

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

**Substantive Change Report\***  
(To be filed at the completion of the first full year of the new program.)

<b>School:</b>	
<b>Address:</b>	

Describe briefly the substantive change for which extension of accreditation is requested:

Date report submitted: \_\_\_\_\_  
Date substantive change will be fully operational: \_\_\_\_\_

**Persons involved in compiling this information:**

NAME	TITLE

**Date of Founding:** \_\_\_\_\_

**Enrollment at the time of last evaluation visit:** \_\_\_\_\_ **Total Enrollment:** \_\_\_\_\_

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

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

<b>Day</b>																
<b>Boarding</b>																
<b>Homestay</b>																

**Number of Faculty:** \_\_\_\_\_ **full-time:** \_\_\_\_\_ **part-time:** \_\_\_\_\_

**Number of Administrators:** \_\_\_\_\_ **full-time:** \_\_\_\_\_ **part-time:** \_\_\_\_\_

\*A school will use this form when one or more grades, an Early Childhood\*\*, Residential, or Post-Graduate Program are added, or for a change in ownership or other significant change.

\*\*For NEASC purposes of accreditation, Early Childhood is defined as three-year and four-year old children. NEASC does not accredit Early Childhood Programs that serve children under the age of three. However, if schools enroll children younger than three years old, they must provide documentation attesting that those programs meet health and safety regulations/guidelines as required in your state.

## Report on a Substantive Change

---

### Section A: Mission

#### Questions:

1. Why was this substantive change introduced into the school? Were initial feasibility studies carried out and, if so, what were the results?
2. Were the needs of students included in the substantive change already covered by the school's existing mission or has this been changed to accommodate the new situation?
3. How does the school ensure that students accepted into the substantive change program can reasonably be expected to benefit from it?

#### Documents to Attach:

- a. Copy of Mission Statement, brochures, and any literature describing the substantive change which has been published to the school community.
- b. Copy of the admissions policy noting any changes applicable to the substantive change.

### Section B: Governance and Administration

#### Questions:

1. What are the Board's policies concerning creation of the substantive change, and how long is the commitment to maintain it/them?
2. How has the substantive change altered the governance and administrative structures of the school?
3. What changes have been made in the school's administration to accommodate responsibility for the substantive change?
4. What provisions have been made for faculty and staff input into the decision-making process?
5. How is the substantive change program financed?

#### Documents to Attach:

- a. Copies of Board By-Laws, highlighting any new Board policies regarding the substantive change, and a list of Board members.
- b. Copy of job descriptions for any members of the administration which have undergone adjustment as a result of the introduction of the substantive change.
- c. A copy of the schedule of student fees and other charges noting any additions or changes applicable to the substantive change, along with comparable figures for other sectors of the school.

## Report on a Substantive Change

---

### 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 substantive change program?
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 substantive change program and showing: name, qualifications, experience, and role within the program.

### Section D: Program

#### Questions:

1. What is the design of the curriculum offered in the substantive change program?
2. How has the additional curriculum, if any, been articulated vertically so as to ensure continuity with the current curriculum?
3. What is the number of students in the substantive change program; e.g., in each of the additional grade(s), and what are their characteristics, e.g., gender, nationality, learning needs, etc.?
4. How does the substantive change program meet the needs of all students, including those with special needs?

#### Documents to Attach:

- a. Copy of all curriculum documentation with notation of any changes or additions relevant to the substantive change program.

### Section E: Student Support Services

#### Questions:

1. What changes have occurred in the number and/or qualifications of staff in order to meet the needs of the range of students in the school?
2. 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 establishment of the substantive change?

## Report on a Substantive Change

---

3. Did the school's previous provisions for health and safety continue to adequately cover all aspects of the substantive change program, or were changes necessary? If changes were necessary to cover the new program, 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 substantive change program?
2. What changes have been made to the library (facilities, collections, materials, etc.) and technology in order to accommodate the requirements of the substantive change?
3. What changes, if any, have been made in the orientation and training procedures for students and new staff as a result of the substantive change?

### Section G: Student and Community Life

#### Questions:

1. How will developmental considerations be taken into account in the substantive change program?
2. 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 substantive change program?
3. If the school has a boarding program, what new or special features have been introduced to satisfy the requirements of resident students in the substantive change program?

### Section H: Summary of Conclusions

The Head of School, in collaboration with the other members of staff involved in completing this report, should write a **short and concise** summary of conclusions concerning the substantive change program.

### Section I: Standards for Accreditation

The summary should include an assessment of any issues concerning the school's compliance with the Standards for Accreditation as a result of the substantive change. Please indicate the school's rating with regard to each of the standards using the attached form: Compliance with the Standards for Accreditation Related to a Substantive Change.