

NEASC Accreditation

Presented to the
Vermont House Committee on Education

by

Cam Staples, CEO/President of NEASC

Alyson Geary, NEASC Director for Accreditation and
School Improvement, Public Schools

Dan Ferris, NEASC Director for Accreditation and
School Improvement, Independent Schools





Improving schools.
Empowering students.
Promoting excellence.



NEASC: who we are

The New England Association of Schools and Colleges (NEASC) is an independent, voluntary, nonprofit membership organization which partners with **public**, **independent**, and **international** schools in the US and worldwide to assess, support, and promote high quality education for all students through accreditation, professional assistance, and pursuit of best practices.



A globally recognized standard of excellence, NEASC Accreditation attests to a school's high quality and integrity.



NEASC: who we are

Founded in 1885, NEASC has a long tradition of school improvement and has been working to establish and maintain high standards for all levels of education longer than any other accreditation agency in the United States.





NEASC's serves schools around the world: members, candidates, and schools just beginning their accreditation journey.

NEASC:

A global learning community

In addition to schools in the US, NEASC has served diverse PK-12 schools around the world for more than four decades. We currently accredit international schools in over 85 countries.





A responsive, hands-on
partnership with NEASC



NEASC Accreditation is...

- a framework for schools to challenge their thinking around operations and learning
- a way for schools to show families, universities, and the public that they have the resources to provide a high-quality learning experience
- a process for schools to gain insights from peers and validate the work schools are doing
- an integral part of a school's strategic planning process



www.neasc.org/accreditation



What does NEASC provide?

- support for schools to meet rigorous, research-based Standards for Accreditation
- coaching for school leaders to guide their community through the self-reflection process
- identification and validation of high leverage growth and improvement goals with an emphasis on impactful student learning



What does NEASC provide?

- training and coordination of volunteers from the educational community to serve as peer reviewers during school visits
- specific, actionable feedback based on school visits, observations, interviews, and reports
- ongoing monitoring, resources, and professional guidance

www.neasc.org/accreditation





NEASC Accreditation is

Confidence

Assurance of a high-quality learning experience for students, parents, the public, government, community leaders and other institutions

Vision

Defining the transferable skills, knowledge, understandings, and dispositions necessary for future student progress and success

Affirmation

An objective evaluation from educational colleagues through peer-review

Equity

Embracing the diversity and unique cultures of each school and supporting them wherever they are on the continuum of improvement/transformation

Collaboration

An ongoing self-reflective process that engages the entire school community and is supported by professional partnership

Integrity

Aligned with educational research, best practice, and governmental regulations, and responsive to member needs.

www.neasc.org/value





NEASC's Approach to Accreditation

- ensuring safety, sustainability, and effectiveness
- creating a welcoming environment and sense of belonging
- elevating growth and future-oriented thinking
- focusing on student-centered, personalized learning
- routinely achieving and measuring impacts on learners
- encouraging multiple, global perspectives

www.neasc.org/mission



NEASC's Equity Vision



www.neasc.org/equity-vision

NEASC promotes equity and inclusion to ensure that all learners belong, thrive, and succeed.



NEASC commits to:



- implementing accreditation processes as a catalyst for advancing equity and inclusion
- supporting communities to learn and develop the skills necessary to promote inclusion, honor diversity, and advance equity
- embracing diverse identities, values, and perspectives
- creating time and space for difficult but essential conversations on diversity, equity, and inclusion
- developing equitable and inclusive policies and procedures, practices, and opportunities



The NEASC Commission on Public Schools commits to:



- involve commissioners, educators from member schools, and staff members in the process of implementing the NEASC Equity Vision by establishing an Equity Committee
- review and update key materials used by schools through the accreditation process to ensure that reflection on diversity, equity, and inclusion are central to the process
- develop individual and shared understandings of diversity, equity, and inclusion through staff professional learning, experiences, and reflection

www.neasc.org/equity-vision





NEASC Commission on Public Schools

will update the Self-Reflection Guide and visiting team handbooks to better align with diversity, equity, and inclusion priorities.

Working definitions of key terms and additional resources to guide schools through the accreditation and school improvement processes are in development.

Special attention is being devoted to updating the Commission guidance and policy regarding library/media centers to ensure equitable access to learning support and resources for all students.

www.neasc.org/equity-vision





NEASC Commission on Public Schools Accreditation Process – A Vision for Learning

Key components:

- a Self-Reflection completed by the school
- a Collaborative Conference held with a small team of peer educators
- the development and implementation of a school growth plan
- a reflective summary report completed by the school
- a personalized Decennial Accreditation visit

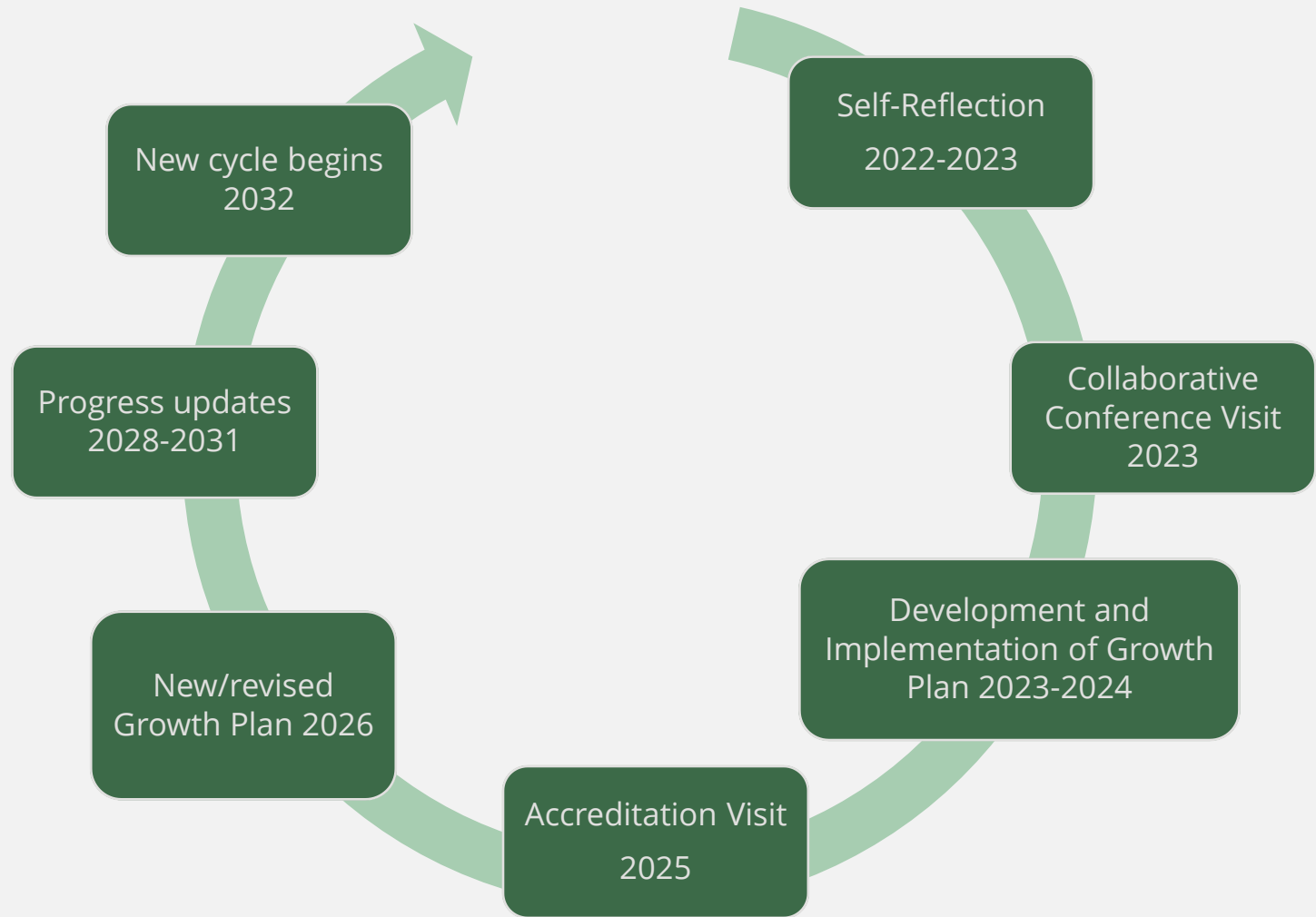
www.neasc.org/public



NEASC Commission on Public Schools

10-year accreditation cycle

www.neasc.org/public



NEASC Commission on Public Schools

Standards for Accreditation

www.neasc.org/public



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.

The NEASC Commission on Independent Schools commits to:



- an ongoing process of updating its accreditation and school improvement process to reflect the essential importance of diversity, equity, inclusion, and belonging
- a continuous review and revision of the language and content of all Standards, Indicators, the Required Materials each school submits with its self-study and the comprehensive Manual for School Improvement
- updating, revising, and adding Equity case studies to its visiting chair workshops, visiting team workshops, self-study workshops, strategic planning workshops, and summer accreditation leader retreat





NEASC Commission on Independent Schools

expects each independent school to reflect and act on the meaning and practice of equity and inclusion in its educational mission, in alignment with the learning needs of its students and in its cultural, social, or religious context. This expectation includes reflecting on those who may have been traditionally marginalized or excluded from the community.

The Commission is dedicated to developing and providing resources and best practices to support equity, inclusion, and belonging for its member schools.

www.neasc.org/equity-vision





NEASC Commission on Independent Schools

The Accreditation Process is not a single event, but rather an ongoing, voluntary cycle of comprehensive internal and external assessments, short- and long-term strategic planning, and periodic reporting sustained by professional partnership and support.

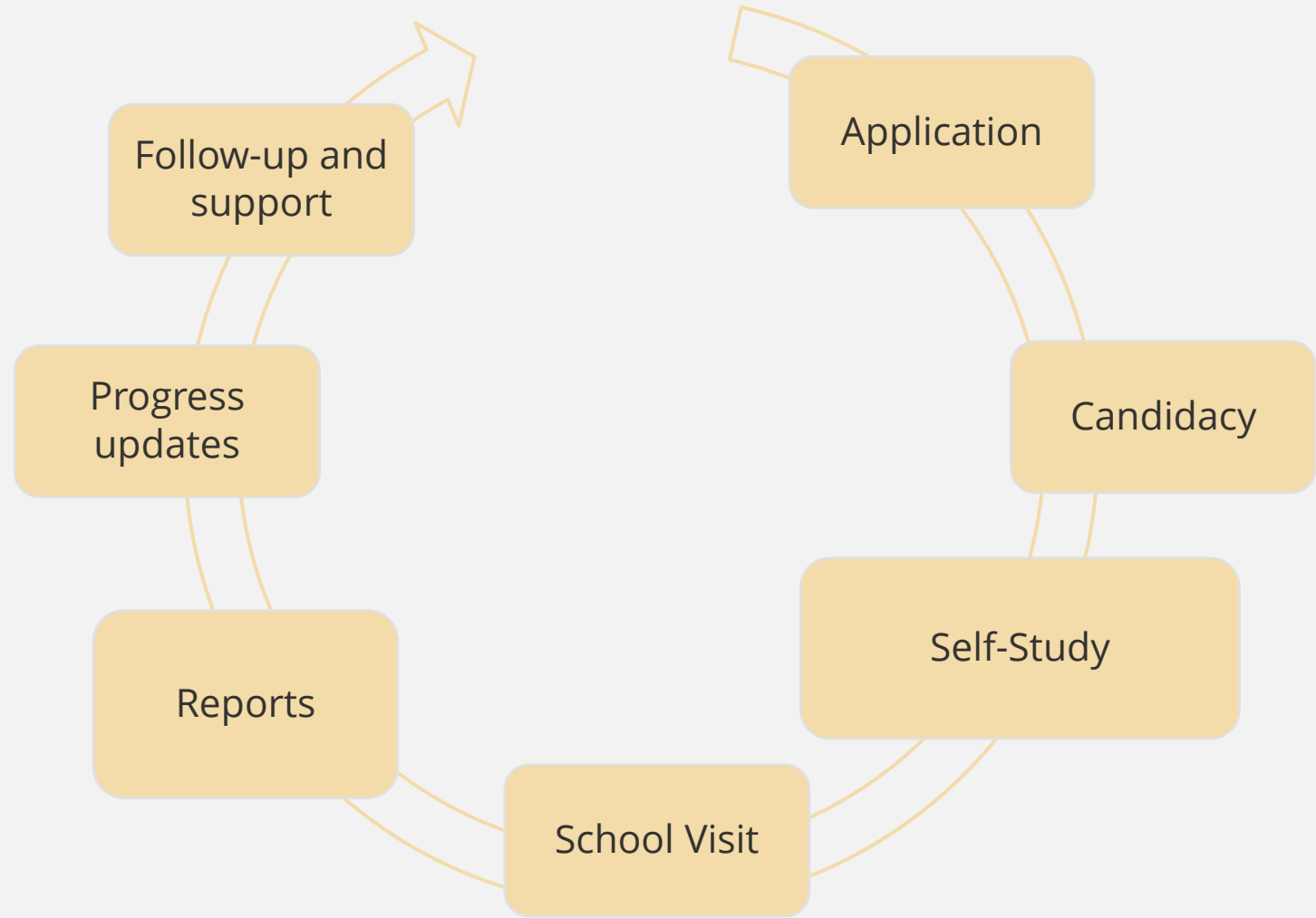
www.neasc.org/independent



NEASC Commission on Independent Schools

20|20 Process Cycle

www.neasc.org/independent





NEASC Commission on Independent Schools

20|20 Process Standards

www.neasc.org/independent



Foundation Standards and DEIB Indicators

1. Enrolled Students Align Appropriately with the Mission

- 1.e. The admissions and enrollment management policies and practices align with the school's beliefs and commitments to diversity, equity, inclusion, and belonging.
- 1.f. The allocation of financial assistance aligns with Mission and is calculated and distributed equitably and ethically.

Required Materials:

Non-discrimination policy (may be included in other materials). NEASC requires all students to be treated equitably. The missions of independent schools may be gender specific.

2. The Governing Body/Board Assures the School Remains Sustainable and True to its Mission

- 2.f. The Governing Body/Board seeks balanced membership representing the diversity of the community and key areas of expertise, interest, and abilities.



NEASC Commission on Independent Schools

20|20 Process Standards

www.neasc.org/independent



Foundation Standards and DEIB Indicators

4. The School Employs an Appropriate Adult Community to Optimally Implement the Mission
 - 4.c. Personnel policies and hiring practices align with the school's beliefs and commitments to diversity, equity, inclusion, and belonging.

5. A Proactive Culture of Health and Safety Permeates the School
 - 5.b. The school understands its responsibility and commitment to each student's sense of belonging and well-being within the school community.



NEASC Commission on Independent Schools

20|20 Process Standards

www.neasc.org/independent



Program Standards and Indicators

7. **Commitment to the Mission Informs Decisions, Guides Initiatives, and Aligns with the Students' Needs and Aspirations**
Required Materials: Foundational documents, if applicable; Statement of the school's beliefs and commitments to diversity, equity, inclusion, and belonging, or equivalent
8. **Commitment to Inspiration and Support Characterizes the Approach to Each Student**
 - 8.b. The faculty regularly monitors each student's equitable development across all domains.
 - 8.e. School culture promotes, supports, and celebrates the essential equity and inclusion of all students.
9. **Commitment to Excellence Distinguishes the Program**
 - 9.b. Curriculum planning is developed and built on the school's foundational statements, e.g., Statement of Diversity, Equity, and Inclusion, etc.
 - 9.i. Every aspect of the program reflects the school's commitment to diversity, equity, inclusion, and belonging.



NEASC Commission on Independent Schools

20|20 Process Standards

www.neasc.org/independent



Program Standards and Indicators

10. **Commitment to Continuous Professional Development Permeates the Adult Culture**
 - 10.c. Professional learning and development support the school's beliefs and commitments to diversity, equity, inclusion, and belonging.
11. **Commitment to Engaging with the Greater Community Enhances Student Experience**
 - 11.a. The school equitably communicates and promotes a community of belonging for every family around its child's development.
 - 11.d. The school is committed to broadening the diversity of its students' perspectives by encouraging engagement with the wider world.
12. **Commitment to Meeting the Needs of Each Student Drives the Residential Program**
 - 12.d. The residential life curriculum intentionally promotes and provides for the inclusion and belonging of diverse students and residential staff.



NEASC Commission on Independent Schools

20|20 Process Standards

www.neasc.org/independent



Strategic Planning Standard and Indicators

14. Commitment to Long-Term Viability and Innovation Guides Planning
 - 14.f. The school considers issues of diversity, equity, inclusion and belonging in its planning.



Questions?



Thank you!