NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

First Report of Progress and Planning

Instructions for public schools/districts

> The First Report of Progress and Planning is an opportunity for the school to let the Commission know the priorities it has chosen to focus on after the Decennial visit. The school submits a growth plan that reflects the new or revised Priority Areas for Growth and action steps the school plans to take. At the Three-Year Report of Progress and Planning, the Commission will ask for an update on progress made on the goals set in the improvement plan submitted for the First Report. In addition, schools are requested to report any changes to their alignment with the Foundational Elements as well as Promising Practices, and Substantive Changes.

PART I. Changes to the Foundational Elements

Rate the Foundational Element in the drop-down menu as "meets" or "does not meet." If the status has changed since the time of the Decennial Accreditation Report, please write an explanation of the change in the text box.

PART II. Revised School Improvement/Growth Plan

Attach the revised school improvement/growth plan based on the information in Decennial Accreditation Report incorporating the use of any next steps for the completion of any Priority Areas or adding any Priority Areas once the original Priority Areas are completed. Use the elements from the NEASC school improvement/growth plan template to guide your work. This can be found on the website at https://www.neasc.org/resources/public-guides.

PART III. Exemplary Practices

Describe any exemplary practices that your school would be willing to share with other NEASC member schools.

What is the practice?

Describe the actions taken during the planning and implementation. Describe any challenges overcome, if any.

Describe the growth and impact this has had on your school.

PART IV. Substantive Changes

If applicable, write a narrative describing any substantive changes from the policy below.

Substantive Change Policy

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to align with any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to align with the Standards.

The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significant decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Reports of positive substantive changes are not required but may be submitted to the Director of the Commission at the discretion of the building principal.