



**New England Association of Schools and Colleges
Commission on Independent Schools**

Report of the Visiting Committee

Hampstead Academy

Hampstead, New Hampshire

November 3 – 6, 2013

Visiting Committee Members

Hampstead Academy

November 3 – 6, 2013

Joel Hawes, Chair
Lower School Director
Berwick Academy
South Berwick, ME

Susan Niden, Assistant Chair
Principal
Jackson School
Newton, MA

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Co-Founder and Director
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Berkshire Country Day School
Lenox, MA

Rebecca McCarthy
Math and Science Teacher
Taunton Catholic Middle School
Taunton, MA

Tracy Marshall
Self-Study Coordinator/Teacher – Grade 8
St. Jude Elementary School
Waltham, MA

SCHOOL DATA SHEET

School Name: Hampstead Academy

Address: 320 East Rd.
Hampstead, NH 03841

Telephone: 603 - 329 - 4406

Date of Founding: 1978

Total Enrollment (at the time of evaluation visit): 190

	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	Totals
Male	11	6	6	5	9	6	15	8	12	11	0	0	0	0	0	89
Female	14	11	9	8	10	4	9	8	14	14	0	0	0	0	0	101
Day	25	17	15	13	19	10	24	16	26	25	0	0	0	0	0	190
Boarding	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homestay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

International students included in the above table who are not U.S. residents:

Day	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Boarding	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homestay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Number of Faculty: 30 full-time; 6 part-time

Number of Administrators: 3 full-time; 4 part-time

Brief statement of school's history, mission, and culture – what makes this school unique?

Hampstead Academy is a private, independent school located in southern New Hampshire. The school provides excellence in education and promotes the establishment of sound character in a secure environment where learning is valued and life is revered. At Hampstead Academy, students not only learn basic skills, they explore ideas and develop higher level thinking skills that produce positive results.

Hampstead Academy's vision is to prepare a diverse and talented population of young people to participate confidently and responsibly in an increasingly complex society, by providing a rigorous educational experience where thinking is valued, positive attitude is appreciated, and upstanding character is promoted.

We seek to develop students who demonstrate self-confidence, enthusiasm for learning, a sense of purpose, and a commitment to service for others, in an environment that is sensitive to the uniqueness of the individual, as well as to the requirements of the world community to which they are becoming contributing citizens.

Hampstead Academy endeavors to nurture each student's unique strengths - intellectually, socially, physically, and creatively within the framework of a familial atmosphere of civility, competence, and caring. We strive to develop students who are capable of uniting academic excellence with cooperation, social awareness with responsibility, physical prowess with respect, and creativity with dignity.

While valuing traditions of the past, the school welcomes and implements meaningful change with a curriculum that balances established methods with innovative and forward-thinking programs. Course content and methodology build upon individual uniqueness in learning style, family background, life experiences, and personal intelligences. A confluence of individualized programming and group learning results in the

development of the whole child. Cooperative projects, parent involvement, and community service afford opportunities for students to share their learning experiences via the development of an outer-directed sensitivity to other peoples and cultures.

In the fall of 1978, Lyn Kutzelman addressed the Atkinson Planning Board requesting site approval for building a kindergarten room attached to her home on 51 Maple Avenue in Atkinson, NH. That kindergarten room addition became the Atkinson Learning Center, housing its first kindergarten class of 16 students in the fall of 1979. The following spring, the Atkinson Learning Center added a preschool class. The school's reputation and enrollment grew over the next two years, so in 1983, when the parents of that years' graduating kindergarten class asked Lyn if she would be willing to offer first grade to their children the following year, the Atkinson Learning Center sought and received New Hampshire Department of Education approval for an elementary school. Its first class of elementary school children filled seats in a rented classroom space in Plaistow the following year. By the time the school purchased land in Hampstead in the summer of 1986, the Atkinson Learning Center enrolled children in preschool through grade 3.

In the fall of 1987 the new school moved to 320 East Road in Hampstead and was re-named Hampstead Academy. At that time the school was open to children in grades K through 5, with preschool and kindergarten still residing in Atkinson. To commemorate the school's new home, Lyn dedicated Hampstead Academy to her mother, Elizabeth Wheeler.

In the fall of 1990, Hampstead Academy extended its offering to grades 6,7 and 8, going on to graduate its first eighth grade class the following year in the spring of 1991. In 1993, Hampstead Academy was the first (for-profit) independent school to be honored with accreditation from the New England Association of Schools and Colleges (NEASC). Bursting at the seams with students, construction began on the Upper School addition in the fall of 1993 and was completed for use by the fall of 1994. Three years later, construction of the Gymnatorium was completed, making space for Athletics, Drama and Music.

For the next six years, the school operated out of two campuses, with grades K through 8 residing at East Road in Hampstead, and preschool and kindergarten residing in Atkinson. In the fall of 2003, Hampstead Academy purchased the Benner property from their long time neighbors Karl and Natalie Benner. The Benner's former residence, now named the Benner Building, houses the office of Admissions and serves as a gathering place for Hampstead Academy staff, students, and families alike. In 2005 the Hampstead Academy Early Childhood Center, the Kramer Art Studio, and the Technology Lab were added onto the original Benner Building.

In 2003 Hampstead Academy went through re-accreditation by NEASC. In the fall of 2007, Keith Wheeler was named Head of School, and in May of 2013 Sam Richards was appointed the new Head of School.

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INTRODUCTION

Founded in 1885, the New England Association of Schools and Colleges, Inc. (NEASC) is the nation's oldest accrediting agency. Since its inception in 1885, the Association has awarded accreditation to educational institutions in the six New England states that seek voluntary affiliation.

The governing body of NEASC is its Board of Trustees which oversees the work of four Commissions:

- Commission on American and International Schools Abroad
- Commission on Institutions of Higher Education
- Commission on Independent Schools
- Commission on Public Schools

The evaluation program which the schools undergo is a three-fold process: the self-study conducted by the school, the evaluation by the visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study (Part II), and the valid recommendations of the visiting committee and the Commission. The Commission on Independent Schools oversees the entire process.

Each school is evaluated in terms of compliance with the *Standards for Accreditation*, the quality of *Part II: Reflection, Recommendations, and Issues for Further Discussion*, and how well it is serving the needs of its students. Because each school is different, the base that undergirds the evaluation is the school's own statement of mission and core values.

The Visiting Committee would like to thank the Hampstead Academy community for a warm welcome and open review process during the reaccreditation visit. The intimate and supportive feeling found within the pages of the School's self-study became reality during the four-day School visit. From Sunday's opening tour and reception to Wednesday's closing meeting, the Visiting Committee enjoyed taking part in Hampstead Academy's reaccreditation efforts.

While attending various individual and team meetings with the Hampstead Academy community, the Visiting Committee learned that the School members felt a sense of affirmation when recounting past accomplishments and identifying areas for future growth. The self-study was a collaborative effort completed under the leadership of two diligent self-study coordinators. During the process, School faculty members appreciated the opportunity to work with a variety of colleagues including those that they would not typically interact with to such an extended and in-depth duration. To the School's credit, after completion of the self-study report last spring, several faculty groups went to task and immediately addressed several recommendations throughout the summer months.

This Visiting Committee report will highlight a healthy NEASC-member school that is in the process of an impressive transition to nonprofit status. We congratulate the School for their progress to date, and we look forward to witnessing Hampstead Academy's continued growth in the future.

Standard 1 (Mission): There is congruence between the school’s stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels.

School Assessment (check one)	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. <u> X </u> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <u> </u> Fails Standard: aware and plans remediation.
P2. <u> </u> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <u> </u> Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1
 Visiting Team’s Assessment P1

Brief narrative summary of the school’s position with regard to this standard
 (This summary was copied from the school’s *Self-Study Report*.)

Hampstead Academy’s Mission is to enable students to develop academic potential and individual talents in a caring atmosphere that cultivates creative thinking, upstanding character, service to others, and enthusiasm for learning. Our mission is stated clearly in all school publications and is posted visibly throughout the school. All stakeholders regularly have access to a review of the mission and faculty and staff strive to implement the mission in every aspect of school operations.

Specifically, the mission is posted in each classroom, on the front of the HA website, on various internal and external forms and handbooks (Student, Teacher, Parent, Safety). In addition it is outlined in the Head of School and Coordinators’ job descriptions. The mission of the school is discussed during the admissions process and is embraced by students, teachers, parents, Advisory Council, Board of Directors and administration. Our organizational objectives are embedded throughout our methodology. Our Mentor Program helps new staff become acclimated to the culture of Hampstead Academy. We check to see if the Mission is understood by discussion and surveys including Parent, Student, and Alumni Surveys and discussion at Advisory Council meetings.

One of the specific responsibilities of the Board of Directors is the adoption and furtherance of the school’s mission statement and a periodic review of its operational validity. During the past year, the mission was reviewed in an inclusive process that included the involvement of administration, teaching staff, and the Advisory Council. Each group had an opportunity to review and suggest changes to the language contained in the mission statement. As a testament to its continuing utility and appropriateness, the mission statement continues in its current form.

Observations

After an informative tour and gracious reception on an early-November Sunday afternoon, the Visiting Committee returned to Hampstead Academy on a crisp Monday morning to observe the mission of the School in action. The unusually pleasant November weather matched the warm reception offered by the Hampstead Academy community.

Throughout the visit, the Committee continually marveled at the positive correlation between the mission statement as it exists on paper and as it presents within the broad scope of the school-day. The School’s mission

and core values are ever-present and positively speak to all constituencies. The administration and faculty support the mission with their impressive program delivery. Of equal note, the Board of Directors promote the mission with their supportive skill-set, while parents of Hampstead Academy students maintain steady School loyalty. Most importantly, however, the students bring the School's mission to life through their enthusiastic interactions with the daily program.

It is worthy to note that the impressively designed and maintained buildings, classrooms and school grounds also support the School's mission. From the well-adorned classroom walls to the creative back-woods recess area, the buildings and grounds support the mission's focus on well-rounded academic and social-emotional growth. There is a purposeful (yet playful) feel to the pre-kindergarten through eighth grade spaces, which allows further support of an age-appropriate mission statement.

Teamwork abounds at Hampstead Academy. Whether grade- or division-level teacher collaboration or student groups involved in creative problem solving endeavors, the school's mission sets the tone for Hampstead Academy's sense of purpose. Impressively, during Hampstead Academy's transition to nonprofit status, the mission's front and center status remains paramount. As a relevant example, the Visiting Committee heard both positive reactions to the current faculty meeting structure and to the possibility for pushing the process into greater vertical grade-level discussions that support further curricular alignment (or greater mission alignment). There is an impressive awareness that components of the mission such as *creative thinking, upstanding character, service to others, and enthusiasm for learning* should be interpreted and supported in both horizontal and vertical fashion. The Visiting Committee appreciates the fact that faculty engagement on mission-related topics brings greater internal clarity and external awareness of the school's whole-child focus.

While many independent school's emphasize some form of a whole-child educational mission, Hampstead Academy's leadership has impressively set the tone for the School's approach in ways that are authentic and appreciated within their community. It is clear that whether in the past, present or future, the focus on a well-rounded mission will successfully lead the way for the Hampstead Academy community.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School's rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for demonstrating *the necessary flexibility and freedom to reflect the mission in their delivery of curriculum* and throughout the life of the Hampstead Academy program and community.
2. The Visiting Committee commends Hampstead Academy for their awareness of the need to maintain a strong sense of mission at all constituent levels as they transition to nonprofit status.

Recommendations

1. The Visiting Committee endorses the recommendation made by Hampstead Academy that the School develops *a prescribed method of reviewing the mission on a regular basis with all stakeholders...so as to improve student awareness of mission.*
2. The Visiting Committee recommends that the School work productively to further define the values inherent in their mission statement (*creative thinking, upstanding character, service to others, and enthusiasm for learning*) so as to further support the School's marketing efforts and to distinguish the School from neighboring public and independent school competition.

Standard 2 (Governance): The school has an appropriate system of governance that assures that the school remains true to its mission and that it has the necessary resources to support its present and prospective operations.

School Assessment (check one)	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. _____ Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. _____ Fails Standard: aware and plans remediation.
P2. <u> X </u> Meets Standard: does have significant plans/recommendations and issues for reflection.	

School's Self-Assessment P2

Visiting Team's Assessment P2

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

Hampstead Academy is in the midst of a transition year. Since 1978, the school has been operating as a for-profit family business (by the current Owner/Director). In March 2012, a group of professionals with a variety of business and academic talents agreed to join together as members of a founding board (of directors) to assist (the Academy's Owner/Director) with the process of forming a nonprofit academic institution....

The two primary directives of the founding Board of Directors in the creation of Hampstead Academy as a nonprofit are:

- *To sustain the legacy values and principles of the school, and,*
- *To stay totally in compliance with our mission.*

In addition to the work of the (Hampstead Academy nonprofit) founding Board (of Directors), the Head of School, the Administration, and the entire academy staff continue to work collaboratively to assure the successful achievement of the mission.

Observations

Upon the arrival of the Visiting Committee to Hampstead Academy, the School was anticipating formal documentation from the State of New Hampshire with regard to meeting legal certification requirements as a nonprofit academic institution.

An Advisory Council had previously been in place to assist the Owner/Director and the Head of School in all efforts to support the School's mission in areas such as student enrichment, student health and wellness, public relations, marketing, alumni relations and curriculum enhancements. The Advisory Council membership consisted of nine to thirteen members and meetings were held six to eight times a year. The Advisory Council has been placed on hiatus until the School's transition to nonprofit status is completed. After the nonprofit transition occurs, it is the goal of the School that the role of the Advisory Council be re-visited to further support Hampstead Academy and serve in an advisory capacity to the Head of School.

The Hampstead Academy nonprofit Board of Directors has completed a multi-year plan that addresses finances and staffing. This newly constructed Board of Directors will approve school policy, create long-range strategies, approve annual operating budgets, and oversee advancement activity. The Board will also hire, supervise, and review the performance of the Head of School.

This new model of governance calls for the Head of School to have fully delegated control and authority over the daily administration of the School, which is clearly defined in the new employment contract and job description. Acting within this delegated authority, the Head of School will now be responsible for managing the operational budget to ensure the School's programs and services including, but not limited to, the employment of staff, supervision and evaluation of teachers and other school employees, leadership with educational programming, the evaluation and management of student conduct, and the wellness and safety of the entire school community.

The Board of Directors will continue to establish a set of operational procedures and policies that ensure effective governance for the Academy. These procedures are to include:

- Formalizing a process for Board review of the Hampstead Academy mission
- Composing a multi-year planning process that includes all stakeholders
- Developing a self-evaluation process that serves to measure the effectiveness of the Board and Committees
- Creating a formal review process for the Head of School
- Forming a system of collaboration between the Head of School and Board of Directors that outlines the requirements for budget/financial integrity, program adherence/quality, strategic planning, and organizational development
- Designing an orientation process for new Board members
- Implementing the Advancement/Development Office

Conclusions and Explanation of Rating

The Visiting Committee noted that the School is clearly moving ahead with the formation of the Board of Directors to serve Hampstead Academy as a nonprofit institution. Currently there is a dedicated group of individuals who are working on a board model that will support the School's transition to a nonprofit institution. Developing a clear understanding of this newly formed Board of Directors and the role and nature of its relationship to faculty, parents, the Head of School, and its own internal operation is critical to maintaining the stability and viability of Hampstead Academy. The nonprofit founding Board of Directors well know that development will now be critical to advancing the mission of the school.

Commendations

1. The Visiting Committee commends Hampstead Academy for its thirty-eight years of visionary and sound financial leadership and passionate stewardship. It likewise commends the School for successfully positioning itself for future growth.
2. The Visiting Committee commends Hampstead Academy's newly-formed Board of Directors, the Head of School and the Owner/Director for the spirit of collaboration and commitment each constituent group has shown during the transition process to nonprofit status.

3. The Visiting Committee commends Hampstead Academy's current governing body for developing operational bylaws for Hampstead Academy and for their desire to use best practices (*e.g.* NAIS publications) in growing the size and structure of their governing group.

Recommendations

1. The Visiting Committee endorses the ambitious and encompassing recommendation made by Hampstead Academy that support their transition to a full-functioning Board of Directors that works *collaboratively with the Head of School in order to establish a set of operational procedures and policies that ensure the effective process of governance.* As the School has stated in their Self-Study, *these operating procedures need to include, but are not limited to:*
 - *Process for the formal review of the Hampstead Academy Mission by the Board*
 - *Multi-year planning process that includes all stakeholders*
 - *Self-evaluation process that serves to measure the effectiveness of the Board and Committee*
 - *Formal review process for the Head of School*
 - *A reporting/operating system between the HOS and Board that outlines the requirements for budget/financial integrity, program adherence/equality, strategic planning, and organizational development*
 - *Orientation process for new BoD members*
 - *Creation of the Advancement/Development Office*

Standard 3 (Enrollment): The admissions process assures that those students who enroll are appropriate, given the school’s mission, and are likely to benefit from their experience at the school.

School Assessment (check one)	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. <u> X </u> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <u> </u> Fails Standard: aware and plans remediation.
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School’s Self-Assessment P1

Visiting Team’s Assessment P1

Brief narrative summary of the school’s position with regard to this standard

(This summary was copied/abridged/adapted from the school’s *Self-Study Report*.)

Hampstead Academy has a clearly defined and communicated mission and a clear process in place for effectively communicating our mission and selecting mission-appropriate students. Our marketing material, admissions process, website, and curriculum guides represent our school’s mission, organization, staff, program, and facilities. The Admissions Director formally discusses our school’s mission with prospective parents during their initial visit and the mission is demonstrated during the tour of the school.

Hampstead Academy has a clearly stated prospective student Admission Procedure and a clearly documented internal admission process. Hampstead Academy has developed a student profile, which is posted on our website and is available to current members of our community as well as to prospective families. Hampstead Academy’s student profile clearly defines the range and type of students suitable for admission to our school.

Hampstead Academy undertakes periodic review of our admission process. This review is informed by current and graduated student performance. Hampstead Academy’s Admissions Director conducts exit interviews of students who leave HA prior to graduation. The information collected is utilized by administration as a tool to inform current policies and procedures.

The Hampstead Academy Admissions Process includes a careful review of the individual needs of all students. The Student Support Services Coordinator reviews all exceptional needs in order to determine Hampstead Academy’s ability to meet those needs. The Admissions Director is part of the school’s Leadership Team, meeting regularly with the school’s curriculum coordinators in order to remain informed, among other considerations, about the progress of newly enrolled students.

Observations

The application process involves a clear and well-explained series of steps that are communicated both through the website and through personal contact with the Admissions Director. Upon receiving an online inquiry about the school, the Admissions Director typically converses with the family by phone to explain the application process and to arrange a Hampstead Academy tour. These tours are given during the school day whenever possible so as to showcase the school in action, but when working families are not available to visit during the school day, the Admissions Director is flexible in giving weekend or evening tours as well.

Once the Admissions Director receives an application, fee and support materials (including standardized test scores, transcripts, and teacher recommendations required for application), a full-day school visit is arranged for the student. Within the application process, weight is placed on standardized testing scores for an applicant's acceptance. During the student visit, the appropriate grade level team of teachers record notes on the student's academic and behavioral performance in the classroom and an assessment of related skills and abilities is conducted. The day ends with an additional written assessment of the students' academic abilities in second grade and above. The input of teachers from current and subsequent divisions is considered in the decision to admit or deny a student.

As tuition is listed on the School's website and because financial aid is not currently offered to families, it is apparent that some families with mission-appropriate children are not in a financial position to apply to the School. Hampstead Academy is prioritizing the development of a financial aid program to help with the diversification of its student population and to be more inclusive of students and families who would benefit from the School's program and mission, but who could not otherwise afford the opportunity to enroll their child. While the School does not currently have an established financial aid program, the Visiting Committee noted that the School interacts closely with families around tuition-related needs on a case-by-case basis. For example, the School recently worked with a family experiencing financial hardship by offering tuition reduction in exchange for the parent's graphic design professional services in creating an attractive marketing brochure for the School.

The Early Childhood Center (ECC) currently offers several enrollment and weekly schedule options. While supportive to family needs, flexible scheduling options also have the potential for creating situations where afternoons are lighter in preschool attendance than mornings or where children may receive less than desired year-long time on task prior to advancement to the next grade level within the School's Early Childhood program. School personnel are currently discussing the idea of limiting preschool scheduling options to streamline the program and to ensure more consistent grade-to-grade readiness through increased attendance and developmental readiness. (It is worthwhile to note that this topic strategically fits into a larger School theme: Hampstead Academy's collective desire for increased vertical grade level discussions and subsequent alignment/articulation review between grade-levels and divisions.)

The Admissions Department includes a Hospitality Committee comprised of selected parents who welcome new families into the community, guide new families in learning the School's varied nuances, and who organize social events both on-campus and off-campus to further the support new families as they integrate into the School community.

The Visiting Committee noted the personal attention given to families interested in the School and appreciated the effectiveness of admissions events. During the visit, for example, Parent-Teacher Association representatives detailed compelling stories of why they selected Hampstead Academy for their children. One parent described how she made a last-minute decision to attend an admission's open house event and immediately made a follow-up decision to complete an application on behalf of her child. Other families told heart-warming stories about how after visiting as many as ten area schools, Hampstead Academy was the clear choice from both the parent's and child's perspective.

Having a full-time Admissions Director solely devoted to admissions will serve Hampstead Academy well as it transitions into its nonprofit orientation. The new Admissions Director has already expressed an interest in compiling demographic data into a more formal format to keep track of alumni, attrition, surveys, inquiries and applications in relation to admission acceptances. Said Director is also anticipating the development of a financial aid program that broadens the reach of potential applicants to the School. On-going leadership and decision-making from the Admissions Office regarding outreach and messaging efforts will support cohesive and consistent enrollment efforts.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School's rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for recruiting an Admissions Director with vast experience in the field to lead its Admissions Office and notes that the timing of this hire has given the Admissions Director the opportunity to become fully familiar with the School before entering the current admissions season.
2. The Visiting Committee commends Hampstead Academy for their goal of developing and implementing a need-based financial aid program.
3. The Visiting Committee commends Hampstead Academy for putting great effort in their approach to determining a student's ability to be academically successful in the Hampstead Academy program before accepting a student into the school and further commends the School for involving the teaching faculty in consideration of a student's application for acceptance.
4. The Visiting Committee commends Hampstead Academy on its student-teacher ratio and differentiated curriculum, allowing the School the capacity to accommodate a wide variety of mission-appropriate students with an appropriate range of learning styles and abilities.

Recommendations

1. The Visiting Committee endorses the recommendation made by Hampstead Academy to develop a need-based financial aid program and to set into place a system/application process for evaluating need through a third party organization (*e.g.* School and Student Services / NAIS).
2. The Visiting Committee recommends that Hampstead Academy incorporate a review of diversity in their upcoming strategic plan so as to continue to explore the extent to which forms of diversity, including cultural and socio-economic, might be promoted within the School community.
3. The Visiting Committee recommends that Hampstead Academy continue to examine the student profile of potential mission-appropriate Hampstead Academy students (standardized test score and otherwise) in light of local demographic and socio-economic pressures that have been placed on the School, ultimately maintaining that important balance between school support capabilities and student needs.

Standard 4 (Program): The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school’s mission and core values, and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

School Assessment (check one)	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. <input checked="" type="checkbox"/> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <input type="checkbox"/> Fails Standard: aware and plans remediation.
P2. <input type="checkbox"/> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <input type="checkbox"/> Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1
 Visiting Team’s Assessment P1

Brief narrative summary of the school’s position with regard to this standard
 (This summary was copied/abridged/adapted from the school’s *Self-Study Report*.)

Hampstead Academy offers a varied comprehensive program, which enables our students to develop academic potential and individual talents. Our program is both progressive and diverse, which allows for cultivating creative thinking and enthusiasm for learning. We endeavor to nurture each student’s unique strengths-intellectually, socially, physically, and creatively within the framework of a familial atmosphere of civility, competence and caring. Our academic and extracurricular programs are central to our school’s beliefs about teaching and learning. These programs encompass and support the developmental range of students admitted.

At Hampstead Academy there are a variety of opportunities for professional development. Some of these include the following: weekly faculty meetings, team meetings, grade level meetings, on campus full and half day workshops (Teacher to teacher and Professional Speakers), off campus extended seminars and workshops (3-5 days).

While valuing traditions of the past, the school welcomes and implements meaningful change with a curriculum that balances established methods with innovative and forward-thinking programs. Course content and methodology build upon individual uniqueness in learning style, family background, life experiences, and personal intelligences. A confluence of individualized programming and group learning results in the development of the whole child. Cooperative projects, parent involvement, and community service afford opportunities for students to share their learning experiences via the development of an outer-directed sensitivity to other peoples and cultures. Our program is designed to develop the full potential of all our students in a caring and diverse atmosphere. The programs, which support the emotional and ethical development of our students, include personal development, advisory, outside support, the faculty and Lion’s Quest (Grade 1-5).

The curriculum demonstrates continuity from year to year. Each level and subject area meets during the school year to review the curriculum. The scope and sequence of the curriculum is designed to build upon prior knowledge and the topics of the new academic year to prepare the students for the increasing challenges of our academic program up to grade eight.

Hampstead Academy faculty regularly reviews the academic program in all fields of study. While each program has a structured framework in place, the faculty continually tailors the curriculum so that it has the most effective impact on our students and helps them grow intellectually, socially, and emotionally.

Hampstead Academy parents, staff, and students consistently collaborate to reach out to the community and celebrate the diversity of our students through art, music, food, curriculum, performance, and community service. Some examples of these regional activities are the artwork on supermarket bags, promoting environmental awareness, and the State Duck Stamp Competition for land conservation. Also in the music and drama departments, examples include instrumental and choral performances of holiday music, held in school and at a local bookstore, and drama club presentations shared with the local community. Christmas cards are exchanged with students from around the country to compare geographical information. Students also learn the art of fishing and to prepare their catch as well as the history and methodology of maple sugaring.

The younger students complete IIM (Independent Investigative Method) research projects. This includes preparing and sharing samples of authentic food of a specific cultural group and creating clay tiles of state birds. American artists studied include Henry Moore, Andy Warhol, and Georgia O'Keefe, and scrimshaw was introduced to support the whaling unit. Furthermore, examples of learning what makes up American culture can be seen in music and drama and include Veteran's Day performances highlighting patriotic songs, a study of Native American music, and plays that depict American culture. This is also highlighted through classroom celebrations.

Global awareness is highlighted through participation in a number of global fundraisers, which support the opportunity to discuss and create a mindfulness of global cultures and their needs. Through the arts, students have created various projects including African masks, Viking ships, and paintings reflecting Asian culture. Music and drama activities include the influence of songs, instruments and dancing from around the world. Global culinary experiences include bread from around the world, African cuisine, and IIM projects, which incorporate food from around the world. Foods of Hispanic, Latin and Chinese cultures are woven into the World Language curriculum. Community service to support cultural diversity include care packages and holiday greetings for America troops serving abroad, Books for Africa, and Heifer International. These multiple and varied experiences support our mission in preparing our students for a global society.

It is the culture of our faculty to continually evaluate the developmental levels of our students and their overall needs. During the admissions process, students are initially evaluated to determine their overall developmental level and appropriate placement. This process includes a completed admissions packet (application form, checklists, teacher references, and progress reports), parent tour, Kindergarten screening, and a student visitation day. There is an on-going process for program review to ensure the developmental needs of all students are being met. These include weekly team meetings to discuss individual needs, consistent teacher collaboration, and yearly curriculum review.

Extensive effort is dedicated to transitions between grade level and how students pass from one level to the next. Teachers collaborate on student placement for academic, as well as emotional and social needs. For example, prior to each opening of the school, teachers hold an orientation for incoming students. Special attention is made to the major grade level transitions that occur throughout our school (K to 1, 5-6, and eighth grade to high school). An emphasis is placed on progressive methodologies to support the changing needs of our student body. For example differentiated instruction is a norm at all levels, students are allowed vertical movement within their grade level as the need arises, and low teacher/child ratio allows for individual attention. The programs and teaching methodologies at Hampstead Academy reflect the all the key components of our mission.

Observations

From classroom instruction to the very fabric of the daily experience for students and visitors alike, the Visiting Committee observed that the mission statement comes to life throughout the Hampstead Academy program. The preschool through eighth grade faculty is committed to providing their students with a well-rounded experience.

At Hampstead Academy, student experiences range from lively classroom conversations to active, hands-on lessons. Relevant Visiting Committee observations included preschool students engaged in learning about bears and hibernation while preparing for their “bear hunt;” art students working on a project that included an introspective writing exercise before drawing their silhouettes; and Spanish class students enjoying the process of creatively completing their language exercises.

The students’ academic, social, and emotional needs are assessed and met through full-faculty meetings, division-level meetings, teaching-team meetings, general and specific curriculum review, and varied other forms of teacher collaboration. Productive collegiality among faculty is the norm, and it supports many integrated studies including whole-school thematic experiences. Teachers engage in professional development opportunities to enhance their pedagogical expertise thereby enhancing current content knowledge and best classroom practices.

Students benefit from the faculty’s collaborative approach as this allows the classroom experience to be pertinent and supportive. It also allows teachers to adapt yearly curriculum, within their discipline, to meet the needs of their current students and to simultaneously satisfy the goals of their curriculum.

The richness of the program was evident to every Visiting Committee member. From the classroom environment created by the teachers to the detailed preparation evident in their planning to the happy hum of the students’ activity level, it was apparent that the Hampstead Academy student program is one of the evident strengths of the school.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School’s rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for the robust and intricate program that spans the grades in traditional curriculum areas as well as the co-curriculum realm.
2. The Visiting Committee commends Hampstead Academy’s endorsement of its faculty as *one of its greatest assets. Their...professionalism, commitment and dedication...provides for a dynamic, student centered program.* Additionally, the Visiting Committee strengthens this commendation by highlighting the teachers’ use of innovative, integrated, project-based, and forward-thinking programs.

Recommendations

1. The Visiting Committee endorses Hampstead Academy’s recommendation that there be time scheduled *during the school year to update the vertical curriculum* and strengthens this recommendation by suggesting that the School further explore the use of technology and related documentation tools that support the active review and decision-making process around curriculum both at the horizontal and vertical levels.

Standard 5 (Experience of the Students): The school actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the school.

School Assessment (check one)	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. <u> X </u> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <u> </u> Fails Standard: aware and plans remediation.
P2. <u> </u> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <u> </u> Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1
 Visiting Team's Assessment P1

Brief narrative summary of the school's position with regard to this standard
 (This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

Hampstead Academy celebrates all students. The school recognizes the differences within the student body and is committed to providing our students with an understanding of the diverse community within the school, as well as the outside community. Hampstead Academy provides a diverse curriculum, enrichment programs, activities, celebrations, and community outreach opportunities. Hampstead Academy envelopes integrated curriculum, which allows students, parents, teachers, and community members to share and enrich our lives. One example of this is when the Hampstead Academy community comes together at the end of the school year to share and explore the many cultures of our families. The multi-cultural celebration consists of the art and music departments coming together to showcase the students' involvement in their exploration of different cultures i.e. African and Incan masks, Japanese and Chinese paintings, artists from all over the world, instruments, and African, Italian, and Native American choral selections. The event invites full participation from parents to share their traditions, holidays, and customs with the community. The multi-cultural dinner is another culminating event, which invites families to share recipes, clothing, music, stories, and customs with others. Both of these multi-cultural events enrich instructional lessons, which are integrated into the classroom so students have an understanding of varied differences within the school community and the world. In recognizing the many diverse cultures within the school, students at Hampstead Academy are encouraged to express themselves and show respect to others in an accepting environment.

Hampstead Academy does allot time on a regular basis for teachers to learn or unlearn ways in which their cultural backgrounds help or hinder the ability to plan together, to work with students, parents, and other community members. The faculty makes it a point to be flexible and open minded in planning curriculum and special events. We continuously develop and offer understanding for each individual's needs and values.

Every Tuesday during the school year, the faculty meets afterschool from 3:30-5:00p.m. During these meetings we discuss general information and important occurrences within the school community. Following the general meeting, the teams are broken up into grade level groups lead by the team coordinator to discuss pertinent information about specific students, events, and happenings within their level. Team meetings are utilized to address concerns about students who are struggling academically and may benefit from accommodations in their curriculum.

The main reporting method in which the students' academic and social development is communicated is through the schools' report card. This method of reporting encompasses the academic progress in all areas of school

plus personal goals and development of the student. The report cards are disturbed three times per school year with each trimester having a mid-term review.

Hampstead Academy does provide for altering the educational program to fit the individual needs of the students. There is a process in place to identify students who might benefit from a modified program. The school has a director of Student Support Services whose job is to collaborate with the student's teachers in finding the best academic support plan. In addition to the assessments and guidance from the coordinator, members of the faculty make a special effort to tailor their teaching methods to the student's diverse learning styles. If evaluations and other assessment tools identify weakness, teachers will communicate their concerns to the necessary parties (parents, other teachers, team members).

Although there is no formal guidance counselor here at Hampstead Academy, students' social and emotional issues are addressed by teachers, especially homeroom teachers, when situations arise. The Upper school facilitates an advisory program for students to support their emotional development as they adjust to middle school and navigate their journey through adolescence. Team-level coordinators, the school nurse, and administration are always available to all students and their parents. Team meetings are used to discuss ideas on how to best handle situations.

Hampstead Academy has a thorough and well defined Admission Process designed to allow for the identification of mission-appropriate students. Hampstead Academy strives to accurately identify students for whom our mission is not appropriate. Ultimately, we serve children. To admit students whom we are unable to serve would be a disservice to them. To this end, we take seriously our obligation in the Admissions Process to conduct a thorough and accurate assessment.

Students are well aware of Secondary School Night, which allows our students to become familiar with the different choices available to them. Teachers are always available to advise students and their families on proper placement based on the student's academic strengths, individual learning styles, and social & emotional development.

There is a systematic process in place for gathering information about the students' experiences and development at Hampstead Academy. Biannually the students are given standardized tests. These test results are reviewed by the faculty. The results are discussed and areas of improvement are evaluated for curriculum planning.

Hampstead Academy is a just, equitable, and accepting community that promotes student respect and responsibility. The school promotes and embraces the diversity of its student body. Character development is a focus in all grades. Hampstead Academy encourages students to participate in community service. Each grade level actively engages in various activities to promote and support the outside community.

Observations

Both observing and talking with students provides ample evidence that the student experience at Hampstead is filled with appropriate challenge and support for each member of the student body. Classrooms are filled with busy children who are clearly engaged in their schoolwork, whether these are younger students solving math problems with manipulatives or older students discussing current events. While the students are focused and intent on the project or in the give and take of answering questions posed by their teachers or peers, there is a constant hum of enthusiasm and a lively sparkle in the eyes of these children. Polite and considerate, Hampstead Academy students demonstrated openness to engaging in conversations with school visitors and to providing information to help visitors understand the lessons in which they were engaged.

The School's teachers suggest that the students demonstrate an eagerness to learn, a diligent work effort, and an appreciation for close relationships over the years due to the fact that there is very low attrition as they progress through the grades.

The Visiting Committee enjoyed learning of Hampstead Academy's breadth and depth of program. From traditional learning experiences to statewide contests to year-end inclusive and supportive talent shows, the Hampstead Academy program is clearly a School strength and source of pride through the Community.

Conclusions and Explanation of Rating

The Committee concurs with the School's rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for developing and implementing programs and curriculum that *help students achieve to their full potential; academically, socially, emotionally, physically.*
2. The Visiting Committee commends Hampstead Academy for providing an experience for their students that reaches the developing individual in each child and that provides *a safe environment to investigate the answers and have a love of learning.*

Recommendations

1. The Visiting Committee endorses Hampstead Academy's recommendation that the possibility of hiring a certified, professional counselor be explored.
2. The Visiting Committee recommends that Hampstead Academy continue to explore and develop programs to expose students to the diversity of the human experience enabling them to keep pace with the rapid changes taking place around the globe.

Standard 6 (Resources to Support the Program): Given the school’s mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school’s program.

School Assessment (check one)	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. <u> X </u> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <u> </u> Fails Standard: aware and plans remediation.
P2. <u> </u> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <u> </u> Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1
 Visiting Team’s Assessment P1

Brief narrative summary of the school’s position with regard to this standard
 (This summary was copied/abridged/adapted from the school’s *Self-Study Report*.)

The Hampstead Academy school campus is suitable to deliver its mission for the students and the families it services. The school campus includes three buildings, a recess area, and an outdoor trail system and classroom. Instructional needs are more than adequate to deliver the higher caliber curriculum and programming that parents have come to expect. The entire school community is committed to providing and improving upon the existing structures, equipment, and resources available to our students.

The Admissions Office, Kramer Art Studio, Technology Room, Math Room and Early Childhood Center are located in the Benner Building. The Main Building is positioned centrally and houses a language classroom for Latin, Spanish and Chinese classes, Grades 1-8 homerooms/classrooms, the library, the nurse’s office, additional office space and two kitchen areas. The building situated at the rear is the Gym. This building is where physical education, drama, and music classes are taught. The gym area includes a stage for school productions and events, and is where all students eat lunch.

Reflection Committees commented that the design and furnishings within each of the classrooms meet and exceed the needs of our students and are age appropriate, clean, and well kept. Suggestions for further improvement include a locker room in the gym area, as well as the ability to use the side property for an open field for recess or physical education instruction. Athletic teams and intramural programming are limited and sometimes modified due to a lack of campus facilities and fields. Soccer, Cross Country, Baseball, and Softball Teams play a schedule that includes all away games due to the lack of a home field. Practices are held at neighboring town fields, which vary in quality and accessibility. Tennis, ski, golf, and swim intramural participants are bused to off campus sites as well.

Instructional materials are plentiful and provided through several avenues to assure all teachers have the materials they need to deliver instruction in superior fashion to each of their students.

The school library plan is currently under development. The Library is well stocked and used regularly; however the use of current technology such as iPads and other current technology is limited. The Academic Technology Plan was updated in 2011. Technology is integrated consistently through each subject area as a vehicle to enhance learning and address the future use of technology within the student’s learning career. Hampstead Academy provides a technology lab, laptop carts, and Smart-Boards in a majority of classrooms. Best technology practices are shared among the faculty at general development meetings, and suggestions are

researched and offered by the Technology Specialist.

A plethora of non-academic programs are available to students. Extracurricular programs offered by the school and the PTA reflect the mission of the school and are well organized, fully staffed, well supervised, and supplied with ample resources. Programs include, but are not limited to, Lego League, Destination Imagination, Drama Club, Intramurals, Athletic teams and Math Club. Guest speakers are invited to the school regularly to enhance curriculum units and school wide learning.

Hampstead Academy consistently interacts with local organizations, charities, municipal offices, local fire and police departments, businesses, and schools in the Town of Hampstead and surrounding areas. Hampstead Academy also avails itself of local community resources. Student referrals for academic testing go through local public school systems. Artwork created by students is placed on display at the local library. Additionally, HA hosts a number of community open houses during the year to welcome neighbors and members of the local community to tour the school and speak with faculty, staff, and administrators.

Hampstead Academy works cohesively with neighbors and the local community to insure a safe and positive school environment. HA is cognizant of the proximity to its neighbors and we strive to create an atmosphere that is not stifling or encroaching upon others in the local community. Financial aid is made available as an in-house scholarship fund. It is available to worthy students who have attended HA for at least one year and who may be experiencing financial difficulties. Funds are awarded based on overall academic excellence and good character. This financial aid program is aligned with the vision of the school, as it encourages academic growth, while understanding that both knowledge and goodness maturing together form the surest means to the betterment of self and society.

Observations

The School and its campus are welcoming, well-designed, beautifully maintained, and create a setting that is very much reflective of the School's mission statement. The classrooms are light-filled and aesthetically appealing. Student materials are plentiful, evidence of useful technology is well placed along with appropriate furniture and equipment. Teachers remark consistently that they are able to acquire what they need to support their programs.

The School Librarian, Technology Integration Specialist, and faculty all agree that there are resources available to support the program and that these areas will benefit from developing more comprehensive plans to keep pace with changes in how students interact with information in the 21st century.

There has been an expansion of the athletic fields which will be available to use in the spring of 2014. Clearly the teachers make use of the campus to great advantage with age-appropriate and appealing outdoor play spaces. They also engage not only with the local community but reach out to the larger New England area to further their studies by taking students on field trips to places such as Nature's Classroom in nearby Freedom, New Hampshire.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School's rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for providing appropriate materials, equipment, well-planned and appointed classrooms and learning spaces throughout the school.
2. The Visiting Committee commends Hampstead Academy for continuing to develop plans for technology and the library to keep pace with current learning practices.

Recommendations

1. The Visiting Committee endorses Hampstead Academy's recommendation that funding and grant opportunities be researched to acquire additional resources to improve and update the technology program, including professional development.
2. The Visiting Committee endorses Hampstead Academy's recommendation that there be further discussions and study as to the best way to provide age-appropriate and convenient playing fields for the School's various sports teams.

Standard 7 (Early Childhood Program): The early childhood program meets the social, intellectual, and developmental needs of its students by providing appropriate programs, adequate staffing, and sufficient resources and facilities.

School Assessment (check one)	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. <input checked="" type="checkbox"/> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <input type="checkbox"/> Fails Standard: aware and plans remediation.
P2. <input type="checkbox"/> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <input type="checkbox"/> Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Visiting Team's Assessment P1

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's Self-Study Report.)

Teaching staff arrange children's daily schedules to provide opportunities for each child to engage in large group, small group and independent activities based on their interests and abilities. Activities and materials are planned to allow for individual creativity and exploration. Student learning is reinforced through one on one interaction with teachers, in large and small groups, and between peers of differing abilities. Families are invited and welcomed into the classrooms for a variety of reasons; sharing family traditions and culture, field trips, and for special events and activities.

The Hampstead Academy teachers challenge children to observe, think and discuss their thoughts, ideas and experiences, while helping them to begin to build an understanding that others may have different thoughts, ideas, interests, and experiences. Children are guided and coached through their interactions with peer conflict and are encouraged by qualified teachers to think of ways to solve problems that arise. The examples above support the Hampstead Academy mission to help students develop academic potential and upstanding character, while developing their individual interests and academic potential.

NAEYC family surveys were administered during self-assessment in 2011 and came back with an overall rating of 86.99%, an above average overall score from the 72% response rate, verifying that relationships, collaboration and communications with families are a great strength of the program. Through monthly classroom newsletters, school newsletters, the HA website, email, notes, and face to face communication, the ECC team has built open and clear communication channels for collaboration between the school and the families it serves. The 2011 HA school wide parent survey provided results to support the findings that the ECC meets or exceeds parent expectations based on our mission.

The ECC staff reviewed resources for assessment of child progress and, as a team, decided on age specific developmental checklists to add to the anecdotal notes, and progress reports previously used. The new assessment checklists were implemented during the 2011-2012 school year. Also according to NAEYC, Hampstead Academy ECC staff is required to perform an age appropriate developmental screen on each child in the program within the first three months of school. The screening results need to be shared and discussed with each child's family during the first parent teacher conference. The Brigance Developmental Screen was chosen and will begin during the spring of 2013.

The team of teaching staff developed individual professional portfolios and individually worked toward earning

a credential from the NH Professional Development Credentialing System. Individual portfolios are kept in the office and store important documents for easy verification of qualifications; college transcripts, professional development workshop certificates, certifications, resumes, philosophy of teaching, professional development goals, annual evaluation on self and by the coordinator. The portfolios are updated bi-annually or more frequently as needed and are good tools to help develop individual future goals and to drive continued professional development plans; both individually and as a program. All teachers are trained in early childhood education, NH licensing requirements, and are knowledgeable about the NAEYC standards. NH licensing rules and NAEYC standards are followed in the program in relation to numbers and ages of children in groups to ensure that tasks are performed effectively and safely, as well as teacher to student ratios.

The ECC team used the NAEYC Program Standards to build classroom and program portfolios, update the ECC Questionnaire for families and the ECC Information Booklet for families. The NAEYC family and staff surveys were distributed and the responses were used to analyze program strengths and areas in need of further improvement. The team then worked together to make the program improvements below.

The team developed an ECC Operations Manual to clarify, organize and define program procedures, playground safety rules for staff and students, roles and responsibilities of staff, daily operations and schedule of students and groupings, curriculum goals and overview, guides, expectations, assessment tools, documents used within the program, school mission and program philosophy. These procedures were identified as areas of weakness in the NAEYC self-assessment teacher survey.

A Handbook and Policy binder was created, which contains the ECC Information Booklet for families, Teacher Handbook, Parent Handbook, Student Handbook, Safety Handbook, NH Licensing Rules and checklists, NAEYC Developmentally Appropriate Practice Statement and Code of Ethics, NH Early Learning Guidelines and the NH Professional Development Credentialing System for early childhood educators, also in response to the teaching staff surveys.

Materials are chosen with the children's ages and abilities in mind and are changed periodically to maintain a high level of child interest in the classroom. Schedules and procedures are created and discussed at the onset of the school year with the students to ensure clear expectations for the health and safety of all children in the program. Schedules are regular and repeating to provide consistency for the students, but may be altered based on the safety or needs of the children. For example; when the weather is very cold, recess may be re-scheduled to a later time of the morning for warmer temperature, or recess may be changed to indoor. Or, if the children are totally immersed and engaged in learning activities, the daily schedule is flexible to meet the needs and interests of the children.

Observations

The Early Childhood Center (ECC) at Hampstead Academy is fully staffed with qualified professionals at approximately a 7:1 student-teacher ratio (two professionals per classroom). The equipment and supplies available are age-appropriate and are organized to provide specific areas for hands-on activities, dining, and instructional time. The resources are developed in a way that is accessible to all of the students in the classroom. The area is clean and supports independent learning when needed. Routines are instituted to provide a consistent, age-appropriate day of learning, offering positive social and academic developmental opportunities.

Communication between teachers and parents is ever-present, providing results of formative assessments as well as progress within the classroom. The Hampstead Academy Kindergarten, Pre-Kindergarten and Preschool Information Booklet is a clear and concise guide for parents and is the first of regular printed communication of information from the staff. Other communication includes emails, progress reports, report cards and formal parent/teacher conferences.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School's rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy on its ECC focus of providing a safe, healthy environment for students to grow socially, academically and developmentally while being challenged to think critically at an early age.
2. The Visiting Committee commends Hampstead Academy for clear communication with parents to share information and procedures.

Recommendations

1. The Visiting Committee endorses the recommendation of Hampstead Academy that developmental screening resources be purchased in order to ensure that enrolled students are fully appropriate to the mission of the school.

Standard 9 (Faculty): There is a sufficient number of appropriately qualified faculty to carry out the mission of the school and the school follows a comprehensive and defined program of professional development that supports continued enhancement of teachers’ skills.

School Assessment (check one)	
Passing <i>(The students’ experience is supported.)</i>	Failing <i>(The students’ experience is compromised.)</i>
P1. <u> X </u> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <u> </u> Fails Standard: aware and plans remediation.
P2. <u> </u> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <u> </u> Fails Standard: aware, but plan of remediation is uncertain.

School’s Self-Assessment P1

Visiting Team’s Assessment P1

Brief narrative summary of the school’s position with regard to this standard
(This summary was copied/abridged/adapted from the school’s *Self-Study Report*.)

Hampstead Academy provides its students with appropriately qualified faculty who are able to carry out the mission of the school. The school follows a comprehensive and defined program of professional development that supports continued enhancement of teachers’ skills.

When recruiting professional staff the school has a procedure in place, which allows for the hiring of appropriate individuals who are able to support the mission of the school. When a position is available at Hampstead Academy, our Head of School uses the job descriptions on file, which have been previously created by Hampstead Academy Administrators, Coordinators, and Faculty members. The job descriptions include details about the background of the school and the expectations of the position being filled. Also included are the minimum qualifications, which the applicant must meet in order to be considered qualified for the position. For example, a Lower School Coordinator position description would include these minimum qualifications: master’s degree in education or related field, experience in working with children, knowledge of child behavior and development, ability to coordinate programs and activities, good oral and written communications skills, technology literate, innovative, creative, and self-motivated.

At Hampstead Academy, academic personnel have a shared understanding of teaching excellence. Hampstead Academy encourages its teachers to pursue professional development opportunities and provides opportunities for professional development in house frequently. Each staff member is allotted paid professional development days and is also allotted funding for workshops, speakers, and travel when necessary. After attending a workshop or applying a new technique in the classroom, teachers are encouraged and expected to share their experiences, expertise, and skills with the staff during regular staff meetings. Hampstead Academy has provided staff with time allotted during weekly staff meetings for teachers to share their experiences called “10-Minute Teaching Strategies” on a more informal basis. On a more formal basis, for example, three staff members attended a workshop called “Differentiated Instruction: Training the Trainer” and were then prepared to “train” and share with staff in the area of Differentiated Instruction. The three staff members were given three professional development periods to share with staff.

In addition, Hampstead Academy has a mentoring program, which lends itself to the professional development of newly hired Associate Teachers and Teachers new to their role. The mentoring program is in place primarily

to create a transition either into a new role or into the school that is as seamless as possible. It is also in place to provide support through knowledge and skill development, to provide opportunities for analysis and reflection, and promote retention of teachers.

Informal evaluations are an ongoing part of the evaluation process as well and are open for discussion at any time. Staff will be regularly evaluated on the basis of daily preparedness, punctuality, classroom management, parent interactions, professionalism, and performance.

Informal evaluations are an ongoing part of the evaluation process as well and are open for discussion at any time. Staff will be regularly evaluated on the basis of daily preparedness, punctuality, classroom management, parent interactions, professionalism, and performance.

At Hampstead Academy, faculty members are treated with respect and the school has a set explanation of the expectations for professional behavior. The explanation is documented in the Teacher Handbook, which is available in hard copy as well as on the Hampstead Academy website. A survey created by this NEASC team included the question: Are decisions around compensation, workloads, and working conditions, made in an ethical manner? The response to the question resulted in most faculty/staff/administration members choosing “often” or “always”.

Due to the limited diversity of the student body, teachers do not receive formal cultural training. However, all teachers strive to be culturally sensitive and receive informal training based upon the culture makeup of the school, through such avenues as the Annual Multicultural Potluck Dinners, and Artist in Residence school-wide presentations. These presentations have included African drumming, TJ Wheeler American Folk Music, traditional Irish music, instruments, and dance. Parents are further encouraged to share cultural celebrations and customs with the student body as appropriate. In the past we have had parents come and share cultural traditions and customs of holidays such as Diwali, Hanukkah, Rosh Hashanah, and Passover. The annual holiday concert for the lower school highlights songs and dances from a variety of cultural backgrounds, such as Africa, Judaism, and Eastern Europe. Currently on staff, are two foreign language teachers of Spanish and Chinese descent. Both share their history, culture, and traditions with their classes as an integral part of their curriculum as well as with other staff members.

Observations

Faculty and staff at Hampstead Academy are well prepared and enjoy sharing their extensive content knowledge and instructional expertise with their students. Professional development opportunities are provided three times per year when half-days for the students are scheduled in, as well as two days before school begins. These professional development opportunities consist of workshops and speakers, including a workshop to train teachers in working with gifted and talented students. Staff members are encouraged to pursue professional development opportunities within their specific field. Teachers are also asked to observe a classroom outside of Hampstead Academy in order to gain perspective as well as collect ideas to strengthen the School’s program.

Hiring at Hampstead Academy is done by way of a committee that includes the Head of School, coordinators and relevant faculty members. This provides a way of ensuring multiple perspectives on the new hire, as well as the hiring of someone who will have a smooth transition to Hampstead Academy. A decision matrix is used to compare candidates and their qualifications for the job against a rubric, providing each applicant with a point total at the end of the application process.

Job descriptions are available for any open position, and are detailed with professional responsibilities as well as the qualifications desired for the position. Open positions are posted in a variety of venues, including, but not limited to, the Hampstead Academy website, www.schoolspring.com, monster.com, jobsinnh.com, and newspaper ads.

Hampstead Academy evaluates its teachers on a yearly basis, with a rating of standards that ensure teachers that support the mission of Hampstead Academy in their instructional practices. Beginning in the fall, goals are set and discussed for each individual teacher and for the team between the teacher and his/her coordinator. Goals are reviewed and checked throughout the year, with the process culminating in the spring with observations by the coordinator using the Hampstead Academy evaluation form. While the process is thorough, not all personnel are clear on the process and the checkpoints that are placed throughout the year.

Teachers who are newly-hired or who are new to a position are required to participate in a mentoring program for the first year. The new teacher is paired with a veteran teacher who supervises him/her throughout the year, meeting together once a week to fully integrate the new teacher into the “school and community culture” as well as support the new teacher throughout the year.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School’s rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for the support of new teachers in transitioning into the School environment.
2. The Visiting Committee commends Hampstead Academy for the promotion of multiculturalism and diversity, despite local demographics.
3. The Visiting Committee commends Hampstead Academy for the detailed and comprehensive teacher evaluation program.
4. The Visiting Committee commends Hampstead Academy for the support of its dedicated teaching staff through professional development, ranging from weekly collaboration meetings to the comprehensive mentoring program to the encouragement of teachers to foster their passion by observing classes at other schools.

Recommendations

1. The Visiting Committee endorses the recommendation of Hampstead Academy that the teacher evaluation process be reviewed at the beginning of each school year in order to be sure that it is clear and consistent within all teams.
2. The Visiting Committee recommends that the concepts of multiculturalism, diversity and inclusion remain at the forefront of various program goals while exploring options of training to “learn and unlearn” personal biases in regard to aspects of diversity following the trend of global educational practices.

Standard 10 (Administration): The administration provides leadership and maintains a structure to facilitate the effective functioning of the school, including the participation of faculty in decision-making.

School Assessment (check one)	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. <input checked="" type="checkbox"/> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <input type="checkbox"/> Fails Standard: aware and plans remediation.
P2. <input type="checkbox"/> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <input type="checkbox"/> Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Visiting Team's Assessment P1

Brief narrative summary of the school's position with regard to this standard
(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

The administration at Hampstead Academy includes those individuals who carry out the critical processes related to students and programs, and who foster organizational efficiency, collaboration, and a spirit of shared responsibility for the school. Those individuals include the Owner/Director, Head of School, Admissions Director, Upper, Middle and Lower School Coordinators, Student Support Services Coordinator, and Athletic Director.

The Hampstead Academy culture allows staff a voice in decision-making along with flexibility in the delivery of curriculum.

NEASC Committee Group 5 conducted a survey during their study of the Standard 10 Indicator. This is the question that was posted to all the teachers at Hampstead Academy: "As a teacher at Hampstead Academy, do you feel the administration helps you to carry out the school's program effectively in your classroom?" The majority of teacher responses were positive. The teachers found their coordinators supportive and felt free to exercise their strengths and creativity in their classrooms. The teachers also commented on the School's generosity in providing any teaching enrichment materials needed and in providing field trip experiences to further enhance the study.

Communication with faculty begins in general staff meetings, which are held on a weekly basis. This general meeting then breaks into Team meetings divided by grade level (ECC-Grade 2, Grades 3-5, Grades 6-8) headed by Team Coordinators. Staff identified as Specials rotate on a scheduled basis to each Team meeting. On a bi-weekly basis, the Team Coordinators meet with the Head of School and Director of Admissions. The curriculum is a major focus at regularly scheduled team meetings. After information is discussed at the team level, coordinators bring their findings to coordinator meetings to assure students transition well into the next level of the school.

At Hampstead Academy, the administration team is also responsible for consistently reviewing and evaluating the educational programs to assure the current curriculum plan is meeting the needs of the students. The coordinators meet with their teachers every Tuesday afternoon. In these meetings, the teams discuss any concerns in the classrooms regarding the curricula and exchange feedbacks from the parents and students. The teachers share new teaching ideas, materials, and approaches with each other and the coordinators make sure that these ideas are integrated into all classrooms. The coordinators also meet with their teachers one-on-one to

offer support if needed and to discuss goals with each individual.

Policies at Hampstead Academy are governed by the Student, Parent, Teacher, Early Childhood Center, and Safety Handbooks. These handbooks are reviewed during the spring and summer of each academic year. Input regarding changes to each handbook is taken from members of the administration. These administrators meet with their respective teams prior to making recommendations in order to gather information from all staff members regarding the handbooks thereby giving each staff member a voice in establishing policies. The revised handbooks are reviewed with the entire staff at one of the school's teacher orientation days in August prior to the beginning of the academic year. Open dialogue between team members at regularly scheduled meetings assures that these policies are carried out.

While there are no formal professional development requirements at the administrator level, individuals who carry out an administrative function at Hampstead Academy also have responsibilities to grow in their field. These individuals meet with the Head of School on a yearly basis and goals are discussed regarding both the program and administrative duties. The school is, however, in the process of defining a more structured program for evaluation and supervision of the administrators.

Observations

Interviews with teachers and administrators indicated the teachers are regularly supported in requests for materials and resources to support their instruction to the fullest degree possible. Teachers appreciate the confidence placed in them to deliver Hampstead Academy's curriculum in a manner that they determine to meet their teaching style and the learning styles of the students. The freedom to teach the curriculum with individual style is something highly valued by the teaching faculty of the school.

Hampstead Academy is undergoing a major change, transitioning from a sole-proprietorship to a more traditional independent nonprofit school model. This transition affects the entire school community and great care has been taken to reassure all constituencies throughout the process that their School's mission would remain at the forefront of all aspects of school life during this time and carried into the future.

Recent School leadership has involved several transitional steps. The prior Head of School moved on from the School in 2013. The search began for a new Head of School during the past academic year and came to a successful conclusion last spring.

The Director/Owner has been instrumental in this smooth transition. The Director/Owner led the search process for the newly appointed Head of School, and in choosing the best candidate, sought an individual who could meet this challenge of transition with understanding and openness. Resulting from an open and inclusive process, the search committee found their candidate. In discussion with faculty members, it is apparent that the newly-appointed Head of School has proven to be a good listener and observer. This is evidenced by the immediate decision to move the Head of School's office out of the Admissions building and into the heart of the school activity. The Head of School's desire to be easily accessible and to observe the students and teachers in action speaks to an effective hands-on leadership approach. Great admiration is demonstrated by the Head of School for the Director/Owner and all that has been accomplished during Hampstead Academy's thirty-six years of existence. To their credit, it is no small accomplishment to have seen this process through with such compassion and understanding.

The teaching faculty has embraced the new direction the school is taking. School life on a day-to-day basis has not changed dramatically for them; they continue to experience the flexibility they so value in their delivery of the School's curriculum, and the campus continues to operate in a consistent manner. There will be changes ahead due to the School's new nonprofit status, and the open communication put into place at this crossroads will help everyone involved embrace the new direction.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School's rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for its proactive work in and awareness of the issues they face during the transition to a new nonprofit operational model and as they look towards the future of the School.
2. The Visiting Committee commends Hampstead Academy for the positive working relationship demonstrated between the Director/Owner and the new Head of School. Their combined flexibility in bridging the transition the School is facing with compassion, understanding, flexibility and sensitivity has been reassuring to all constituencies of the School.
3. The Visiting Committee commends Hampstead Academy's search committee for recently selecting a Head of School with the skills, experience and dedication required to successfully lead the School into the future.

Recommendations

1. The Visiting Committee recommends that Hampstead Academy (during this important transitional phase) clearly define which strategic decisions will be made in collaboration with the faculty, which decisions will be purely administrative, and which decisions the administration will make after considering input from the faculty prior to making a final decision.
2. The Visiting Committee recommends that Hampstead Academy clearly define the roles and evaluation procedures of administrative positions as they transition to a nonprofit model complete with potential new administrative level positions.

Standard 11 (Evaluation and Assessment): The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision-making and planning.

School Assessment (check one)	
Passing (<i>The students' experience is supported.</i>)	Failing (<i>The students' experience is compromised.</i>)
P1. <u> X </u> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <u> </u> Fails Standard: aware and plans remediation.
P2. <u> </u> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <u> </u> Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Visiting Team's Assessment P1

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

Hampstead Academy engages in a myriad of methods, both formal and informal, to evaluate and assess its programs as they relate to its mission and core values. The school provides a challenging and comprehensive program collecting data and compiling results. These results impact instruction, affect decision-making, and planning for the school program. Faculty and administration have been asked to scrutinize its programs at the curricular level as well as how it affects the overall student experience.

Student performance is assessed using formal data such as the Stanford Achievement Test (SAT) and the Otis Lennon in grades 4-8 along with the Gates MacGinitie administered to grades 1-3. The results of these assessments are studied annually on a formal basis. Parent and student surveys also provide data addressing student experience and preparedness. Programs and curricula are reviewed utilizing this data and modified as needed.

Portfolio assessments provide further insight into student performance. Cumulative folders, literacy folders, writing folders, and IIM projects are examples of student portfolios. Curriculum rubrics are developed to assess student classroom performance. Teacher created end-of-the-year math assessments are administered, along with team level discussions, to assist with student placement in the Math program.

The utilization of alumni surveys along with current methods of communication such as social media (Facebook) provides us with data concerning student experiences. Further informal conversations are had through activities that bring alumni and faculty together such as the Hoops and Scoops event. Coordinators, Advisory Board and Administration meet to discuss alumni feedback and how it might relate to admissions program planning.

The influence of the mission in the life of the school is assessed continuously through a variety of measures. Student and teacher input are gathered through surveys, meetings, and discussions. The assessments (both formal and informal) are often guided by outside consultants and organizations. Groups such as NEASC, NELMS, fire and safety agencies, and individual consultants provide evaluative tools.

Hampstead Academy supervises and evaluates all personnel on a regular basis. The process for supervision and evaluation of staff is communicated through the Teacher Handbook, the school's mentoring program, and staff meetings. While the procedure is reviewed at a full staff meeting, individual meetings between teacher and coordinator are utilized to set specific teacher goals. Administration (Head of School, Team Coordinators, and

Administrative Staff) meet to evaluate and assess their performance. Information from staff surveys and informal conversations are utilized to assess and guide goal setting.

The School's system of annual faculty goal-setting is thorough and well-documented in the *Teacher Handbook*. Occurring over the span of the year, with three check-in points, the process allows teachers and their respective coordinators to reflect on progress. Team Coordinators have a similar system with the Head of School as their guide.

A process for the evaluation of the Head of School by the Board of Directors has yet to be established. Similarly, after the governance structure of the School has been formalized, evaluation processes will need to be implemented for the Board of Directors and its members.

Classroom observations of both teachers who are new to the School, as well as seasoned teachers provide the opportunity for another dimension of faculty evaluation and development. Ample time is given for conversations on both sides of these regularly-scheduled classroom observations providing time for reflection, mentoring, and self-improvement.

Mentoring of new teachers takes the form of weekly meetings where new-to-Hampstead Academy teachers and their mentors follow a set list of topics as well as open discussions of mutual interest. New teachers feel well supported at Hampstead Academy.

Observations

Teachers who were interviewed felt that their intimate knowledge of students due to the low student-teacher ratio allows them to place students in classroom arrangements that promote students' advancement in each discipline area. Although results of standardized testing are reviewed, it is the teachers' assessment of students' strengths and challenges, along with the detailed curriculum plans, that drive yearly adjustments to what is taught in the classrooms.

Although the School uses standardized testing, the faculty rely more on classroom observation, teacher-made rubrics, team meetings at which students are regularly discussed, and discipline aligned assessments than it does on the results of the *SAT*, *Otis Lennon*, and the *Gates MacGinitie* tests. Clearly the School demonstrates a commitment to continually reviewing the success of its programs by using a wide variety of vehicles thereby assuring that school improvement is ongoing. Data compiled in surveys, from the last few years, revealed that parents and alumni were quite pleased with Hampstead Academy, demonstrating the strength of their attention to continuous evaluation.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School's rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for developing and using a number of different indices by which student performance is measured.
2. The Visiting Committee commends Hampstead Academy for the well-articulated procedures for faculty evaluation, personal goal setting and the support of the development of its faculty, and its mentoring program.

Recommendations

1. The Visiting Committee recommends that as Hampstead Academy develops its new version of governance structure, evaluation procedures be embedded for each aspect of the leadership team and Board entities.
2. The Visiting Committee recommends that Hampstead Academy continue to look at the use of standardized testing and how it can be used to continue to improve student experience.

Standard 12 (Health and Safety): The school is a safe and healthy place for students and faculty.

School Assessment (check one)	
Passing (<i>The students' experience is supported.</i>)	Failing (<i>The students' experience is compromised.</i>)
P1. <input checked="" type="checkbox"/> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <input type="checkbox"/> Fails Standard: aware and plans remediation.
P2. <input type="checkbox"/> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <input type="checkbox"/> Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Visiting Team's Assessment P1

Brief narrative summary of the school's position with regard to this standard

(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

Hampstead Academy is a safe and healthy place for students and faculty. The school has a comprehensive written Emergency Response Plan (ERP) and Emergency Response Matrix as seen in the safety, parent, and teacher handbooks that are updated on an annual basis through regularly scheduled meetings. The Emergency Response Plan includes: evacuations, remote evacuation, reverse evacuation, lockdown, shelter in place and pandemic planning. The physical facilities and staffing for healthcare at Hampstead Academy are adequate to meet the needs of our student body. There is a health office located within the school along with a full time registered nurse on staff. The office is covered five days a week from 9 a.m. until 2:30 p.m. The school nurse is responsible for student health, wellness, accidents, medical emergencies and all medical information related to students and staff. Many of the faculty is CPR, AED and First Aid certified. The Facilities Manager cleans and inspects the entire Hampstead Academy campus on all days that school is in session and is responsible to report, record and log any hazardous or maintenance issues to the Safety Coordinator, Safety Committee Member or Head of School. Annual building maintenance is performed each summer and on an as needed basis throughout the year.

The school nurse is responsible for keeping up to date immunizations and health records. The school nurse is also responsible for student health and wellness, accidents or any medical emergencies that may arise. All visits to the health office are logged in on a daily log sheet and notes are documented as necessary in the student's medical records. There is a medication book where all necessary medical forms are located. The health office also maintains an accident journal where all accident reports are located.

The Facilities and staff for food services are adequate and the quality of the food meets reasonable nutritional requirements. There is a list of students who have food allergies compiled by the school nurse, which is kept in a locker behind the serving tables in the gym. Homeroom teachers are responsible for the communication with parents about any dietary restrictions that students may have regarding food brought into the classrooms for parties and celebrations.

Hampstead Academy has the necessary support services and programs to meet the emotional needs of our students. This is achieved through: Personal Development/Character Education classes (Grades 1-8), monthly Advisory Group Meetings (Grades 6-8), Weekly teacher meetings, low student to teacher ratio, and workshops held for teachers, students and parents. All of the above factors help our students as they mature throughout their time at the school.

The Advisory Program is a newly established program that incorporates four basic goals for students: 1) To

ensure successful adjustment to progression within the school, cultivating a smooth transition between grades and into secondary school; 2) To promote a positive peer culture, focusing on community building among students; 3) To provide individualized academic advising and coaching; 4) To assist students in their personal and academic goal setting for the future. The teachers lead the advisory meetings and work with groups of 6-7 students monthly.

There is a procedure in place to identify and monitor compliance with applicable local, state, and federal regulations. The Safety Coordinator, or Head of School is responsible for scheduling all compliance inspections and maintaining records, as well as, staying current with regulations and controls. All staff and parent volunteers are required to obtain a Criminal Offender Record Information (CORI). These records are kept in a binder in the secretary's office.

The School nurse is responsible for all medical information related to students and staff. She makes sure that all of the emergency kits/first aid equipment is stocked and available to everyone. Every classroom contains a red bag that is known as a Go-Kit. This is stocked with the necessary medical supplies needed to bandage a wound, along with supplies necessary for our Diabetic students and our Allergic students. They also contain class lists with the emergency contact information if needed. These red bags travel with homeroom teachers whenever they are off campus with our kids. The gym teachers each carry first aid bags to all practices/games both on and off campus. The gym teachers/coaches are responsible for creating their own emergency contact information.

The school has a reporting procedure in place to record and follow-up on any incidents regarding the health and safety of students or staff. Staff is required to report the following to their departmental coordinators, school nurse or head of school as deemed appropriate; accident reports, health and safety observation forms, along with their corrective action forms and employee accident forms. The school has instituted an Anti-Bullying law that is located in the Parent's Handbook, Students Handbook, as well as in the Staff Handbook. All suspected cases of bullying are to be reported to the departmental coordinators and then brought to the attention to the Head of School. Any suspected incidents of Child Abuse/Neglect are to be reported by any staff member to the school nurse, departmental coordinator and the head of school. It will be then in collaboration with the appropriate persons that any actions will be taken.

Observations

The Committee observed that the Health Office was an excellent example of a well-run, fully stocked, and expertly managed center from which the school nurse went about her myriad duties in a calm and efficient manner. Classrooms reflected the careful maintenance program that ensures a safe and clean environment for students and employees. Students are well informed and prepared for emergencies through regular practice in drills. Safety procedures are well understood by staff and followed by students and parents as observed in the arrival/dismissal times.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School's rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for its *clear, well-defined health and safety procedures documented in the Hampstead Academy Safety Handbook, Teacher Handbook, Parent Handbook, and Student Handbook.*
2. The Visiting Committee commends Hampstead Academy for the fully operational Health Office and the exceptional way in which the facility is maintained by the staff and Facilities Manager.

Recommendations

1. The Visiting Committee endorses the recommendation of Hampstead Academy that the possibility of adding a trained (guidance) counselor be explored.
2. The Committee endorses the recommendation of the School that there is continued and regular practice in the various types of drills to support the Emergency Response Plan.

Standard 13 (Communication): The school maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation where appropriate.

School Assessment (check one)	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. <u> x </u> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <u> </u> Fails Standard: aware and plans remediation.
P2. <u> </u> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <u> </u> Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Visiting Team's Assessment P1

Brief narrative summary of the school's position with regard to this standard
(This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

Hampstead Academy strives to maintain open and complete communication both externally, with parents, and internally between administration and teachers, through the use of meetings, as well as through electronic and hard copy media. Meetings are held with parents at the beginning of each school year to distribute Parent and Student Handbooks as well as outline expectations and detail how to contact teachers and administration with concerns and questions using the website, email system or by phone. Internal communications are made between administration and staff through weekly all staff and team meetings as well as through the use of an email system. Additionally, all records of students, past and present, as well as staff, are kept in areas designated by the Head of School. These areas are kept locked at all times and are made available to only authorized personnel to add information to or to facilitate communication and transfer information between interested parties. The decision of what, if any, information is transferred is made on a case-by-case basis and is at the discretion of the teacher involved with the communication and/or the Head of School. All important files and records are copied on disk each year and stored in a safe deposit box at a bank.

Hampstead Academy's communication with parents starts at the beginning of each school year. Each year, there is an Orientation Day where every family receives either a hard copy or electronic copy of the updated Student and Parent Handbooks. These handbooks outline the policies and expectations of the school as well as a school calendar that details the dates of mid-term and report cards. There are three midterm reports as well as three progress reports each school year. Dates are made available for parents to come in and meet with teachers to discuss their child's progress and address any concerns that may arise. There is the Hampstead Academy website that is accessible by all families to check important dates. The website also allows access to all staff emails as well as phone numbers with classroom extensions so parents can contact teachers with concerns. Additionally, every other spring there is a parent survey sent out to determine areas that may need to be examined to insure good communication with parents.

Also, at the beginning of the calendar year, reenrollment and tuition contracts are sent out to each family currently attending the school. Included with the tuition contracts are reenrollment forms and detailed information regarding the admissions procedure as well as different payment options. Important dates regarding to reenrollment and payment schedules are also outlined in advance.

So as to insure the most stimulating educational experience possible for students, internal communication is

important to Hampstead Academy. The school has in place an internal email system, which teachers can use to distribute important information to other staff members. For example, information regarding upcoming visitors or presentations that students may be making that might be beneficial to other teacher's curriculum can be distributed in this way. With the small size of Hampstead Academy, however, much of this type of information is made public during all-staff as well as team meetings, which are held every Tuesday afternoon. These all-staff meetings are another opportunity for administration to relay information and decisions as well as for teachers to inform each other about events that are taking place in their classrooms. They are also the vehicle through which staff members can add input regarding any decision making questions, or issues that may affect personnel. Lower, middle and upper school teams also have meetings with their respective coordinators every Tuesday afternoon. This is an opportunity for the teachers in each grade level to discuss issues that are relevant to their curriculum areas. Additionally, if any staff member needs clarification on expectations or procedures, the Teacher Handbook is updated each year and made available both electronically and in hard copy for each member of the faculty to review as needed. An area that may require additional reflection is the dissemination of information and action items discussed in individual team meetings to insure continuity of information to other teams and teachers.

Hampstead Academy has designated areas where all files are kept regarding former and current students as well as staff. These areas are designated by the Head of School and are kept locked at all times to insure against loss by theft and are available to only authorized personnel. While this area is kept locked, the files are not protected against fire. Another area that may require some reflection is the fire proofing of files and technological failure, when warranted.

Observations

The Visiting Committee enjoyed observing the many different positive forms of communication that exist at Hampstead Academy. From the strong commitment of faculty to reach out to parents by phone, e-mail and newsletter to the formalized report card writing process, the School's culture supports a close form of communication between all constituents. During the PTA meeting, the governance meeting and varied faculty meetings, this supportive approach was highlighted time and again. Members of the Visiting Committee also witnessed the ultimate form of communication—the respectful instructional exchange between faculty and students throughout the visit.

Appropriate School policy documents were readily available and accessible during the visit. Additionally, the faculty supported Visiting Committee efforts before, during and after the visit to further enhance forms of communication. Clearly the messages that must be conveyed to parents during this nonprofit transition are of great importance to Hampstead Academy leaders. To the School's credit, School leaders are thinking carefully about how to best package and articulate the varied messages and forms of information that will take on increased significance with nonprofit status.

Conclusions and Explanation of Rating

The Visiting Committee concurs with the School's rating of P1 for this Standard.

Commendations

1. The Visiting Committee commends Hampstead Academy for its varied forms of up-to-date and timely communication with a variety of School community constituents.
2. The Visiting Committee commends Hampstead Academy for promoting both a small-school feel and a professional tone within their varied forms of School communication.

Recommendations

1. The Visiting Committee endorses a recommendation by Hampstead Academy *that a procedure for distributing meeting minutes from each team meeting be devised to help with vertical communication of pertinent information.*
2. The Visiting Committee recommends that Hampstead Academy review its procedures for updating its families on its nonprofit transition and be prepared to share relevant long-range plans with the families as deemed appropriate by the administration and as would be helpful to promote awareness around Hampstead Academy's positive transition to nonprofit status.

Standard 14 (Infrastructure): There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.

School Assessment (check one)	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. <input checked="" type="checkbox"/> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <input type="checkbox"/> Fails Standard: aware and plans remediation.
P2. <input type="checkbox"/> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <input type="checkbox"/> Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1
 Visiting Team's Assessment P2

Brief narrative summary of the school's position with regard to this standard
 (This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

Hampstead Academy has adequate resources (personnel, finances, equipment, and materials) to provide for the overall institutional needs of the school. An independent CPA is contracted by the school to oversee and reconcile accounts. A full business and property appraisal was completed this year as part of the finalization process as Hampstead Academy continues its' process to become a 501c3 non-profit entity. An insurance representative reviews and suggests coverage needed for Hampstead Academy. The school has enough cash reserves to cover the needs of the school for six months. Hampstead Academy has a full time facilities manager who is responsible for the overall upkeep of the school and grounds.

Procedures are in place for proper cash receipts and disbursements. The school accounts are reconciled monthly by an independent CPA and agreed to by the school. This year the school had both a business appraisal and property appraisal completed. These appraisals were needed in order to finalize the transfer of Hampstead Academy (for profit) "C" corporation into a 501c3 non-profit entity. This transaction will take place on or about July 31th, 2013.

The full time facilities manager appropriately maintains the physical facilities of the school. His contract lists his job description in depth to include being on the safety committee and is included in the supplementary materials. The Hampstead Academy campus consists of three buildings: main building, gym, and Benner Building. The manager performs preventative maintenance and recommends energy consumption improvements for all 3 buildings. There is a comprehensive list of duties to be performed daily, weekly, monthly, bi-annually and as needed. Materials and supplies needed to perform these duties are more than adequate to help maintain Hampstead Academy's clean, welcoming environment.

There are dedicated spaces for science (lower and upper school science rooms), art, physical education, music and drama, technology, and foreign language. Materials and supplies for the staff are more than adequate. The staff place orders needed for the following year in June and requests made during the school year for additional material are filled with few exceptions.

The charge of the new board will be determining the future needs of the school. A suggested list of improvements/additions and cost analysis will be provided to the board this winter.

With the school evolving into a non-profit, one main objective is to formulate a development office. The new Head of School and board will be responsible for determining the development needs of Hampstead Academy.

The school's institutional technology plan (2008-2009) includes academic vision, goals and objectives, performance indicators, implementation plan, and a resource schedule and financial forecast. The school is currently investigating replacing the computers in the media lab and one computer cart as well as other options.

Observations

Hampstead Academy provides a physical environment that contributes to the academic success and well being of its students. Appropriate levels of fiscal investment in the School's infrastructure have been essential to ensure that all students and staff have access to a physical environment conducive to learning. The Visiting Committee observed a physical environment that is clean, safe, healthy and educationally sound for the School community. The design of the buildings are attractive and bright with natural light; they are well maintained.

The faculty creates engaging learning spaces that are student-centered and support 21st century project-based learning experiences. The campus is integrated with the surrounding natural environment that supports the healthy nurturance of the whole child. The inside spaces within the school buildings are aesthetically pleasing due to placement of stunning student created artwork and grade level projects which creates a great sense of pride amongst the students.

During this current period of transition for Hampstead Academy, sustaining and advancing the School's mission with an over-arching long range plan and other organizational means will be critical. This careful and thoughtful planning will require the expertise of the Administration, Faculty/Staff and Board of Directors. As a primary example, establishing a development program and determining the business management needs of Hampstead Academy will be key initiatives for the school to immediately address.

Conclusions and Explanation of Rating

After evaluation of this standard, the Visiting Committee has assigned the rating of P2. While appropriate School goals have been established for the current school year, there is significant work necessary for the School to complete and update the Hampstead Academy Strategic Plan in light of transitioning to a nonprofit. Additionally, the 2008-2009 Technology Plan can also be reviewed as Hampstead Academy looks to School needs in this important area both now and in the future.

Commendations

1. The Visiting Committee commends Hampstead Academy for designing and maintaining an inviting School environment, which fosters a positive school climate that inspires community and learning.
2. The Visiting Committee commends Hampstead Academy for maintaining appropriate fiscal investments in the school's infrastructure to ensure a physical environment that is conducive to learning.
3. The Visiting Committee commends the Hampstead Academy faculty and staff for creating classroom spaces that promote 21st century-skills and a blended learning environment.

Recommendations

1. The Visiting Committee recommends that Hampstead Academy updates and revises the Strategic Plan to meet the needs of a nonprofit organization particularly in the area of development and financial management.
2. The Visiting Committee recommends that Hampstead Academy revise the existing 2008-2009 Institutional Technology Plan to become integrated with the new Long Range Strategic Plan.
3. The Visiting Committee recommends that Hampstead Academy include an inclusive group of professionals, including faculty, when planning for future space needs.

Standard 15 (The Accreditation Process): The school is fully committed to institutional improvement and to the process of accreditation. The school completed an inclusive self-study, conducted in a spirit of full disclosure and following Association guidelines; responds to Commission recommendations and the requirement to meet all standards; and participates fully in the peer review process, hosting a visiting committee and sending personnel to serve on visiting committees to other institutions.

School Assessment (check one)	
Passing <i>(The students' experience is supported.)</i>	Failing <i>(The students' experience is compromised.)</i>
P1. <input checked="" type="checkbox"/> Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. <input type="checkbox"/> Fails Standard: aware and plans remediation.
P2. <input type="checkbox"/> Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. <input type="checkbox"/> Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1
 Visiting Team's Assessment P1

Brief narrative summary of the school's position with regard to this standard
 (This summary was copied/abridged/adapted from the school's *Self-Study Report*.)

In addition to being approved by the New Hampshire State Department of Education and Health and Human Services, Hampstead Academy is fully accredited by New England Association of Schools and Colleges (NEASC). The school has active memberships in many professional organizations including The New England League of Middle Schools and The National Association of Independent Schools (NAIS). Hampstead Academy was granted re-accreditation by NEASC in 2003.

As evidenced with the variety of professional memberships, Hampstead Academy is fully committed to institutional improvement through a variety of channels. With respect to the NEASC accreditation process, the school and its faculty are completely invested in the accreditation process from start to finish.

The school appointed two NEASC Committee chairs and has been diligent in creating well-rounded and diverse teams of faculty to participate in Parts I and II of the self-study. Approaching the process in this manner provides perspective from all levels of staff and content areas.

Significant time was set aside for teams to meet, discuss, and process assigned components. It has been communicated that final recommendations resulting from the accreditation will be taken seriously and reviewed completely.

Hampstead Academy completed a thorough self-study in accordance with NEASC policies, including Part II: Reflections, Recommendations, and Issues for Further Discussions. Seven committees were created and tasked with researching various standards in preparation for the accreditation process. Six committees dedicated to Part II and Self-Study groups were formed, each consisting of 4-10 staff members. Each committee was responsible for researching 1-3 standards and their indicator checklists. An all-staff meeting was held on February 7, 2013 in order to share findings, insights, recommendations for areas needing improvement, and acknowledgement of particular areas of strength within the standards.

All administrators and professional staff were made aware of and have actively participated in the self-study.

Administration was available for questioning and was forthcoming with responses. The process began in the spring of 2012 with all full and part time staff members participating in Self-Study Part I: Preparing for the Self-Study. During this part of the process, two self-study coordinators were selected to facilitate the process. Six committees were established with a chairperson to lead each one. In March of 2012, the self-study coordinators explained the accreditation process to staff members. Committee members focused on standards 4, 5, and 6 during that time. The school provided committees with 17 1/2 hours towards the NEASC accreditation process. Additionally, each staff member worked independently on tasks as needed to complete the process.

New committees were established for the fall of 2012 to include all presently employed part time and full time staff members of Hampstead Academy. The self-study began on August 23, 2012. At this time, NEASC staff as well as the two self-study coordinators and the Head of School addressed the staff concerning the process. There was ample time set aside for staff members to ask questions concerning the self-study and the accreditation process as a whole. A minimum of 36 additional committee hours was devoted to the NEASC process from the fall of 2012 to the spring of 2013. Findings of the self-study were disclosed to all staff members. Part II: Reflection, Recommendations, and Issues for Further Discussion were addressed beginning in the spring of 2013.

Observations

The Visiting Committee noted that the entire school community was fully committed to the self study process. While attending various team meetings with faculty and staff, the Visiting Committee learned that the teachers felt a sense of affirmation based on what they have already accomplished and based on their identification of professional growth areas that require attention. The self-study was a collaborative effort completed under the leadership of two diligent self-study coordinators. Faculty members appreciated the opportunity to work with other colleagues that they might not have had occasion to interact with if not for the self-study process. After completion of the self-study needs, several groups of faculty went to task and immediately addressed several recommendations throughout the summer months. This work included creating the substitute teaching handbook and providing an orientation meeting for substitute teachers whom the school calls on throughout the school year. The School's Safety Handbook along with the Parent, Student and Faculty Handbooks were also revised over the summer months.

Commendations

1. The Visiting Committee commends Hampstead Academy for utilizing the self-study process as time for raising levels of reflection and analysis for school growth.
2. The Visiting Committee commends Hampstead Academy for rising to the challenge of completing the self-study process during this time of transition for the School, including a new administration and model of governance.
3. The Visiting Committee commends the school for participation in NEASC's peer based accreditation process by sending representatives to serve on visiting committees for other schools.

Recommendations

1. The Visiting Committee agrees with Hampstead Academy's recommendation that the School will need to develop a formal procedure for follow-up on plans and strategies gleaned throughout the self-study report.

Self-Study Part II: Reflection, Recommendations, and Issues for Further Discussion

Overview

The Visiting Team respects the comprehensive overview Hampstead Academy has provided with their *Self-Study Part II: Reflection, Recommendations, and Issues for Further Discussion* and has included the entirety of the School's write-up as the overview to this section.

At Hampstead Academy (HA), learning is based on discovery, research, analysis, problem identification and problem solving in an environment that typically blends all subject matter areas. Students become skilled at listening and reading, asking great questions, focused thinking, working collaboratively, and clearly communicating and writing. An enriched academic program includes foreign language instruction, which begins in Preschool, vibrant music and studio arts classes, and drama performances. Math classes are grouped by ability. Physical education classes, daily recess, and health and wellness courses are a high priority. After school opportunities include award-winning teams in math, robotics, Destination Imagination; team sports; and club activities.

Hampstead Academy is currently transitioning to a non-profit organization and as such the transitional issues need to be accurately communicated. Upon implementation of the new administrative structure, the Head of School (HOS) should work collaboratively with the Board of Directors to establish a set of operational procedure and policies to ensure the effective process of governance.

Developing more formal and sophisticated mechanisms to help inform our programming and the experiences for students, is an area in need of improvement. The experience of the students can also be enhanced by the addition of resources that better support individual, social, and emotional needs of students. An assessment should be performed to determine the benefits of having guidance counselor services, and a critical review of our current Advisory Program is necessary. Exit interviews should be implemented to collect data from exiting students and staff as well as from families that leave prior to their eighth grade year. In addition, a formal review should be conducted to take into consideration our existing feedback groups, i.e.: alumni, current parent population, and faculty. The systems should include a process for analyzing, prioritizing, and incorporating the conclusions into planning processes.

An improvement of the staff evaluation format is needed as well. The evaluation should include a meaningful assessment of individual professional goals. This can be accomplished through delivery of an effective and comprehensive faculty evaluation system, which supports and focuses on the objectives of the organization and each individual teacher's professional development. Administrators implementing evaluations should have the requisite skills and training necessary to deliver the evaluations and feedback. This process will ensure a positive student experience.

Orientation processes for new hires and substitute teachers should be formalized. Issues for further discussion include ensuring that substitutes hired have a background in education and have their performance reviewed on an annual basis for future consideration.

A key recommendation is to put into operation a system to improve the school's data storage and integrity, which includes the safe keeping of historical records. A review and update of the three-year technology plan should be conducted. An issue for further discussion is to update the school's reporting processes to include one data base that incorporates the various reporting systems that we use consistently, i.e.: attendance, progress reports, biographical information, admissions data.

The school's emergency preparedness procedures need to be updated to reflect the current student safety environment. Faculty and student training, emergency drills, and review through safety committee meetings and safety audits should be performed on a regular basis.

In summary, while the school's strengths and highlights are evident, the above recommendations warrant discussion and/or action in order to attain the long-range goals of Hampstead Academy. The hope for our school is to continue to provide the kind of educational and social experience we have provided for our students while continuing to improve and update the program to ensure the student experience is a fulfilling and successful one.

What follows are a number of recommendations that we have deemed as necessary actions and discussion based items. We have prioritized them below, and listed them in relative order of the NEASC Standards for Accreditation. While some action steps have been taken in specific areas, these items as a whole represent long and short term goals, and when enacted will enhance the student experience at HA.

With regard to mission and governance, Hampstead Academy is transitioning to non-profit status, which includes a change in leadership. The Board of Directors (BOD), upon hiring the Head of School, and by the end of the first year of attaining non-profit status, should work collaboratively with him to establish a set of operational procedures and policies that ensure the effective process of governance. These operating procedures need to include, but are not limited to:

- *Process for the formal review of the Hampstead Academy Mission by the Board and all stakeholders*
- *Multi-year strategic planning process that includes all stakeholders*
- *Self-Evaluation process that serves to measure the effectiveness of the Board and its Committees*
- *Formal review process for the Head of School*
- *A reporting/operating system between the HOS and Board that outlines the requirements for budget/financial integrity, program adherence/quality, strategic planning, and organizational development*
- *Orientation process for new BOD members*
- *Creation of the Advancement/Development/Alumni Office*
- *Creation of a Business Office*
- *Creation of a Technology Committee that includes appropriate stakeholders to create a comprehensive short and long term technology plan.*

In order to enhance the overall student experience, a process for data collection, specifically around exit interviews of graduates and exiting staff, as well as formal "follow-ups" with alumni, should be created. This process is currently being developed by a committee and a draft action plan will be developed by the end of 2012-2013 school year.

Substitute teachers are an integral part of the professional development process here at Hampstead Academy. In order to ensure that our program continues to meet our high expectations, a formal orientation packet and training procedure is being developed. A committee, made up of staff, is working on designing this procedure. Along with this, is the inclusion of procedures around health and safety, including but not limited to playground procedures, allergies, fire-drills, and lockdowns.

The safety and well-being of our students encompasses more than their intellectual and physical care. To this end there is a need to formally assess the possibility of hiring additional staff to meet the social-emotional needs of our students. A review of our current Upper School Advisory program should be part of this endeavor.

The Early Childhood Center (ECC) is considering the purchase of a developmental screening process for kindergarten students. The school administration will consider the purchase prior to the end of the 2012-2013 school year and if deemed appropriate a program will be purchased during the 2013-2014 school year.

Currently the teacher evaluation process is being reviewed by a committee. The goal is to review and recommend changes to ensure quality and consistency and to present the findings to administration by the end of the 2012-2013 school year. It is also suggested that the program and process be reviewed at the beginning of

each year with all faculty.

An administrative review of all handbooks to assure that policy language is consistent across all levels, and that the policies are carried out as intended, should occur annually. Administration should formalize procedures for the creation of agendas and the collection and distribution of meeting minutes or notes. This should take place prior to the start of the 2013-2014 school year. It is also recommended that all mandated school and student documents be held in fireproof cabinets. This has been reported to administration and they have been looking into this matter.

While the following needs are important, it should be noted that substantial discussion is needed prior to creating an action plan.

- *Student awareness of the Mission*
- *Scheduled time during the school year to facilitate curriculum review (both vertical and horizontal)*
- *Provide and ensure that proper professional development for administration occurs and is appropriate to job responsibilities*
- *Review back-up plan for digital school data*
- *Develop a facilities plan that will make recommendations around teaching and meeting space, and will cover future needs*

Observations

The Visiting Committee firmly supports Hampstead Academy's mission and sense of purpose. The School's mission and core values are ever-present and positively speak to all constituencies. The administration and faculty support the mission with their impressive program delivery. Of equal note, the Board of Directors promote the mission with their supportive skill-set, while parents of Hampstead Academy students maintain steady school loyalty. Most importantly, however, the students bring the School's mission to life through their enthusiastic interactions with the daily program. Hampstead Academy is an engaging and vibrant learning community. However, as with all institutions, there is important work yet to be accomplished. The Visiting Committee appreciates the fact that the School sees itself as continually improving and to that end appreciates the varied challenges in need of attention that they have listed in the Section II overview.

Conclusions

Teamwork abounds at Hampstead Academy. Whether it is grade-level or division-level teacher collaboration or student groups involved in creative problem solving endeavors, the school's mission sets the tone for Hampstead Academy's sense of purpose. Impressively, during Hampstead Academy's transition to nonprofit status, the mission's front and center status remains paramount. It will be this sense of teamwork and rallying around the School's mission that continues to support the School in the coming years. The transition will include important strategic goal setting and further clarification in the important role that the School plays in promoting authentic independent school education within the southern New Hampshire region.

Commendations

1. The Hampstead Academy Mission

The Visiting Committee commends Hampstead Academy for successfully bringing its School mission to life in such an engaging, palpable, and ever-present manner. Throughout the visit, the Committee continually marveled at the positive correlation between the mission statement as it exists on paper and as it presents within the broad scope of the school-day. The School's mission and core values positively speak to all constituencies. The administration and faculty support the mission with their impressive program delivery. The Board of Directors promote the mission with their supportive skill-set, while parents of Hampstead Academy students

maintain steady school loyalty. Most importantly, perhaps, the students bring the School's mission to life through their enthusiastic interactions with the daily program.

Clearly, the School community demonstrates respect and loyalty towards the School's mission. In turn, the well-rounded mission statement supports an impressive Hampstead Academy instructional approach. From flexible program to challenging curricula to caring interactions between adults and children, a clear sense of purpose exists at the School that begins with a clear understanding of the mission statement.

Adding to this commendation, the Visiting Committee is interested in the potential progress the School will make in the coming months and years as Hampstead Academy further articulates, defines and markets their mission within the challenging admissions environment that Hampstead Academy finds itself. As noted, this competition is due, in part, to demographic and economic factors. It may also be due to the fact that many independent schools continue to label themselves as "whole-child" focused. To that end, the Committee further commends Hampstead Academy for their interest in pushing forward with mission-related endeavors that further distinguish the School from their public and independent neighbor schools.

2. The Hampstead Academy Community

The Visiting Committee commends Hampstead Academy for the many positive ways in which the Administration, the Faculty/Staff, the Board of Directors and the Parent Teacher Association support the School and, ultimately, the students. Numerous representatives of the School openly and purposefully embraced the Self-Study process during an important transition year, one that already had many demands and needs placed on it due to Hampstead Academy's transition to nonprofit status. Clearly, the School could have delayed the process by one year, but instead, to their credit, chose to gain further momentum with the internal/external review inherent in the Self-Study process and Visiting Committee review.

The adult Community at large cares deeply about Hampstead Academy, and, in such a positive manner, carefully protects the core values of the Hampstead Academy experience. Thus, the Visiting Committee further commends the School for its realization that its work is not yet finished...that tasks remain in addressing curricular connections (within and between grades), in developing a long-range plan, and in assessing the means by which to develop and structure new administrative positions.

3. The Hampstead Academy Student Experience

The Visiting Committee commends Hampstead Academy for its varied approaches in effectively supporting the experience of the student. The horizontal and vertical program offerings are deep, rich and meaningful. During the visit, for example, the Committee was struck by the caring and thoughtful approach by which grade-level faculty discussed their lessons, their pedagogical approach, and their overall sense of purpose with Committee members. Whether embarking on a state-wide contest, assigning a meaningful homework assignment or introducing preschool students to the painting area, a thoughtful sense of excitement around the learning process permeates teacher-student endeavors.

Additionally, the Visiting Committee eagerly learned of cross-grade activities that add to the social-emotional context of the Hampstead Academy learning experience. During a meeting with the Parent-Teacher Association, for example, the Committee learned of the supportive manner in which the School holds an annual All-School talent show. Said parent was initially concerned about her child performing in front of such a wide audience, only to later be pleasantly surprised by the amazing support given to all students, regardless of age and talent, during the show. Additionally, the Committee is aware of year-long themes that the School has taken on in order to further enhance the enriched curricular feel that one finds at Hampstead Academy. This sense of purpose is not to be taken lightly, and the Committee wishes the School well in continuing their productive approach.

Recommendations

1. The Hampstead Academy Long Range Strategic Plan Development

The Visiting Committee recommends that Hampstead Academy develop a strategic plan within a timetable that takes into consideration the timing of the Visiting Committee's report, the School's transition to nonprofit status and effective follow-up to the 2009 to 2013 strategic plan and the 2013-2014 bridge-year plan. The Visiting Committee strengthens the recommendation by suggesting that the School include their determination of references to governance and administrative restructuring in light of the School's transition to nonprofit status. The Visiting Committee respects the crucial role the faculty has played in the completion of the current Self-Study Report and realizes that the faculty, too, will be appropriately involved in the strategic plan process. With multiple constituents involved in the Long-Range Plan development and completion, the Visiting Committee realizes that the School will be in a prime position for its next five years of organization, resource allocation and, ultimately, continued growth--showcasing the School from essential and varied angles.

2. The Hampstead Academy Business Office and Development Office

The Visiting Committee recommends that Hampstead Academy continue plans for the organization of a Business Office and Development Office, as resources allow, within the School's administrative structure. Key to this process, naturally, will be the School's identification of timing and resources for these two important offices. In the process, the Visiting Committee acknowledges the healthy tension that will naturally play out as the School attempts to move cautiously in order to maintain the small-school feel that is inherent at Hampstead Academy, while also moving expeditiously so as to put these offices in working order as soon as possible to maximize support during the School's transition to nonprofit status. It will be interesting to note how both offices might support the focus on financial aid opportunities, resource development, alumni relations and other important objectives, giving the Faculty/Staff and Head of School necessary time to focus on crucial program and curricular matters.

3. The Hampstead Academy Internal and External Communication

The Visiting Committee recommends that Hampstead Academy give as much time, energy and coordination of services as possible to varied forms of internal and external communication over the next year and one half. While potentially an arbitrary timeline, the next eighteen months will surely be a vital stretch as the School experiences structural growth. It is important to note that the Visiting Committee is not expressing concern with the School's current and varied forms of communication; rather the Visiting Committee is emphasizing the obvious...that the School finds itself in an important transitional stretch. With that in mind and as the long range plan is created, it will be important that the Administration, the Board of Directors, the Faculty/Staff and other School constituencies remain on point in keeping the School's mission, goals and transitional messaging at the forefront as they *communicate* the Hampstead Academy experience to varied internal and external audiences. As supportive examples, the Visiting Committee notes the following important upcoming School discussions that might warrant important communication review: faculty curricular discussions and documentation, parent awareness of the School's nonprofit status and related implications, and consistent messaging within marketing initiatives.

Thus, the Visiting Committee concludes an exhilarating and supportive experience at Hampstead Academy. We trust the School realizes, as the Visiting Committee departs, that we have quickly become six of the School's strongest advocates. The Visiting Committee wishes the School well in their efforts throughout the current academic year and in years to come!

Report on Standards for Accreditation for Hampstead Academy

The visiting committee must rate the school by placing an X in the appropriate rating box for all applicable standards. For failed ratings (F1 or F2), please also note page references from your report in the *Failed Ratings* column. For any visiting committee's ratings that differ from the school's self-rating, please use the *Differing Ratings* column to note page references.

Standard	Rating				Failed Ratings (List page number)	Differing Ratings (List page number)
	P1	P2	F1	F2		
1 – Mission	x					
2 – Governance		x				
3 – Enrollment	x					
4 – Program	x					
5 – Experience of the Students	x					
6 – Resources to Support the Program	x					
7 – Early Childhood Program	x					
8 – Residential Program and/or Homestay Program	-	-	-	-		
9 – Faculty	x					
10 – Administration	x					
11 – Evaluation and Assessment	x					
12 – Health and Safety	x					
13 – Communication	x					
14 – Infrastructure		x				Page 37
15 – The Accreditation Process	x					

