists for all Standards
2. Parent, Faculty, and Student Questionnaires, together with compilation and summary of findings
3. Staff Information Sheets for each faculty member and administrator
4. Forms used in evaluation of professional staff
5. A description of the curriculum in a form appropriate to the school
6. Written bylaws describing school's governance structure
7. Admissions and recruiting materials, including brochures and catalogs
8. Information regarding financial responsibilities which is given to parents prior to enrollment
9. All current planning documents (see Components of Multi-Year Plan)
10. Student, faculty, parent handbooks
11. Calendar for the school year
12. Sample copies of publications
13. Sample copies of forms used to collect or record information about students
14. Sample copies of forms used to collect data from former students
15. Profile of student body as shown by aptitude and/or achievement testing. (Provide samples of tests.)

The Visiting Committee Process

Appointment of the Visiting Committee: The Commission staff will consult with the head of school in identifying the chair of the visiting committee and determining the size of the committee and any special areas of focus. The selection of the visiting committee is the responsibility of the Commission staff.

Scheduling the Visit: Visiting committees are scheduled to arrive on a Sunday afternoon and depart on the following Wednesday afternoon. The school, in consultation with the Commission staff, should select the dates for the visit well ahead of time to facilitate planning. Fall visits are scheduled from the last week in September to the first week in November, and spring visits from the last week in March through the end of April.

Setting the Schedule: Once the chair of the visiting committee has been confirmed, the head of school should invite the chair to the school for a meeting to go over arrangements and schedule for the visit. The chair will identify meetings which should be scheduled during the visit and those people who should be available.

Accommodations: The school is responsible for arranging housing for all committee members for three nights. Accommodations should be in a local hotel or motel and provide a private room and bath for each member. In addition, the school should arrange for a meeting room for the committee at the hotel.

Meals: The school is responsible for meals. Details of the schedule should be worked out with the visiting committee chair, but, ordinarily, the committee will have lunches provided in their workroom at the school. If breakfast is not available at the hotel, it may also be provided at school. Most committees prefer to have working dinners on Monday and Tuesday, either at the hotel or a local restaurant. On Sunday the school customarily holds a reception for faculty and other members of the school community and hosts a dinner for the committee and a few select members of the school community. The committee has a great deal of work to accomplish in a short time and, therefore, social events and entertainment should be kept to a minimum and scheduled only in consultation with the chair. The school is expected to make the committee comfortable, but should avoid extravagant expense.

Arrangements at the School: The visiting committee must have a private meeting room at the school which is for their use only during the visit. Refreshments should be provided during the days of the visit. The visiting committee chair will discuss needed arrangements for access to computers.

What to Expect from the Visiting Committee: The committee will receive and study the Self-Study Report prior to their arrival. Their charge is to understand the school on its own terms, assess the accuracy of the Self-Study, determine compliance with Standards for Accreditation, review the Part II Report: Reflection, Recommendations, and Issues for Further Discussion, write a report that includes commendations and recommendations, and make a recommendation to the Commission regarding accreditation.

The school should expect visiting committee members to be at the school all day on Monday and Tuesday and some members may be at the school on Wednesday morning. While the presence of the visitors will obviously not go unnoticed, the school is asked to maintain as normal a routine as possible. Committee members will interview faculty, administration, parents, students, and board members. They will try to talk individually with all faculty and staff. A committee member responsible for reviewing a particular section of the self-study may seek out those who participated in drafting that section.

Members of the committee will visit classes in order to gain a flavor of the academic program. Teachers should not schedule tests, field trips, or films during these three days. The visitors will be observing interactions among students and between students and faculty. They will note teaching methods and instructional materials. Faculty should expect visitors to come for parts of classes. The visiting committee is looking at the entire program; they will not evaluate individual faculty, staff, or administrators and will not comment on the performance of any individual, or identify them by name in the visiting committee report.

The committee departs on Wednesday after they have completed a draft of their report. The committee is instructed not to share specifics of their report, however, since it has not been finalized. The chair and another member of the committee will meet with the head of school and one or two people on Wednesday afternoon to review major areas of comment in the report. Committee chairs are encouraged not to hold a meeting with the entire faculty, but rather to finalize the committee's report and submit it to the school at the earliest possible time so that everyone may read the whole and, therefore, view any recommendations in context.

Commission Action

The Commission will review the school's Self-Study, the report of the visiting committee and its recommendation concerning accreditation, votes on Standards for Accreditation, and the school's reaction letter at its next meeting after all these items are received (November, February, or June).

If a school recommended for initial membership does not meet all the Standards, action on their accreditation will be tabled until compliance has been documented. If a school approved for continued membership does not meet all the Standards, the school will be given one year to bring itself into compliance. The school will be expected at a given date to report on what action has been taken in response to the school's own recommendations and those of the visiting committee and the Commission. The Commission may ask the staff to follow-up with the school on particular concerns or may schedule a formal focused visit to inquire into progress the school has made.

In addition to any special reports or visits, all schools are required to file an Interim Evaluation Report after two and five years, which documents accomplishments in the follow-up process.

Budget for the Self-Study and Visit

The cost of the self-study will depend on how the school organizes the work. A large or complex school may find it necessary to grant a course reduction to the self-study coordinator or to hire someone familiar with the school to assume this role. If there is extensive editing to be done, this may call for additional compensation. Secretarial work may or may not fit into the regular schedule of school staff. The actual cost of duplicating the final report and mailing it to the committee members may be estimated.

The school may estimate its expenses for the visiting committee fairly accurately once the size of the team is known. The primary expenses are three nights lodging with a private room and bath for each committee member, a meeting room at the hotel, meals from Sunday dinner through Wednesday lunch, and travel expenses of committee members. The school is also responsible for the expenses of the visiting committee chair for a pre-visit and for preparing the visiting committee report.

The Commission requires an independent accountant's review with management letter, an audit, or an approved alternative report of finances at the time of the visit and with the Five-Year Interim Evaluation Report. The expense for this requirement should be anticipated.