

**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 is 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 _____

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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.

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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?

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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.

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2020 Standards Review

Please review the *2020 Standards for Accreditation*. Using the Assessment Ratings below, indicate the school’s current status for each Standard by checking the appropriate box. Further discussion in this section is not required unless the school finds a Standard “Unmet.”

If a Standard is not currently met, please use the “Comments” section (or an attached sheet) to explain the school’s remediation plans.

- SM1: Standard Met: evidences clear understanding, effective implementation and thorough planning for further improvement.
- SM2: Standard Met: evidences understanding, evolving implementation and planning for improvement.
- SU1: Standard Unmet: evidences inadequate understanding, implementation and planning for remediation that may foreseeably compromise student experience.
- SU2: Standard Unmet: lacks understanding, implementation and planning for remediation, thereby compromising student experience.

Foundation Standards	Assessment				Comments
	SM1	SM2	SU1	SU2	
Standard 1: Enrolled Students Align Appropriately with the Mission					
Standard 2: The Governing Body/Board Assures the School Remains Sustainable and True to its Mission					
Standard 3: The School’s Resources Sufficiently Support Present and Prospective Operation					
Standard 4: The School Assures that the Adult Community is Qualified and Organized to Implement the Mission					
Standard 5: A Proactive Culture of Health and Safety Permeates the School					
Standard 6: Proprietary Schools Ensure Effective Leadership, Clear Organizational Structure, and the Necessary Resources to Successfully Execute the Mission of the School for the Foreseeable Future					

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2020 Standards Review – continued

Program Standards	Assessment				Comments
	SM1	SM2	SU1	SU2	
Standard 7: Commitment to Mission and Core Beliefs Informs Decisions, Guides Initiatives and Aligns with the Students’ Needs and Aspirations					
Standard 8: Commitment to Inspiration and Support Characterizes the Approach to Each Student					
Standard 9: Commitment to Excellence Distinguishes the Program					
Standard 10: Commitment to Continuous Professional Development Permeates the Adult Culture					
Standard 11: Commitment to Engaging with the Greater Community Enhances Student Experience					
Standard 12: Commitment to Meeting the Needs of Each Student Drives the Residential Program					
Standard 13: Commitment to the Health and Well-Being of Each Student Guides the School’s Homestay Program					
Strategic Planning Standard					
Standard 14: Commitment to Long-Term Viability and Innovation Guides Planning					