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

The steering committee will:

a. Be a resource for the faculty during the process.

b. Serve on visiting teams to other schools.

c. Develop a comprehensive understanding of:
   - the Accreditation protocol
   - the 2023 Standards for Accreditation and the relationships among them

d. Design the school's Self-Reflection process.
   - Divide the work and assign roles (Steering Committee Checklist, Accreditation Handbook, pp. 20-21).
   - Write the School and Community Summary, 2-3 pages, and share it with the faculty (Accreditation Handbook, p. 22 and Appendix sample, pp. 45-46).
   - Plan a budget for the Collaborative Conference and Decennial Accreditation Visits, e.g., housing, meals, etc. (pp. 23-25).
   - Develop a timeline for the Self-Reflection process (Accreditation Handbook, pp. 27-31), including report approval for Part 2
   - Determine who will write the report (one committee, five committees, etc.)
     - assign chair(s) and tasks each part of the Self-Reflection Report (Accreditation Handbook, pp. 32-33, and the Self-Reflection Guide)
     - Involve multiple stakeholders in the Self-Reflection process when and where appropriate
   - Think about students and DEIB throughout the Self-Reflection process

e. Coordinate efforts to collect the information and evidence needed by the Self-Reflection committee(s).
   - Oversee the administration of the three NEASC opinion surveys (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, for example, the budget
   - Organize and curate the collection of student work as evidence of aligning with the Standards, in particular, Standard 2 (Accreditation Handbook, pp. 43-44)
o  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.
   o  Oversee the work of Self-Reflection:
      - gather, analyze, and discuss evidence
      - can use faculty evidence collection spreadsheets (optional)
      - draw conclusions and determine the level of alignment with the Foundational Elements and Principles using the rubrics in the Self-Reflection Guide
      - write the narratives
      - write a list of strengths and areas for growth for each Standard
      - organize evidence in the online portal
   o  Create and monitor benchmarks of progress; for example, request a written narrative for one principle to calibrate work.
   o  Review drafts of the reports as they are being written.
   o  Organize the presentation of the Standards reports to the faculty for approval (2/3 majority approval required, but 80+ percent preferred).

g. Identify Priority Areas for Growth.
   o  The principal and leadership team identify the 3-5 Priority Areas for Growth using the needs identified in the report, district priorities, the Standards, and Descriptors of Effective Practice as guides.
   o  Generate faculty input or feedback in finalizing Priority Areas for Growth.

h. Edit the final Self-Reflection Report. When completed, click the green “Mark Report Complete” tab. This locks school access to the report.

i. Complete the arrangements for and organize the Collaborative Conference Visit (Accreditation Handbook, pp. 34-36).
   o  Create the schedule for the Collaborative Conference Visit with the chair of the visiting team.
   o  Make hotel and meal arrangements.
   o  Determine technology needed during the visit with guidance from the visiting team chair.
   o  Ensure the report and any documentation is loaded into the portal.
   o  Ensure the school and hotel workrooms have sufficient technology, materials, and supplies

j. Complete and submit the NEASC Growth Plan/School Improvement Plan following the Collaborative Conference Visit (Accreditation Handbook, pp. 37-38 and 47) including all Priority Areas for Growth written as goal statements.


Additional information: www.neasc.org/public > Resources for schools