



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Commission on Public Elementary and Middle Schools

Candidacy for Accreditation

A school seeking affiliation with the Commission on Public Elementary and Middle Schools must complete an Application for Candidacy and submit it to the Commission office. The school must have been in operation for at least one complete school year. Once the application has been submitted, the school should contact the Director of the Commission to arrange an appointment for the Director to visit the school.

The purpose of this initial visit is to discuss the Standards for Accreditation and the accreditation process, determine the seriousness of the school's application, and conduct an initial assessment of the school's intent and ability to meet the Standards of the Commission. Under normal circumstances, a school would be guided through a process of candidacy prior to beginning a full self-evaluation. In certain circumstances, the Director of the Commission may exercise prudent judgment and determine that a school forego the candidacy process and proceed directly to the self-evaluation process.

Once the initial visit has been completed, the Director will submit a written report along with the Application for Candidacy to the Commission. Upon review of the application, the Commission will inform the school of its decision to recommend to the Association's Board of Trustees that the school be awarded candidacy status.

Upon approval of candidacy by the Association's Board of Trustees, the Director will inform the school and schedule a second visit to initiate the candidacy process. The school will be billed for dues.

The Candidacy Process

The Candidacy Process begins with the development of a mission statement. The mission statement and its accompanying expectations are written by the faculty and administration with input and approval from the educational community. The mission statement and expectations are drawn from the school's belief and value systems and state the purpose of the school's work. It becomes the basis for the self evaluation process.

In addition, a school should assess itself in light of the following indicators:

Do we have a written curriculum which meets the needs of our student population and sets expectations for their performance?

Do we have a process for the review, assessment and revision of curricula?

Do we have an appropriate program for assessing our students' progress?

Do we use test results to improve our curriculum, instruction and student performance?

Do we have the necessary support services to assist students who are in need of help?

Do our library/media/technology programs, facilities and resources adequately support the curriculum?

Do we have an adequate number of professional and support staff to provide programs and services for the range of students in the school?

Do we encourage and accept parental and community involvement in our school?

Do we have a clear, responsible program for evaluation of all staff in the building?

Does the facility adequately support the delivery of programs and services to the students?

Does the facility meet all health and safety codes?

Does the funding we receive adequately support our programs and services?

Finally, after reviewing the responses to the above-stated questions, the school and the Director of the Commission will set up a timeline leading to the beginning of the actual self study.

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Please answer the following questions comprehensively based on input from the school's entire educational community. *Attach appropriate documentation where appropriate.*

Does the school have both a mission statement and set of academic expectations, developed by the school community, which guides teaching and learning? Include the mission and expectations, if they exist.

Describe the status of the school's written curriculum. Explain how the written curricula meet the developmental needs of the student population and set expectations for student performance?

Describe the school's process for the review, assessment and revision of curricula?

Describe the school's process for assessing its students' progress?

Demonstrate how the school uses test results to improve curriculum, instruction and student performance?

Does the school have the necessary support services to assist students who are in need of help?
List them.

Assess how well the school's library/media/technology program, facilities and resources adequately supports the teaching and learning process?

Are there sufficient numbers of professional and support staff to provide programs and services for the range of students in the school? Provide a breakdown of personnel by job function (ie. Principal (1), assistant principal (1), counselor (.5), 1st grade (4))

Describe the level of involvement of both parents and community in the school. Is it adequate?

Does the school have a clear, responsible program for the supervision and evaluation of all staff the purpose of which is the improvement of teaching and learning? Describe it.

Does the physical facility adequately support the delivery of programs and services to the students? Provide an overview of the strengths and needs of the building(s).

Does the facility meet all health and safety codes?

Assess how well the community's funding supports the school's programs and services?

What significant programs are found at the school that reflect its unique characteristics?

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