New England Association of Schools and Colleges (N.E.A.S.C.)

NOVEMBER 30, 2021

Ten-Year Cycle for 2024 Protocol

▶ **DHHS Current Status: Accredited**

▶ **Self-Reflection 2021-2022**

▶ **Collaborative Conference Visit - Fall 2022**

▶ **Development and Implementation of Growth Plan 2022-2023**

▶ **Decennial Accreditation Visit 2024**

▶ **New/Revised Growth Plan 2025**

▶ **Progress Updates 2027-2030**

▶ **New Cycle begins 2031**

Accreditation Coordinators

- Jennifer Aguzzi
- Paul Mezick

Steering Committee Members

- Jen Aguzzi
- Brian Bodner
- Celina DaSilva
- John Gage
- Sue Greenvall
- Sue Groll
- Catherine Kennedy
- T.J. Salutari

Responsible for the oversight of the Accreditation Process and determines how the Self-Reflection phase will progress

Self-Reflection Committee Members

Standard 1 LEARNING CULTURE	Jen Hawley (Standard Chair) Erica Browne (Chair 1.1a) Justin Kaeser (Chair 1.2a)
Standard 2 STUDENT LEARNING	Katie O'Neil (Standard Chair) Jason Engelhardt (Chair 2.2a)
Standard 3 PROFESSIONAL PRACTICES	Pete Nye (Standard Chair) Bill Sommer (Chair 3.1a)
Standard 4 LEARNING SUPPORT	Kim Dunn (Standard Chair) Lindsey Fiondella (Chair 4.1a)
Standard 5 LEARNING RESOURCES	Dawn Fiorelli (Standard Chair) Dan Grenier (Chair 5.1a)

Determines the extent to which the school is aligned to the Standards of Accreditation through a reflective process based on evidence.

New England Association of Schools and Colleges (N.E.A.S.C.)

▶ **Standards of Accreditation (5)**
▶ **Principles of Effective Practice (32)**
  ▶ **Descriptors of Effective Practice**
▶ **Foundational Elements (6)**

Themes in 2020 Standards:

- **Profile of a Graduate**
- **Culture of Teaching to a Culture of Learning**
  - **What are the students doing?**
  - **Practices v. Beliefs**
- **Developing a Growth Mindset for all constituents**
- **Well-Being**
  - **(SEL needs due to pandemic)**

2020 Standards of Accreditation

Standard 1 LEARNING CULTURE	**Learning Culture promotes shared values and responsibility for achieving the school's vision.**
Standard 2 STUDENT LEARNING	**Student Learning practices maximize the impact of learning for each student.**
Standard 3 PROFESSIONAL PRACTICES	**Professional Practices ensure that practices and structures are in place to support and improve student learning.**
Standard 4 LEARNING SUPPORT	**Learning Support ensures that the school has appropriate systems to support student learning and well-being.**
Standard 5 LEARNING RESOURCES	**Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.**

Summary

- Each Standard includes **Principles of Effective Practice** (Principles replace indicators in the former Standards)

  - **Descriptors of Effective Practice** describe what each Principle looks like in practice in a school

- **32** principles have replaced the previous **52** indicators

Foundational Elements

▶ Each Standard contains **Foundational Elements**

▶ At a minimum, accredited schools **<u>must</u>** align with each of the Foundational Elements

▶ Foundational Elements represent essential building blocks for each Standard

▶ Schools that are not yet aligned with the Foundational Elements are <u>expected</u> to prioritize work to ensure alignment with those Elements

Foundational Elements

Standards for Accreditation	Foundational Elements
#1 Learning Culture	1.1a The school community provides a safe environment. 1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
#2 Student Learning	2.2a There is a written curriculum in a consistent format for all courses in all departments across the school.
#3 Professional Practices	3.1a The school has a current improvement/growth plan.
#4 Learning Support	4.1a The school has intervention strategies designed to support learners.
#5 Learning Resources	5.1a The school site and plant support the delivery of curriculum, programs, and services.

Standard 1: Learning Culture Principles

- 1.1 The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.

- **1.1a Foundational Element - The school community provides a safe environment.**

- 1.2 The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.

- **1.2a Foundational Element - The school has a written document describing its core values, beliefs about learning, and vision of the graduate.**

- 1.3 The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

- 1.4 The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

- 1.5 The school's culture promotes intellectual risk taking and personal and professional growth.

- 1.6 The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.

- 1.7 The school culture fosters civic engagement and social and personal responsibility.

Standard 2: Student Learning Principles

- 2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

- 2.2 There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.

- **2.2a Foundational Element - There is a written curriculum in a consistent format for all courses in all departments.**

- 2.3 Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.

- 2.4 Instructional practices are designed to meet the learning needs of each student.

- 2.5 Students are active learners who have opportunities to lead their own learning.

- 2.6 Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

- 2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.

- 2.8 Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.

- 2.9 Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

Standard 3: Professional Practices Principles

- 3.1 The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.

- **3.1a Foundational Element - The school has a current school improvement/growth plan.**

- 3.2 Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.

- 3.3 Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

- 3.4 Collaborative structures and processes support coordination and implementation of curriculum.

- 3.5 School-wide organizational practices are designed to meet the learning needs of each student.

- 3.6 Educators develop productive student, family, community, business, and higher education partnerships that support learning.

Standard 4: Learning Support Principles

- 4.1 All students receive appropriate intervention strategies to support their academic, social, and emotional success.

- **4.1a Foundational Element - The school has intervention strategies designed to support students.**

- 4.2 All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

- 4.3 All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

- 4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.

- 4.5 Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

Standard 5: Learning Resources Principles

▶ 5.1 The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

▶ **5.1a Foundational Element - The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.**

▶ 5.2 The school/district provides time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.

▶ 5.3 The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.

▶ 5.4 The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.

▶ 5.5 The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Summary

- All faculty members assigned to committees
- Surveyed Faculty, Students, Parents/Guardians
- Liaison visit – Tuesday, October 12, 2021
- Prepare for the 2-Day Collaborative Visit Scheduled in Fall 2022
  - **Complete Self-Reflection Process (2-6 months)**
    - Look Back
    - Current Conditions (Standards Reflection)
    - Capacity for Continuous Growth as a Learning Organization
    - Goals and Vision for the Future
    - Priority Areas for NEASC School Growth Plan
- Collaborative Conference Visit – Fall 2022
- Review Collaborative Conference Visit Report
- Update School Growth Plan (18-24 months for initial implementation)
- Plan and Prepare for the 4-Day Decennial Visit November 17-20, 2024

Questions?