



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

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October 31, 2017

Gino LoRiccio
Principal
Quinebaug Middle College
742 Upper Maple Street
Danielson, CT 06239

Dear Mr. LoRiccio:

The Committee on Public Secondary Schools, at its October 23-24, 2017 meeting, reviewed the initial evaluation report from the recent visit to Quinebaug Middle College and voted to award the school initial accreditation in the New England Association of Schools and Colleges.

The Committee was impressed with many of the programs and services and wishes to commend the following:

- the thoughtful and deliberate creation of the school's core values and beliefs
- the commitment of the community to its core values and beliefs
- the assignment of the school-wide rubrics to specific academic disciplines
- the pride and passion of the school community for their core values, beliefs, and learning expectations
- the template for writing curriculum units created by the faculty
- the service learning opportunities and senior capstone project that offer students engaging problem-solving experiences outside of the classroom
- the staff, materials, resources, and technology that are readily available for students to be able to access the curriculum
- the administrative leadership for the curriculum development and revision process
- the extensive use of technology in the classroom to engage students in hands-on learning experiences
- the focus on personalized learning which emphasize student choice and student voice

- the extensive opportunities for students to participate in authentic tasks which contributes to high student engagement
- the variety of instructional support available to all students
- the use of the town hall meeting that provides the school community a voice and a forum for providing feedback to educators
- the range of formative and summative assessments used by teachers to monitor student progress toward achievement of school's learning expectations
- the introduction of mastery-based learning and project-based learning initiatives
- the teacher-student partnership in utilizing teacher feedback to enhance understanding

As well, the Committee was pleased to note the following:

- the staff's willingness to take initiative in exploring grading options to better service students
- the positive, supportive, and respectful school culture evident throughout the building
- the access to challenging college-level classes for all students
- the daily connection with all students ensuring students feel connected to their school
- the multiple opportunities in the schedule to provide academic help to students
- the school's promotion of a democratic community which fosters leadership and engagement among students and staff
- the structure of weekly SST meetings and regular SARB meetings to review and address the needs of at-risk students
- the shared library/media center with QVCC and the myriad resources and technology for students and staff to enhance the curriculum
- the full-time special education support partnering with teachers and paraprofessionals
- the frequent, staff-initiated communication with parents, students, and families, especially for families with students who are identified or at-risk
- the addition of student support personnel (school counselor, school psychologist, and school social worker) to support the school community and to broaden the range of services that can be offered to address students' needs
- the school site, plant, and facility which fully supports the delivery of high-quality school programs and services
- the continued pursuit and acquisition of additional funding to support the high-quality school programs and services
- the responsiveness of the administration to increase student supports (school counseling, school psychologist, school social worker, intervention specialist, and nurse) in response to students' need
- the partnerships with area colleges and universities to support students and provide teacher development and training

All accredited schools must submit a required Two-Year Progress Report, which in the case of Quinebaug Middle College is due on October 1, 2019. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and can be found at <http://cpss.neasc.org> under the "Ongoing Accreditation" tab, *Two-Year Progress Report*. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's decennial evaluation report. As well schools are reminded to provide the requested information in Sections III - IX.

With regard to the reporting of action taken on evaluation report recommendations school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

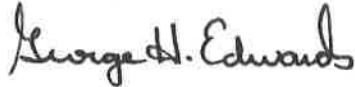
- clarify and revise the school-wide rubrics to provide specific and measurable criteria for success targeting high levels of achievement for each learning expectation
- develop and implement a plan to regularly review and, if necessary, revise the core values, beliefs, and learning expectations based on research, multiple data sources, as well as school community priorities
- develop and implement a timeline and process to monitor, review, and revise curriculum
- develop and implement a plan to establish formal coordination of curriculum within and across departments
- develop and implement a plan to provide professional development focused on instruction
- develop and implement a formal process to assess whole-school and individual student progress in achieving the school's academic, social, and civic expectations based on specific and measurable criteria for success
- purposefully design and develop formal opportunities for staff members to work collaboratively to understand and to draw conclusions from assessments that drive classroom instruction and to revise curriculum

The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Commission's *Accreditation Handbook* provides information on follow-up procedures.

Gino LoRicco
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The school's accreditation status will be reviewed when the Committee considers the Two-Year Progress Report. Consistent with the Committee's follow-up procedures, the Two-Year Progress Report should include an electronic signature of the principal and chair of the school's Follow-Up Committee and be sent electronically to the Committee office at the following address: cpssreports@neasc.org. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



George H. Edwards

Sincerely,



William M. Wehrli

GHE/mv

cc: Thomas Cronin, Director of Educational Services, Eastconn
Dr. Carlee Drummer (Governing Board Chair), President of Quinebaug Valley
Community College, Quinebaug Valley Community College
E. Michael Regan, Chair, Visiting Committee
Francis T. Kennedy, Jr., Chair, Committee on Public Secondary Schools