



SHS NEASC '25

Timeframe

- Last visit was in December of 2010
- **Self-Study Period is September 2022 - March 2023**
- **Collaborative Conference visit will be on April 11 and 12, 2023**
- Decennial Visit will be April 13 and 14, 2025

Where are we? Self-Study Period

- The first part of the process is the self-study where we look at **where we've been** (going back to the last accreditation visit in 2010), **where we are now in terms of our progress since 2010 and where we stand against the [NEASC Standards](#)**, and **where we are headed**
- We will complete a DRAFT self-reflection report by **December 16th, 2022**
- The report will be written by the dept. chairs/k12 directors with other staff supporting the writing. Educators will have opportunities for input on the drafts.
- After the new year, educators will read the report and give feedback. The admin team will work on building in extra time during the school day to support this work.

What do we need to do?

The Self-Reflection Report

In the report, we need to show evidence:

- To prove what we wrote in the report
- For the ratings we gave ourselves

Evidence should represent:

- Each department
- Each grade
- Each course level
- Our vision of the graduate (Highlander Habits)
- The elements of the NEASC Standards

Standard 1: Learning Culture

Learning Culture promotes shared values and responsibility for achieving the school's culture.

The school provides a **safe learning culture** that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These **shared values drive student learning as well as policy, practice, and decision-making** while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets **high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement** to realize the school's core values, beliefs about learning, and vision of the graduate.

Standard 2: Student Learning

Student Learning practices maximize the impact of learning for each student.

The school has a **vision of the graduate (Highlander Habits)** that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent **learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways.** Students actively participate in **authentic learning experiences** while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

Standard 3: Professional Practices

Professional Practices ensure that practices and structures are in place to support and improve student learning.

The school maintains and implements a **school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs**. Educators engage in ongoing **reflection, collaboration, and professional development** to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

Standard 4: Learning Support

Learning Support ensures that the school has appropriate systems to support student learning and well-being.

The school has **timely, directed, and coordinated interventions for all students**. The school provides **targeted supports to meet each student's individual needs**, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

Standard 5: Learning Resources

Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.

The school has **adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate.** The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

Next Steps Continued

2023-2025

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