

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

**Report for Merged Schools**

**New School Information**

**Date of Merged School Report:** \_\_\_\_\_

**Date Merger will be effective:** \_\_\_\_\_

**List the names and addresses of each school that merged/closed. Indicate for each school if the campus closed or remained open.**

**School #1** \_\_\_\_\_

**Campus closed/ open** \_\_\_\_\_

**School #2** \_\_\_\_\_

**Campus closed/ open** \_\_\_\_\_

**School #3** \_\_\_\_\_

**Campus closed/ open** \_\_\_\_\_

**Name of Newly Merged School and Address:**

**School Name** \_\_\_\_\_

**Street Address** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

## Report for Merged Schools

---

### Section A: Mission

#### Questions:

1. Why was this merger initiated? Were initial feasibility studies carried out and, if so, what were the results?
2. Were the needs of students included in the merger already covered by the school's existing mission or has this been changed to accommodate the new situation?
3. How does the newly merged school ensure that students who are accepted can benefit from it?

#### Documents to Attach:

- a. Copy of Mission Statement, brochures, and any literature describing the merger, which has been published to the school community.

### Section B: Governance and Administration

#### Questions:

1. How has the merger altered the governance and administrative structures of the school?
2. What changes have been made in the school's administration to accommodate responsibility for the merger?

#### Documents to Attach:

- a. Copies of Board By-Laws, highlighting any new Board policies regarding the merger.
- b. Copy of job descriptions for any members of the administration which have undergone adjustment as a result of the introduction of the merger.
- c. Copy of schedule of student fees and other charges noting any additions or changes applicable to the merger.
- d. Copy of all tuition schedules and fees.

## Report for Merged Schools

---

### Section C: Staff

#### Questions:

1. What general changes have occurred in the number and/or qualifications of instructional and support staff in order to ensure the effectiveness of the merger?
2. Are all staff members involved in the newly configured school subject to the same policies regarding salaries and other terms of contract, evaluation, availability of professional development, etc.? If they are not, please state and explain the differences.

#### Documents to Attach:

- a. A list of all teaching staff, noting those involved in the merger and including name, qualifications, experience, and role within the program.

### Section D: Program

#### Question:

1. How has the curriculum been articulated vertically, so as to ensure continuity with the current curriculum?

### Section E: Student Support Services

#### Questions:

1. Were any new procedures for identifying and addressing the special needs of students with learning disabilities or exceptionally high ability introduced as a result of the merger?
2. Did the school's previous provisions for health and safety continue to adequately cover all aspects of the newly merged school, or were changes necessary? If changes were necessary to cover the new school, either in terms of procedures or physical plant, please give full details.

### Section F: Resources

#### Questions:

1. What changes, if any, have been made to the school grounds, buildings, furnishings, or equipment in order to serve the new school?

## Report for Merged Schools

---

### Section G: Student and Community Life

#### Questions:

1. What changes, if any, have been introduced into non-classroom programs (athletics, community service, student activities, etc.) to accommodate the needs and interests of students in the new school?

### Section H: Standards for Accreditation

Please include an assessment of any issues concerning the school's compliance with the *Standards for Accreditation* as a result of the merger. Please indicate the school's rating with regard to each of the Standards using the following form: Assessment of the Standards for Accreditation.

**Assessment of the Standards for Accreditation**

<b>Assessment of Standard</b>	
<b>Met</b> <i>(The students' experience is supported.)</i>	<b>Unmet</b> <i>(The students' experience is compromised.)</i>
SM1. Standard Met: evidences clear understanding, effective implementation and thorough planning for further improvement.	SU1. Standard Unmet: evidences inadequate understanding, implementation and planning for remediation, that may foreseeably compromise student experience.
SM2. Standard Met: evidences understanding, evolving implementation and planning for improvement.	SU2. Standard Unmet: lacks understanding, implementation and planning for remediation, thereby compromising student experience.

Rating	<p><b>Standard 1 (Mission):</b> 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.</p>
Rating	<p><b>Standard 2 (Governance):</b> 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.</p>
Rating	<p><b>Standard 3 (Enrollment):</b> 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.</p>
Rating	<p><b>Standard 4 (Program):</b> The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school's mission and core value and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.</p>
Rating	<p><b>Standard 5 (Experience of the Students):</b> 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.</p>
Rating	<p><b>Standard 6 (Resources to Support the Program):</b> Given the school's mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school's program.</p>

(continued)

**Assessment of the Standards for Accreditation (continued)**

Rating	<p><b>Standard 7 (Early Childhood Program):</b> The Early Childhood Program enriches the social and intellectual development of its students by providing comprehensive programs and appropriate staffing, resources and facilities.</p>
Rating	<p><b>Standard 8 (Residential Program and/or Homestay Program):</b> The Residential Program and/or Homestay Program provide for an intentional curriculum, appropriate facilities, engaging activities, and adequate supervision to meet the needs of each student.</p>
Rating	<p><b>Standard 9 (Faculty):</b> There is a sufficient number of appropriately qualified faculty to carry out the mission of the school and the school follows a comprehensive and defined program of professional development that supports continued enhancement of teachers' skills.</p>
Rating	<p><b>Standard 10 (Administration):</b> The administration provides leadership and maintains a structure to facilitate the effective functioning of the school, including the participation of faculty in decision-making.</p>
Rating	<p><b>Standard 11 (Evaluation and Assessment):</b> 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.</p>
Rating	<p><b>Standard 12 (Health and Safety):</b> The school is a safe place that supports the physical, emotional and cognitive health and development of all students, faculty and staff.</p>
Rating	<p><b>Standard 13 (Communication):</b> The school maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation where appropriate.</p>
Rating	<p><b>Standard 14 (Infrastructure):</b> There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.</p>
Rating	<p><b>Standard 15 (The Accreditation Process):</b> 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.</p>