

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC. COMMISSION ON PUBLIC SCHOOLS

Steering Committee Meeting Agenda

The steering committee is a representative group of individuals who work well together, have strong organizational skills, and have effective leadership skills.

The steering committee will:

- a. Act as a resource for other faculty members.
- b. Serve on visiting teams to other schools.
- c. Develop a comprehensive understanding of:
 - the new Accreditation protocol including all parts of the Self-Reflection Report
 - each of the five 2020 Standards for Accreditation and the relationships among them to help the Self-Reflection committee understand their work in context
 - the schools core values, beliefs, and vision of the graduate (formerly 21st century learning expectations).
- d. Design all parts of the Self-Reflection process.
 - Divide labor and assign roles (See Steering Committee Checklist - Steps 1-3 in Accreditation Handbook, pp. 18-19.).
 - Write the School and Community Summary, 2-3 pages, and share it with the faculty (See Accreditation Handbook, pp. 20 and Appendix sample, pp. 56-57.).
 - Plan a budget with the principal for the Collaborative Conference Visit and the Decennial Accreditation Visit, e.g., housing, meals, etc. (pp. 21-22).
 - Develop a timeline for the Self-Reflection (Accreditation Handbook, pp. 24-28), which includes time for the report approval process for Part 2 of the Self-Reflection Report.
 - Assign (a) chair(s) for the Self-Reflection committee.
 - Create a Self-Reflection committee and determine tasks and writing to be completed for each part of the Self-Reflection Report (pp. 29-31):
 - Part 1 – A Look Back
 - Part 2 – Current Conditions (based on the Principles in the Standards)
 - Part 3 – The School as a Learning Organization
 - Part 4 – Goals and Vision for the Future
 - Part 5 – Priority Areas for NEASC School Growth/Improvement Plan.
 - Involve school personnel, along with other stakeholders in the Self-Reflection process when and where appropriate, to ensure a balanced make-up of teachers, parents, students, central office, and other contributors to the process.
 - Use a DEI lens through the Self-Reflection process (See Self-Reflection Guide, pp. 6-7 for suggested questions.).
- e. Coordinate efforts to collect the information and evidence needed by the Self-Reflection committee.
 - Oversee the administration of the three NEASC opinion surveys (See the Survey Administration Guidelines attached to the email with the survey links or on the NEASC website.).
 - Gather other general information from the district that may be needed, e.g., a school and district budget.

- Organize and curate the collection of student work as evidence of aligning with the Standards (See the Collection of Evidence and the Student Work Set Coversheet in the Accreditation Handbook Appendix, pp. 52-53.).
 - Appoint a steering committee member to act as a liaison for requests for information from within the school, central office, and local government.
- f. Ensure that the Self-Reflection Report is completed in a timely manner.
- Oversee the work of Self-Reflection:
 - gather evidence
 - analyze and discuss evidence
 - draw conclusions and determine the level of alignment with the Foundational Elements and Principles using the rubrics in the Self-Reflection Guide, Appendices C and D, respectively
 - write the narratives
 - write a list of strengths and areas for growth for each Standard
 - organize evidence in the online portal.
 - Have the chair(s) of the Self-Reflection committee provide status reports on progress.
 - Create and monitor benchmarks of progress; for example, request a written narrative for one principle in order to calibrate work.
 - Review drafts of the reports on a continual basis as they are being written.
 - Organize the presentation of Part 2 of the Self-Reflection Report to the faculty in order to obtain approval (2/3 majority approval required, but 80 percent preferred).
- g. Identify Priority Areas for Growth.
- Develop a process for faculty to provide input identifying Priority Areas for Growth.
 - The principal and leadership team then identifies the 3-5 Priority Areas for Growth.
- h. Arrange for editing of the final Self-Reflection Report.
- Once the entire Self-Reflection Report is finished and no more edits need to be made, the principal should click the green “Mark Report Complete” button (which will lock school access to the report) and send an email to the school’s liaison.
- i. Complete the arrangements for and organize the Collaborative Conference Visit (See the Accreditation Handbook, pp. 33-36.).
- Create the schedule for the Collaborative Conference Visit with the chair of the Collaborative Conference visiting team.
 - Make hotel and meal arrangements for Collaborative Conference Visit.
 - Determine technology needed during the visit with guidance from the chair.
 - Ensure all evidence and documentation are available for the team.
 - Ensure the school and hotel workrooms are ready with all requested technology.
 - Ensure all appropriate materials and supplies are in the school and hotel workrooms.
- j. Remind the principal and leadership team about the requirement to complete and submit the NEASC Growth Plan/School Improvement Plan following the Collaborative Conference Visit (See Accreditation Handbook, pp. 37 and 58.) that includes all Priority Areas for Growth written as goals.
- k. Arrange details for the Decennial Accreditation Visit (See Accreditation Handbook, pp. 38-49.).

See our website for additional information:
<https://cpemhs.neasc.org/process>