

**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.)**

School:	
Address:	

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: _____

Current Enrollment: _____

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	Totals
Male																
Female																
Non-Binary																
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:** _____

*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.

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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 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?

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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 following form: Compliance with the Standards for Accreditation Related to a Substantive Change.

Compliance with the Standards for Accreditation

Assessment of Standard	
Met <i>(The students' experience is supported.)</i>	Unmet <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>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.</p>
Rating	<p>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.</p>
Rating	<p>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.</p>
Rating	<p>Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school's mission and core values, 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>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.</p>
Rating	<p>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.</p>

Assessment of the Standards for Accreditation (continued)

Rating	<p>Standard 7 (Early Childhood Program): 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>Standard 8 (Residential Program and/or Homestay Program): 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>Standard 9 (Faculty): 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>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.</p>
Rating	<p>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.</p>
Rating	<p>Standard 12 (Health and Safety): 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>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.</p>
Rating	<p>Standard 14 (Infrastructure): There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.</p>
Rating	<p>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.</p>