NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

NEASC Commission on Independent Schools

Handbook for Visiting Team Chairs and Assistant Chairs

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The Team

The Role of the NEASC Commission on Independent Schools

The work of the NEASC Visiting Teams, including the Visiting Team Reports for both the Foundation Standards and the Program Standards, the school's Self-Study Reports and supporting documents, and the school's response to the Visiting Team Reports (if applicable) are presented to the Commission by a member of the Commission who has become familiar with the school and its evaluation. The presenter makes a recommendation for accreditation status and the Commission votes on that recommendation.

The school, when it is informed of the decision of the Commission, is also informed when its next report is due. In some cases, actions such as a Special Progress or a Focused Visit may be specified.

Conflict of Interest

In carrying out its accreditation responsibilities, the Commission on Independent Schools of the New England Association of Schools and Colleges seeks to ensure that its decisions are based solely on the application of professional judgment to the information resulting from its processes. Therefore, it seeks to avoid both the reality and the appearance of conflict of interest.

For purposes of this policy statement, conflict of interest is defined as:

A circumstance in which an individual's capacity to make an impartial or unbiased accreditation decision may be affected because of a prior, current, or anticipated institutional affiliation(s), other significant relationship(s), or association(s) with the institution under review. The following examples are meant to be illustrative: Affiliation: employee, Governing Body and/or Board Member, appointee, consultant, or graduate. Other Significant Relationships: affiliation with another institution in the same educational system; having a close relative affiliated with the institution under review; sought or seeking a position at the institution under review; knowledge or personal interest concerning the institution under review which might prejudice decision making.

The Role and Responsibilities of the Chair

The Chair is the chief liaison, representing the Commission, to the school throughout both the Foundation Visit and the Program Visit and is responsible for setting a positive tone for the visit.

Before the Foundation Visit

The Head of School should initiate contact with the Chair to discuss the progress of the school in completing the Self-Study, the logistics of the Initial Contact call, the visits and the expectations of the school. The Chair of the NEASC Visiting Teams should contact the Visiting Team members to introduce him/herself and gather pertinent information regarding the experience of each individual Visiting Team member. It is important that the Chair, and hopefully the Assistant Chair, attend a Chair's workshop to become familiar with the new accreditation process.

Initial contact

Once the Foundation portion of the Self-Study is complete and submitted, a call (in person or electronically) should take place with the Head of School, the Chair, and the Assistant Chair. The purpose of this call is to narrow the focus of the Foundation Visit to include those items that the school and the Chair determine are priorities and/or need more input or discussion (refer to the suggested topics on page 19).

Schedule

After this conversation, the Chair will establish the schedule for the Foundation Visit identifying individuals and meetings which should take place. The school is responsible for providing meals and a private workroom at the school as well as transportation costs. If it is necessary for the Chair and/or Assistant Chair to stay overnight, the school is responsible for obtaining accommodations.

The Foundation Visit

During the Foundation Visit, the Chair is responsible for organizing the team to assess the school's compliance with the Foundation Standards, write a brief report on each of the Standards and identify key commendations and recommendations, as needed. This team will also make an overall recommendation as to whether the school should proceed with the Program visit or remediate those major issues found regarding the school's compliance with the Foundation Standards.

The Program Visit

The Chair is responsible for organizing the Program Visiting Team so that each Program Standard is thoroughly reviewed and assessed. An initial discussion of the school's mission and the purpose of not only the visit but the accreditation process should take place at the first meeting of the team on Sunday afternoon.

At this meeting, initial impressions of the Self-Study and, in some cases, the conclusions of the Foundation Visit Report, will help focus the Visiting Team for the entire visit. To help ensure that the visit proceeds smoothly, the Chair should organize the interview schedule and classroom visits ahead of the initial meeting at the hotel.

Keeping the Visiting Team on task while constantly monitoring the pulse of the school during the

visit is equally important. The Team must be sensitive to the school and exhibit a high degree of professionalism. Nudging the Visiting Team to thoughtful, collaborative reflection and translating that reflection into a written response for each of the Standards should set the tone of the Visiting Team's work. In some cases, the Program Visiting Team will be asked to follow up on recommendations made by the Foundation Visiting Team.

After the Foundation Visit

The Chair should edit the Foundation Visiting Team Report, have the Team members review it, and submit the report in the portal within one month of the Foundation Visit.

After the Program Visit

The Chair is responsible for finalizing both the Foundation Visit Report and the Program Visit Report. The Chair is the final editor of both reports and will submit a final combined report within one week of the Program Visit. Upon completion of the report, the Chair is responsible for communicating a recommendation to the Commission regarding the future accreditation status of the school.

Exit interviews for each Visit

The Chair and the Assistant Chair should meet with the Head of School and key school personnel designated by the Head. This is a time for the Chair to thank the school and provide some feedback regarding the overall findings, emphasizing that the Commission is the final decision maker in the accreditation process. During the course of either the Foundation Visit or the Program Visit, if it appears that a school will not meet a particular Standard the Chair should notify the Head of School as well as the NEASC staff liaison.

Feedback

The Chair is responsible for providing feedback to NEASC about visiting team members.

The Role and Responsibilities of the Assistant Chair

The Assistant Chair plays a key role in the accreditation process with responsibilities to the school, the Visiting Team, and the Chair of the Visiting Team. The Assistant Chair is generally the most experienced member on the team, other than the Chair, and, as such, is a resource and support for less experienced team members. The Assistant Chair, along with the Chair, sets the tone for the visit.

The role of the Assistant Chair is not as clearly defined as that of Chair. Responsibilities vary depending on the needs of the Chair and the complexity of the hosting school. The following information may be helpful in considering the role of an Assistant Chair.

Meetings/Visits

The Chair will ask the Assistant Chair to participate in the Initial Contact Meeting and to accompany him/her on the Foundation Visit to the host school.

Support for team members

During the Program Visit, the Assistant Chair should provide support and encouragement to less experienced team members.

The Assistant Chair may be asked to sit in on interviews with less experienced team members as they develop a positive approach to interviewing.

Writing

The Assistant Chair will likely be asked to be the lead writer on the larger and more complex Standards.

Assistant Chairs should model the writing style of a Visiting Team Report for any colleagues struggling with the written expectations.

Exit interview

The Assistant Chair joins the Chair for the exit interview with the head of school.

Other

The Assistant Chair serves as a sounding board for the Chair when sensitive issues arise. In the absence of the Chair, it is likely that the Assistant Chair will lead the team.

The Role and Responsibilities of the Foundation Visiting Team

The Chair and the Assistant Chair will be the primary members of the Foundation Visiting Team. The Foundation Team's focus is on the operational aspects of the school. At the conclusion of the visit, the Team makes a recommendation to the Commission regarding the school's compliance with each of the Foundation Standards 1–6 and the school's readiness to move forward with a Program Visit, which will likely take place within four months.

Before the Visit

Respond appropriately to all communications from the Commission and the Chair. Thoroughly read the Foundation Standards Self-Study to understand the school on its own terms, given its mission.

During the Foundation Visit

Gather data through interviews, supplementary materials, and observations. Collaborate with your fellow team members to write the formal Foundation Visiting Team Report. Consider major commendations and recommendations which will support overall school improvement. The Foundation Visiting Team will take a vote at the conclusion of their visit regarding the successful completion of the Foundation Report and compliance with the Standards.

One of the following recommendations will be made:

- The school has met all the expectations of the Foundation Visit and should move forward to host a Program Visit without reservation.

- The school has completed the Foundation Visit and should move forward to host the Program Visit while also taking specific action(s) recommended by the Team.

- The Program Visit should be tabled pending specific action(s) determined by the Commission.

After the Visit

Read the draft of the report as prepared by the Chair of the Visiting Team and respond to the Chair with any comments, if needed. All materials provided by the school are confidential and should be destroyed after the visit.

The Role and Responsibilities of the Program Visiting Team

Members of a Program Visiting Team are faculty and administrators representing various academic and professional positions from institutions similar in size and complexity to the school being visited. The Visiting Team's primary purpose is to understand the school, validate the Standards, write a report, rate the school's compliance with the Standards and make commendations and recommendations that will help further the school's improvement. Finally, the Visiting Team makes a recommendation to the NEASC Commission on Independent Schools regarding the accreditation status of the school.

Before the Visit

Respond appropriately to all communications from the Commission and the Chair. Thoroughly read the Self-Study and Foundation Visiting Team Report and the Program Standards Self-Study to understand the school on its own terms, given its mission. Take notes, compile questions, and create a list of potential school personnel to be interviewed.

During the Program Visit

Immerse oneself in the life of the school by gathering data through interviews, supplementary materials, observations, and classroom visits. Gauge the degree to which the mission guides decisions and defines the school life.

- Collaborate with your fellow team members and write the formal Visiting Team Report.

- Make a recommendation to the Commission regarding the school's accreditation status.

- All reports must be completed and submitted to the Chair by the end of the visit.

- Submit your expense vouchers to the Chair prior to leaving the school.

After the Visit

Read the draft of the report as finalized by the Chair of the Visiting Team and respond to the Chair with any comments, if needed.

All materials provided by the school are confidential and should be destroyed after the visit.

The Accreditation Process

The New England Association of Schools and Colleges is a voluntary peer accreditation association. It accredits institutions through three Commissions representing various segments of the educational community. The accreditation process is only as strong as its peer participation. The work of a Chair, an Assistant Chair, and the Visiting Team is one part of the peer process; decision making by the NEASC Commission on Independent Schools is another.

The Commission is appreciative of the voluntary participation of the Chair, the Assistant Chair, and the Visiting Team.

The Standards

The Foundation Standards (1-6)

are designed to help the school understand and reflect on
the trends and organizational functions of the school.

The Program Standards (7-13)

focus on teaching and learning and its impact on
the students, faculty, and community at large.

In both sets of Standards, the school is asked to generate clearly articulated and achievable steps leading to school improvement.

The Strategic Planning Standard (14)

focuses on the school's vision and planning.

The Self-Study Process

Every ten years a school begins the cycle of multi-faceted and comprehensive self-evaluation, following defined procedures, which is the core of the accreditation process and provides the focus for the subsequent visits.

1 The Initial Contact

Following receipt of the Foundation Self-Study Report there will be a meeting (either in person or electronically) between the Chair, the Assistant Chair and the Head of School. The purpose of the meeting is to establish priorities for the upcoming Foundation Visit, and to discuss the school's reflections and vision for the future.

2 The Foundation Visit

The Chair, the Assistant Chair, and other members determined by the NEASC staff will spend time at the school to affirm and validate the Foundation Standards section of the Self-Study. The visit will highlight the school's strengths and relative weaknesses and assist the school in making recommendations for school improvement. The Foundation Visiting Team will submit their report in the portal. Additionally, the Foundation Visiting Team is expected to assess the school's alignment with the Foundation Standards and make a recommendation to the Commission as to whether they should proceed with the Program Standards Visit or remediate any major weaknesses with the school's alignment with the Foundation Standards before proceeding.

4 Follow-Up

The school's process of follow-up, with the Commission's oversight, assures effective implementation of all recommendations from the Visiting Team and the Commission and subsequent plans made by the school. While adherence to Standards provides some measure of quality, the best long-term assurance of quality is the commitment to ongoing school improvement to which accreditation attests. A Five-Year Interim Report with a staff visit will occur in the normal course of events. Special Progress Reports and/or Focused Visits will be assigned at the discretion of the Commission.

3 The Program Visit

The Program Visiting Team, composed of the Chair, the Assistant Chair, and peers from other member schools, validates the Program Standards portion of the Self-Study and provides the school and the Commission with the observations and recommendations of experienced outside educators. In a collegial manner, the Program Visiting Team comments on a school's self-assessment, highlights the strengths and relative weaknesses of the school, and reviews its planning for continued improvement. The Team is also expected to assess the school's alignment with the Program Standards. Finally, this Visiting Team is charged with making all major commendations and recommendations.

Assessment of the Standards

One purpose of a Visiting Team is to assure that the school meets the Standards for Accreditation. Teams often conduct straw votes on Standards early in their visits to identify areas requiring focus; however, the formal vote on Standards usually does not take place until after all sections of the report are substantially complete, probably on the last day of the visit. The Chair will document the team's rating for each Standard.

Standards should be assessed through the lens of student experience.

The fundamental test is whether or not students are supported. When a Standard is "Met," student experience is reasonably whole, positive, and creative. When it is "Unmet," students are — or may be — adversely affected. While some Standards have more direct or immediate student effects, every Standard ultimately makes itself felt in the lives of a school's students.

Standard Met — The students' experience is **supported**	Standard Unmet — The students' experience is **compromised**
SM1 — Evidences clear understanding, effective implementation and thorough planning for further improvement.	**SU1** — Evidences inadequate understanding, implementation and planning for remediation that may foreseeably compromise student experience.
SM2 — Evidences understanding, evolving implementation and planning for improvement.	**SU2** — Lacks understanding, implementation and planning for remediation, thereby compromising student experience.

During the Self-Study, schools rate themselves on every applicable Standard.

During a Visit, the Visiting Team also rates the school on every Standard. When the Team's ratings differ from the school's rating, the Team will explain its conclusions.

Assessment of Accreditation Status

Foundation Visit – Possible Recommendations

The Foundation Visiting Team will take a vote at the conclusion of their visit regarding the successful completion of the Foundation Report and compliance with the Standards. One of the following recommendations will be made:

School has met all the expectations of the Foundation Visit	School has completed the Foundation Visit	Foundation Visit and/or expectations incomplete
Move forward to host a Program Visit without reservation.	**Move forward to host a Program Visit while also taking specific action(s)** recommended by the Team. Please note that the Program Visiting Team can further address the Foundation Visit recommendations if appropriate.	**Program Visit should be tabled pending specific action(s)** determined by the Commission.

Program Visit / Accreditation Status – Possible Recommendations

The Program Visiting Team will also vote on the accreditation status to be recommended to the Commission. The following types of recommendations are possible:

Recommendations for a school seeking **Initial Accreditation**	Recommendations for a school seeking **Continued Accreditation**
Accreditation (if all Standards are met)	**Continued Accreditation** (if all Standards are met)
Accreditation and some specific stipulation (if all Standards are met)	**Continued Accreditation and some specific stipulation** (if all Standards are met)
Tabling of action pending completion of a specific response from the school (action will be tabled if a school has a rating of SU1 or SU2 on any Standard)	**Continued Accreditation with Unmet Standard(s) rating of SU1 or SU2** (the school will have no more than one year to correct and the Commission will work with the school to address these unmet Standards)

Continued Accreditation with stipulations suggests to the Commission that some follow-up activity beyond the regular Interim Reports is warranted. Most frequently a stipulation is the strongest action recommended by a Visiting Team. It gives the school an opportunity to address a deficiency. Note that the Visiting Team makes recommendations to the Commission, but the Commission has the final decision on accreditation status and follow-up requirements for the school.

Reports

Writing the Visiting Team Reports

Visiting Team members must remind themselves that data gathering has the primary purpose of providing information to write both the Foundation Visit Report and the Program Visit Report. Each team member is responsible for writing one or more sections of the report in the portal. The Chair is the final editor and will ensure that the two reports speak with one voice.

There are two primary audiences for these reports:
the school community and the NEASC Commission on Independent Schools

The most important audience is the school community for whom the reports are a validation of months of self-study work. Also, the team represents the NEASC Commission on Independent Schools and is writing the report to assist the Commission in making decisions regarding the accreditation of the institution. It is important to be aware of these audiences since it affects the style of writing. For the Commission, the reports must be comprehensive and self-contained since it is likely the only source of information available to the members. For the school, the reports provide support and assistance to their efforts at improvement. To be effective in this latter function, the reports must communicate clear understanding and appreciation of the school, be sensitive to issues the school is grappling with, and offer recommendations designed to help guide the school in the years ahead. The reports should be written in a professional manner which recognizes that the text will receive wide distribution within the school community and in some cases may even become public. It is essential that the reports be concise and clear and that there is ample explanation and evidence provided to support the ratings and recommendations.

Each Visiting Team Report is structured in the same fashion as the school's Self-Study Report with sections on each Standard. All major recommendations, Unmet Standards, or changed ratings in either direction must be clearly explained. This clarification prevents the need for a phone call from the school, after the visit, in which the school does not understand a recommendation or why the recommendation has been made. The NEASC Commission on Independent Schools cannot interpret a recommendation made by a Visiting Team that has not been explained.

Remember that conclusions flow from observations
and recommendations flow from the conclusions.

The writing of the Visiting Team Report is an art that is developed over time. Veteran team members can be a tremendous resource. Please keep in mind the following when writing the various sections of the report:

- Specific names of school personnel are never used in the report. References should only be used such as "the principal", "the secretary", "the Music teacher" etc. Try not to single out any one individual.

- Follow the direction of the Chair for capitalization and abbreviations.

- In the body of the report and the writing of the recommendations, the language must not be prescriptive. The team's recommendations are written with language that "recommends" but

does not to dictate. Use words such as "review", "consider", "explore", "investigate".

- Major recommendations are numbered based on importance, with #1 being the most urgent with highest priority.

- Before any recommendations can be written for any of the sections, an explanation or evidence must be contained in the body of the report.

- The writing of commendations and recommendations begin with the following:
  "The Visiting Team recommends..."
  "The Visiting Team supports the school's recommendation to..."
  "The Visiting Team commends..."

If the Team changes the rating (up or down) for any Standards, make sure to substantiate the reasons why the rating was changed. The reader must have ample information to understand why and how the team arrived at each rating. If the Visiting Team is lowering the rating on a Standard, the reasons for that change must be reflected in the Standard-specific recommendations and, in some cases, in a major recommendation. The final pages of the report will contain the Ratings Table for all applicable Standards and the Major Commendations and Recommendations.

Everyone's writing style is different. If unsure of language to be used or simply need assistance with phrasing, ask the Chair or any veteran team member. The Chair has the task of editing the final report to ensure that it reads in one voice and is consistent in its messaging. The entire report must be completed in draft form before the team disperses at the end of the visit. From time to time during the visit, the team will conduct a review to determine the status of each section and what needs to be done to complete the writing. As a cohesive team, everyone should assist in the completion of the report and the review of all sections. This precludes any team member leaving early without the Chair's approval.

The Foundation Visiting Team focuses on Standards 1-6

The Program Visiting Team will address and document both the Program Standards 7-13 and the Strategic Planning Standard 14

Each individual Standard will be documented following the same format as the Foundation Visit.

The Program Visiting Team will determine the Major Commendations and Recommendations after a thorough review and discussion of the Key Foundation Recommendations *as well as* the insights gained from their own visit. These Major Commendations and Recommendations should reflect the totality of the accreditation process.

Confidentiality

The Visiting Team Reports will become the property of the school. Team members will not receive a copy of the completed report from the Commission or the Chair. If a member wishes to receive a copy of the report, he or she should request it from the school. Remember that accreditation work is confidential. Notes and draft copies of the report should be destroyed, and team members should not discuss specific team findings or information about the school with others.

Sample Visit Materials

Visiting Team Report – sample template

(For both the Foundation and Program Visits)

Assessment of Standard	
Standard Met **The students' experience is supported.**	**Standard Unmet** **The students' experience is compromised.**
SM1: Evidences clear understanding, effective implementation and thorough planning for further improvement.	**SU1**: Evidences inadequate understanding, implementation and planning for remediation that may foreseeably compromise student experience.
SM2: Evidences understanding, evolving implementation and planning for improvement.	**SU2**: Lacks understanding, implementation and planning for remediation, thereby compromising student experience.

School's Rating:

☐ SM1 ☐ SM2 ☐ SU1 ☐ SU2

Visiting Team's Rating:

☐ SM1 ☐ SM2 ☐ SU1 ☐ SU2

EXPLANATION OF RATING

In this section, the Visiting Team offers conclusions, based on the Observations and Conclusions section, that provide background for the commendations and recommendations which follow. There should be a specific explanation for any Unmet Standard, or for any Standard where the rating of the school differs from the rating of the Visiting Team.

OBSERVATIONS AND CONCLUSIONS

Based on observations and interviews conducted on site as well as the reading of the Self-Study Reports this narrative provides the necessary evidence for ratings, commendations and recommendations.

COMMENDATIONS

This is an opportunity to commend the school for exemplary activities or accomplishments as well

as demonstrate that the Team has recognized and appreciated the distinctive strengths of the school. Commendations are typically numbered, listed, and should not exceed five. There need not be a priority listing, but care should be taken to assure that commendations are significant. Insignificant or frivolous commendations reduce the credibility of the report.

RECOMMENDATIONS

The school has included recommendations for itself in each section of the Self-Study Report. The Visiting Team may endorse the school's recommendations and/or make additional recommendations in areas where the Visiting Team feels that change or improvement is needed. The Team will make Standard specific recommendations as well as a limited number of major recommendations. All recommendations must flow from the observations and conclusions and should refer to carrying out the school's mission and fully meeting the Standards for Accreditation. At times, members of a team might wish to recommend something that refers to a commonly accepted educational practice, but care must be taken not to impose any specific framework or educational philosophy on the school. All recommendations should identify issues that warrant attention and should not be prescriptive. The Foundation Visit should generate no more than three major recommendations and the Program Visit no more than five major recommendations.

Recommendations should be listed in order of priority:

1. A recommendation which the school has made for itself in its Self-Study Report.
2. A Standard which is not fully met, for which the school has not made a recommendation.
3. A discrepancy between the school's mission and/or stated policy and its practice.
4. A Standard for which the school has not demonstrated thoughtful improvement plans.
5. A recommendation which strengthens a met Standard.

Foundation Visit Interviews – sample schedule

It is the responsibility of the Chair, in collaboration with the Head of School and/or Self-Study Chairs or designated staff member, to create a meeting schedule for the Foundation Visiting Team. Thoughtful and careful planning in advance allows for the most efficient and effective use of time for both the Visiting Team and the school community.

During the Initial Contact meeting, the Chair discussed with the Head of School how to best schedule any group meetings needed by the Foundation Visiting Team.

Time	Interviews	Visiting Team Member(s)	Location
8:00-9:00	Tour of the school		
9:00-9:40	Representatives from the Board of Trustees		
	Admissions Coordinator		
	Director of Facilities		
9:40-10:20	Finance Director/CFO		
	Dean of the Faculty		
	Nurse		

Program Visit – sample schedule

Sunday

2:00 p.m.	Visiting Team members arrive at the hotel
3:00 p.m.	Organizational meeting at the hotel
3:45 p.m.	Transfer to the school
5:00 p.m.	Campus Tour
6:00 p.m.	Reception and dinner hosted by the school for the full team and appropriate members of the school community
8:00 p.m.	Visiting Team reconvenes. Follow-up to campus visit. Extended discussion of first draft of the Standards, in particular, Standard 7/Mission

Monday

7:00 a.m.	Breakfast/observe student arrival routines
8:00 a.m.	All school meeting (optional)
8:15 –11:30 a.m.	Interviews with faculty, students, and service personnel. Details will be worked out at the organizational meeting. Classroom visits
11:30 a.m. –12:15 p.m.	Lunch
1:00 –3:30 p.m.	Continued interviews/meetings/classroom visits
4:00 –5:30 p.m.	Visiting Team reconvenes
5:30 –6:30 p.m.	Dinner
7:00 p.m.	Visiting Team reconvenes at the hotel. Brief reports on most of the Program Standards and suggested ratings.

Tuesday

7:00 a.m.	Breakfast
8:00 –11:30 a.m.	Continued interviews/meetings/classroom visits
11:30 a.m.–12:15 p.m.	Luncheon with representatives of parents and alumni/ae
1:00 –3:30 p.m.	Continued interviews/meetings/classroom visits
4:00 –5:30 p.m.	Visiting Team reconvenes
5:30 –6:30 p.m.	Dinner
7:00 p.m.	Visiting Team reconvenes. Updates on all Program Standards. Extended discussion of commendations and recommendations

Tuesday or Wednesday if needed

7:30 a.m.	Breakfast
8:15 a.m.	Visiting Team completes drafts of all sections of the report, identifies major commendations and recommendations, and conducts final vote on Standards. Draft Report is approved by the team and submitted to the Chair for final editing.
12:00 p.m.	Team members depart
1:00 p.m.	Exit interview by Chair and Assistant Chair with Head of School

Program Visit Interviews – sample schedule

It is the responsibility of the Chair, in collaboration with the Head of School and/or Self-Study Coordinators or designated staff member, to create a meeting schedule for the Visiting Team. Thoughtful and careful planning in advance allows for the most efficient and effective use of time for both the Visiting Team and the school community. Once the Chair has received team members questionnaires regarding areas of interest, a schedule can begin to be created.

During the Foundation Visit, the Chair discussed with the Head of School how to best schedule any group meetings needed by the Program Visiting Team. It is neither necessary nor practical for all Visiting Team Members to attend every meeting. At least two members should be present for group meetings. The Chair and the School Head may decide on additional group meetings, as appropriate. Some Chairs or Heads of School may request an All-School Meeting to introduce the visiting team. To the extent possible given the size of the school, Visiting Team Members should try to meet with all members of the faculty and staff.

Considering the limited time frame of the visit, Monday should be scheduled with as many meetings as possible. Below is a snapshot of a potential Monday morning schedule. The Head of School should provide the Chair with information regarding both teacher and space availability.

Time	Interviews	Visiting Team Member(s)	Location
8:00-8:40 a.m.	Parent Group	Alan, Bob, Carol	Cafeteria
	Mrs. Jones, Title I Teacher	Diana	Room 121
	Mr. Ki, History Dept Chair	Ellen	Room 12
	Classroom Aides	Gail, Helen	Library
8:40-9:20 a.m.	Parent Group Continues	Alan, Bob, Fran	Cafeteria
	Mrs. Smith, Grade 5	Diana	Room 212
	Science Dept.	Helen, Carol	Room 145
	Ms. Kay, Admin. Assist	Ellen	Business Office
	Mr. Ole, Spanish Teacher	Gail	Room 123

Foundation Visit - Topics

Suggested topics for discussion during initial contact with the school prior to the Foundation Visit:

1. Introductions, makeup of the team

2. Decide whether there will be an overnight stay for the Foundation Visit

Standard 1.
Enrolled students align appropriately with the mission

a) The mission is reviewed annually

b) The school tracks enrollment trends

c) The school has a value proposition to foster interest in enrollment

Standard 2.
The governing body/board assures the school remains sustainable and true to its mission.

a) The Governing Body/Board is effective in its role

b) The Governing Body/Board is involved in strategic planning through the expertise of its members

c) Governing Body/Board membership is diverse and reflects the school community

Standard 3.
The school's resources sufficiently support present and prospective operation.

a) The school monitors the school budget monthly

b) The facilities plan is monitored and maintained in a timely fashion

Standard 4.
The school employs an appropriate adult community to implement the mission optimally.

a) The school keeps records of all background checks for each employee

b) The school has an intentional process for the hiring of personnel

Standard 5.
A proactive culture of health and safety permeates the school.

a) The school reviews the Health and Safety Guidelines on an annual basis

b) All drills (fire, lockdown, shelter in place) are known and practiced on a regular basis

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.

a) The school has an organizational structure in place clearly outlining the roles of each of the stakeholders involved

b) The Governing Body/Board is representative of the school community and present no conflict of interest

About us

NEASC Mission Statement

NEASC partners with schools to assess, support, and promote high quality education for all students through accreditation, professional assistance, and pursuit of best practices.

Commission on Independent Schools Statement

To assure the positive and equitable development of all students, inspire creativity, foster excellence, and promote institutional well-being, NEASC Accreditation engages schools in aspirational, mission-driven self-study and peer review.

Resources

Accreditation resources are available on our website at www.neasc.org/independent

Contact us

New England Association of Schools and Colleges
1115 Westford Street, Third Floor
Lowell, MA, 01851 USA

Email: cis@neasc.org

Staff directory: www.neasc.org/staff-directory