

NEASC Overview 2022

Commendations, Recommendations, and Next Steps



**North
Brookfield
Public Schools**

New England Association of Schools and Colleges (NEASC) Timeline

- Process began Fall 2021
- Self study and committee work
- Collaborative Conference Site visit (April 2022)
- Final Report (June 2022)

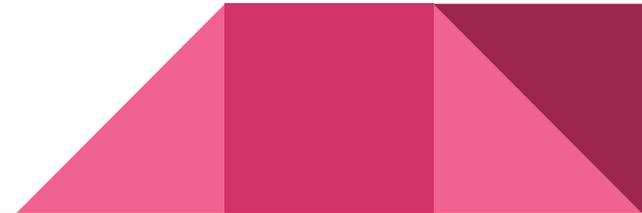


Foundational Element 1.1a - Learning Culture

Narrative

The school community consistently provides a safe environment. The school deliberately builds and maintains a physically safe environment for students and teachers by welcoming all learners, providing appropriate supports and maintaining the physical plant. The school maintains policies and processes to ensure the safety of learners and adults through official policies such as anti-bullying and classroom expectations, and processes such as self-locking doors and the ALICE active shooter response protocol - Alert, Lockdown, Inform, Counter, Evacuate.

Rating: **Meets the Standard**

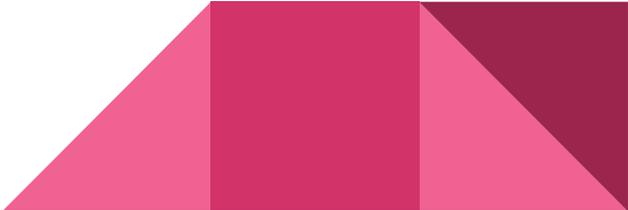


Foundational Element 1.2a - Learning Culture

Narrative

The school does not yet have a written document describing its core values, beliefs about learning, and vision of the graduate. The school has identified six core values and beliefs, developed by staff in the 2017-2018 school year, that are still being revised. A vision of the graduate document is scheduled to be released in the fall of 2022.

Rating: **Does Not Meet the Standard**



Foundational Element 2.2a - Student Learning

Narrative

The school does not have a written curriculum in a consistent format for all courses in all departments across the school. Some teachers report having unit plans for courses they are currently teaching, however, they are in varying degrees of completion. Although there had been a school-wide unit plan template, it is not widely used and does not include units of study with guiding/essential questions, content and skills, instructional strategies, and assessment practices. Only 34 percent of the faculty report that there is a consistent curriculum that includes transferable skills and dispositions in a consistent format for all courses in all departments.

Rating: **Does Not Meet the Standard**



Foundational Element 3.1a - Professional Practices

Narrative

The school does not have a current school improvement/growth plan that includes school-specific goals. While the district has a district improvement plan with goals for improvement aligned with district priorities, it is not based on the school's priorities and does not inform decision-making in the school.

Rating: **Does Not Meet the Standard**



Foundational Element 4.1a - Learning Support

Narrative

The school has intervention strategies designed to support learners. The school provides all students with appropriate intervention strategies to support their academic, social, and emotional success. The intervention strategies in place include a Student Success Team (SST), 504 plans, special education services, the RISE and CONNECT programs, and a 25-minute flex/advisory period built into the schedule. For struggling students, teachers use best teaching practices and interventions first. After these practices are exhausted and still not working the teacher communicates the concerns to parents, guidance, and the adjustment counselor. Once these resources are exhausted and the student is still struggling, the teacher makes a referral to the SST. A meeting is convened, and the SST writes a plan. The SST process can lead to a referral to special education or other appropriate services to ensure students are supported.

Rating: **Meets the Standard**

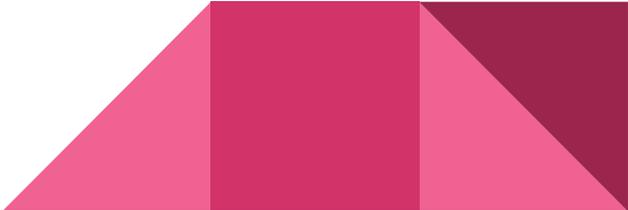


Foundational Element 5.1a - Learning Resources

Narrative

The school site and plant support the delivery of curriculum, programs, and services. The building is safe and secure and is a healthy environment for students and adults. The doors are locked during the school day and there is a camera system used to ensure all visitors are seen before entering the building. The building is inspected annually and the school has a complete set of safety certificates. The maintenance department is proactive and works tirelessly to support safety and maintain a facility that meets all applicable federal and state laws and is in compliance with local fire, health, and safety regulations. Approximately 72 percent of students and faculty report that the building and/or grounds support learning.

Rating: **Meets the Standard**



Commendations

The positive school culture that ensures all learners are known and valued and have equitable access to a full range of school programs and services.

The shared responsibility between educators and support staff to support struggling learners.

The academic, social, and civic opportunities that meet the needs of diverse learners.

The use of a dedicated flex block that allows students to access both academic and social-emotional supports.

The dedication of the staff in finding informal ways to collaborate despite not having dedicated time in their schedule.



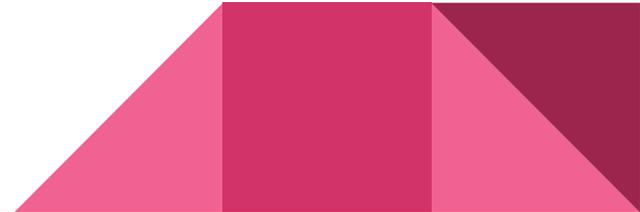
Commendations

The successful proactive and responsive school counseling services that support a diversity of student needs.

The services that support struggling learners and students with disabilities provided by the special education department.

The preventative and direct interventions provided by health services to promote the physical and mental well-being of students.

The English Language Learners program that has recently been initiated to service the needs of multi-language students.



Commendations

The safe, secure, clean, environment that supports the diversity of the student body.

The appropriate spaces to support student learning and the curriculum.



Recommendations

Create and implement more student-centered lessons to increase student engagement and decrease student apathy.

Increase the opportunities for deep understanding through interdisciplinary learning, project-based learning, and authentic learning experiences to ensure a depth of understanding over a breadth of knowledge.



Recommendation

Develop and implement a plan to incorporate technology as a means to construct knowledge, collaborate, broaden students' perspectives, and share work with authentic audiences beyond the school community.

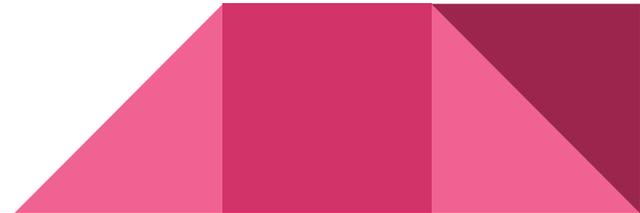
Provide more opportunities for student discourse and reflection on their learning so that learners take ownership of their learning.



Recommendation

Ensure the building is properly maintained including work on the roof as well as addressing the issues with floor tiles.

Gather and use student feedback regarding how course offerings, instructional practices, and library services are meeting their learning needs to inform future planning and identify areas for growth in instructional practice to support learning.



Recommendation

Explore and initiate ways to engage a greater proportion of families to increase their involvement in the school community and their sense of partnership in their students' learning.

Create a school crisis team that meets regularly to establish, and/or review and revise protocols to ensure effective responses in crisis.

Provide adequate and dependable funding to implement the curriculum, including co-curricular programs and other learning opportunities.

