Introduction

The process of accreditation through Western Catholic Educational Association is one of the most important protectors of the Catholic Identity and educational excellence of Catholic elementary and secondary schools across the western arch/dioceses. Through diligent, directed Self-Study and analysis involving the entire community, a school consistently addresses the fundamental questions of “Where are we?” and “Where are we going?” that are sometimes lost in the business of the school year. This Self-Study is then affirmed (and sometimes challenged) by the experienced, impartial eyes of the Visiting Committee in word and writing. None of this would be possible without the Visiting Committee Chair.

The Chair of the Visiting Committee works with the different participants of the accreditation process. In coordination with the WCEA Commissioner, the Chair supports and provides direction to the school, while maintaining appropriate distance to make professional judgments and recommendations. The Chair works as an active member of the Visiting Committee while working behind the scenes to coordinate the visit and bring the Visiting Committee to a healthy consensus. The Chair is the key representative of WCEA and the E3 process while understanding how the process is applied to meet individual school needs. This central role requires a very particular set of skills, and a true dedication to the mission of Catholic school education.

This manual is dedicated to the specific tasks and duties of the Chair of the Visiting Committee. It is not meant to take the place of the other E3 training materials, as it assumes basic knowledge of the E3 Self-Study process. Rather this is meant to take the new Chair (and the experienced Chair) through the process from first being named though the WCEA review of the finished report, making recommendations of what to do when. This also includes some tips about how best to do the many tasks involved from the learned experience of several veteran E3 Chairs. Chairing the visit of a school using the E3 process can seem like an overwhelming and confusing task, but with some basic organizational tips, a Chair can manage all that is required while providing best service to the school and to WCEA.
Part I: Qualifications of Chair/Naming of Chair

In order to act as Chair of a WCEA Visiting Committee, an educator must have several areas of experience. The Chair should have direct experience with secondary school, usually serving at a high school in some administrative capacity or in the central office. The Chair should have experience with the E3 protocol either through serving as a Visiting Committee member of another Visiting Committee or having a leadership role in the E3 Self-Study at her or his own school. The Chair should be dedicated to the overall mission of Catholic schools and the process of accreditation.

Beyond this experience, a Chair is expected to have various personal skills. Management skills are necessary to coordinate the flow of activity and keep all participants on task. Listening skills are needed to best hear, both spoken and in writing, what the school is saying about itself and what school stakeholders and Visiting Committee members are trying to communicate. Communication skills are necessary to help create a report of findings that shows clearly how the school measures against the E3 criteria and to speak with school and Visiting Committee members about aspects of the visit, including challenging or uncomfortable topics. Finally, a Chair must observe a high degree of confidentiality to protect the integrity of the process.

The WCEA Commissioner of a school completing the Self-Study process, usually in the year before the visit, contacts the Commissioner of the arch/diocese of the intended Chair prior to issuing the invitation to Chair. The Commissioner attempts to pick a Chair with the temperament and experience to manage the specific realities of the school. Commissioner and Chair confirm the date for the visit and any special circumstances regarding the school or the visit. After these are confirmed, notification is sent to the school and WCEA.

The Role of Chair Summarized

- Leads the Visiting Committee and supports Visiting Committee members
- Serves as resource on the entire accreditation process for school and Visiting Committee
- Assists the school Leadership Team, and acts as liaison between the school and the Visiting Committee members prior to visit
- Plans the schedule and assigns Visiting Committee member duties for the visit in coordination with the school
- Is responsible for the integrity of the Visit and the responsible completion of the Visiting Committee Report, the Recommendation of Status, and Justification Statement
- Is available to answer questions about the visit, report, or recommendation to WCEA Commission
Part II: Chair Duties Before the Visit

Chair Duties Summarized

- Attend mandatory Chair Training session
- Coordinate with school and local Commissioner to set dates for the visit
- Make contact and stay in regular contact with the principal and school Accreditation Chair
- Schedule pre-visit with school 4-6 months before the school’s full visit
- Coordinate with school travel, accommodations, and meals for Chair and members (if necessary)
- Plan in coordination with the school the schedule for the visit
- Receive list of Visiting Committee members and make initial contact
- Set up Google Drive or Dropbox, or develop an effective storage and distribution system
- Verify receipt of report and access to Data Library for all Visiting Committee members
- Assign pre-visit writing to Visiting Committee members
- Complete pre-visit writing of designated sections

The Pre-Visit

For the secondary level, the Chair visits the school for approximately ½ day roughly 4-6 months prior to the Visiting Committee visit. If a pre-visit is impossible due to scheduling or travel issues, the Chair may achieve the pre-visit outcomes through a phone conversation or via video call. The main tasks of the Chair during the pre-visit are listed below:

- Become familiar with the school personnel and campus
- Learn about school process and any challenges faced
- Review current drafts of the Self-Study and the Data Library
- Discuss schedule of times and places including deadline for Visiting Committee members to have access to the Self-Study report and the Data Library
- Discuss Visiting Committee needs (including meals and hotel) and decide on site for Visiting Committee room

In addition, the pre-visit may include an opportunity for the Chair to make a brief presentation at a faculty meeting. The purpose of the presentation is to explain the role of the faculty during the visit, including classroom visits by Visiting Committee members and the participation of all staff in the Integral Group meetings.

The actual time of the accreditation visit is very short. The pre-visit should allow the Visiting Committee to have a quick start on the first day of the visit.

Possible topics for discussion during the pre-visit:

- Describe the process to date, what went well and what caused challenges?
- What are major changes that have happened to your school organization, programs, or facilities since the last accreditation visit?
- Has the school responded to all previous action plans and recommendations?
- What information has come up in your data gathering that you did NOT expect?
- Who is on the Leadership Team and how were they selected?
- How were the Integral Groups assigned? Remind school that all school personnel (even those who started in the interim) must be on an integral group.
- If the school is still working on its Educational Improvement Plan, what do you see as the major needs of the school that are emerging and will be addressed in the EIP?
- Are there any situations which we should be aware so they do not become a distraction to the visit?

The Visiting Committee Workroom

During the pre-visit, the Chair should see the area that will be set aside as the workroom for the Visiting Committee. This should be a private area that should not be used for any of the meetings during the visit. Though there may be specific needs, generally the room should have the following:

- **Computer access** - Though most Visiting Committee members will bring their own devices, computers should be available. For Visiting Committee member machines there should be access to power and Wi-Fi passwords.
- **Projector** - It is extremely helpful during the editing process to project the current draft on the screen. This also avoids needless multi-page printings.
- **Access to Printing** - The Visiting Committee may need to print drafts along the way and will be printing multiple copies of the report for the review with the Leadership Team.
- **Refreshments** - Generally, the Visiting Committee will have breakfast and lunch in the Visiting Committee room unless other arrangements are made. There should also be drinks and healthy snacks available during the day.
- **Clerical Supplies** - As determined by Chair
- **Other School Documents** - As determined by school

Sharing Via Cloud Storage

One of the biggest challenges for a Visiting Committee is effectively sharing materials. Though it is possible to move files through email or with portable storage sticks, the most effective way to share and store materials before and during a visit is through a cloud storage platform such as Google Drive or Dropbox.

To share a folder in **Dropbox**...

- If necessary, register for a free Dropbox account at www.dropbox.com
- Create a folder that will be dedicated to documents for the visit
- Right click the folder and select SHARE.
- You will be given a place to add the email addresses of Visiting Committee members. For each member, make sure the option CAN EDIT is selected. There will be an option to write a message. Here is a suggested message
Hello, this email contains a link to the shared Dropbox folder that we will be using for all documents. If you have Dropbox account connected to this email address, you can simply click on the link and the folder should be added to your account. If you don’t have a Dropbox account, please go to Dropbox.com and create a free account prior to clicking the link. If you have any difficulty, please let me know.

- You will receive notification as each member joins the folder. Once a member has joined, she or he can upload documents into the folder and edit the documents that are there.

NOTE: In order to avoid accidental deletion or overwriting of key documents, it is recommended that the Chair periodically copy all documents from the folder into a separate backup folder.

To share a folder in Google Drive:

1. Go to drive.google.com. (If you do not have a gmail account sign up for a free account at www.google.com)
2. On the left, click New > Folder
3. Enter a name for the folder
4. Click Create
5. After Folder is created, right-click on folder
6. Go down to Share drop-down and choose share from the sharing options
7. Where the folder is private, change to “anyone with the link can view and add the email addresses of those who you want to have rights on the folder down at the bottom”
8. Enter email addresses of all Visiting Committee members
9. Make sure each member has “can edit” permission in the sharing drop-down

Pre-Writing Assignments

Though Ensuring Educational Excellence has significantly less writing in the final report of findings, it is still useful to have Visiting Committee members begin examining the school’s report for each of the principles of accreditation and crafting a summary of findings. Though some Chairs may choose to do this differently, most assign different principles (A-E) to members of the Visiting Committee and assign pre-writing based on only the school’s report and the Data Library.

There are two types of preparation sheets, sheets for each standard and the final sheet for the overall principle. In pre-writing, Visiting Committee members should read the report and relevant sections of the Data Library (all Visiting Committee members should read the entire report) and complete each of the standards sheets, using bullets to outline how the school accomplishes this standard. Once the standard sheets are all completed, the Visiting Committee member writes a brief narrative outlining how the school measures up against the overarching principle. Many of the statements from the standards sheets can be used in this narrative, but the narrative is not solely a listing of standards points in order but a holistic summary of findings about the principle. The prewriting sheets should include
whether and where the areas of need from that principle are in the Educational Improvement Plan. However, pre-writing should not assign a ranking for the school’s attainment of the principle. These rankings should only be assigned by the whole Visiting Committee in light of all evidence. In addition, the Visiting Committee member should note questions and areas of clarification that will be discussed at the meetings with the various school groups.

**NOTE:** The Standards preparation sheets are entirely internal to the committee and are not included in the final report of findings. Information from the Standards sheets should compose the narrative summary of findings, but these sheets are for committee use only.

One way to make the Standards and Principles templates available to Visiting Committee members is to have a set of master forms that can be accessed by each on a shared Dropbox/Google Drive or sent via email. This tends to lessen confusion of Visiting Committee members who know exactly which forms they are to complete. A complete set of blank forms can be downloaded from the WCEA website.

The Visiting Committee member assigned to each principle will become main writer for that principle and will usually lead the Integral Group meeting dedicated to that principle. Though the Chair may request to see the drafts prior to the visit to verify completion and to find any issues with the work, it is advisable that each lead writer maintain ownership of his or her section and continue revision as information is found and verified during the visit itself.

**Chair Pre-Visit Writing**

Though the Visiting Committee Chair may take one of the principle sections, there are some additional writing tasks that should make for a smooth visit.

- Download the Visiting Committee Report template. Open this document in Word or another editing platform (make sure all Visiting Committee members are able to use this platform), and begin filling in the specific information for the school and the Visiting Committee.
- Using the school report and Data Library as a guide, complete Chapters 1 and 2. Most of these chapters call for direct copy from the school’s Self-Study. The end of Chapter 2 calls for an evaluation of the creation of the mission and philosophy statements and ISOs. This should be written based on information available and confirmed during the visit.
- Principle F Section 1 (progress report) can be written based on the school’s response to this section in the Self-Study.
- Principle G can be roughly drafted. There is some information about this in the school report, though it does need development and confirmation during the visit.

Preparation of the report template and drafting each of these sections before the visit allows for the Chair to confirm and revise them during the second day of the visit and for the Visiting Committee to review and edit them at the end of the day. Finishing these sections, which are mostly fact-based, allows for greater focus on Chapter 3 during the third day.
Creating the Schedule for the Visit

Prior to the visit, the Chair and the school coordinate to complete a schedule for meetings and activities during the visit. Though efforts should be made to avoid disrupting the natural flow of school, there are essential meetings that must take place in order to learn additional information and clarify information from the Self-Study.

Though the schedule for a specific school will vary based on the specific needs and realities of that school, there are several key elements to every visit. Two sample E3 Visiting Committee schedules can be found in the Appendix. The schedule should include the following:

- Meetings with Leadership Team
- Meeting with Board
- Meeting with Parents
- Meeting with Students
- Meetings with all Integral Groups
- Classroom Visits and Gathering Evidence
- Time for individual and group editing of Report of Findings
- Review of Report of Findings with school Leadership Team
- Report to School Community

Scheduling Integral Group Meetings: The Integral Group meetings are critical for the Visiting Committee to assess the school’s Self-Study of each principle of accreditation. Since the Integral Groups should include all school personnel, these meetings also provide the Visiting Committee to meet and receive input from the entire school community. These meetings can be scheduled at different times during the visit, though effort should be made to minimize the disruption to classroom teachers. It is also possible to schedule the meetings of all Integral groups at once or in two blocks outside of normal class time.

Once the Chair and the school have agreed to the schedule, the school should provide rooms for all meetings.

Other Details

- Verify that all Visiting Committee members have accommodations and transportation
- Make sure that the school is aware of any special dietary needs of a Visiting Committee member
- Touch base with school representatives and each Visiting Committee member in the week before the visit as a reminder and to answer questions

NOTE: It is useful to know which of the Visiting Committee members have not served on a Visiting Committee before and spend extra time looking out for them. An accreditation visit can be a very intimidating experience for a first-timer. Through attention and support, a Chair can help make it a positive one.
Part III: Chair Duties During the Visit

Chair Duties Summarized

- The Chair is simultaneously a member of the Visiting Committee and the monitor and director of activity
- Verify that the schedule is followed; Outline the tasks of the day at the beginning of each day
- Chair meetings with various groups (except Integral Group which are Chaired by the section leader)
- Meet regularly with Visiting Committee members individually to discuss perceptions to help build a consensus of opinion
- Verify that all classroom teachers are observed and all key shareholders have been met.
- Communicate regularly with school leadership to make sure that needs of the Visiting Committee and the needs of the school are being met
- Coordinate logistics of the visit including meals, transportation, and lodging
- Verify that all tasks are completed with care and integrity
- Lead the group editing sessions of all parts of the report, working to bring the committee to a consensus of opinion
- Lead the Visiting Committee through the process of determining school status
- Complete an evaluation of each Visiting Committee member
- Verify that all reports are well-formatted and clear
- Leave a digital copy of the Visiting Committee Report with the school
- Provide the following to the WCEA Commissioner:
  - Visiting Committee Report (with completed signature page)
  - Recommendation of Status (with completed signature page)
  - Justification Statement (with completed signature page)
  - Evaluations of Visiting Committee members

The Visit: Day 1 Overview

The first day is a day of organizing and becoming oriented to the school and the other Visiting Committee members; however, there are significant tasks that must be completed. The visit usually starts early afternoon with an introductory meeting, led by the Chair, followed by a tour of the campus. During this first meeting, as well as general introductions, there should be discussion of general perceptions of the school based on the report and Data Library and outlining things that need to be further investigated during the visit. The Chair should discuss the importance of confidentiality and have each Visiting Committee member complete the WCEA Secondary Confidentiality Statement. The committee then meets as a group with the full Leadership Team, and there are often other meetings with boards or parent groups. Often during the evening there will be a social for the Visiting Committee and members of the school community.
Conducting Group Meetings

All meetings should begin with introductions of Visiting Committee members and school personnel and a brief prayer. This should be followed by a general explanation of purpose: that the visit is not to judge or rate the school but to understand and reflect to them and to WCEA as accurately as possible what the committee sees. Though the questions and discussion of these meetings will focus around areas that the Visiting Committee needs clarification and explanation, there are several general topics for discussion:

- Information about the process of creating the Self-Study to see the level of participation and level of analysis
- Particular strengths or areas of growth that the process revealed
- “Surprises” discovered by the process
- Areas of the report that need clarification or standards not clearly addressed in the report
- Possible impediments to completing action plans in a specific area

Day 2 Overview

- Meet with representatives of the Leadership Team to receive any details about the day and discuss any issues that are being seen
- Classroom visits
- Formal and informal meetings with individuals
- Meeting with Integral Groups
- Ongoing work on principle sections for Chapter 3
- Group editing Chapters 1 and 2, Principle F (part 1) and Principle G

Classroom Visits

An essential part of the visit is comprehensive observation of instruction. All teachers should be observed at least once and preferably by more than one Visiting Committee member. Observations usually take between 10-20 minutes. The Chair should ask school leadership to request that teachers avoid testing and other silent seat work during these two days so that observers can see authentic instruction. The observation process is not to evaluate teachers, but rather to verify that learning is taking place and that the methodologies mentioned in the Data Library and Self-Study are actually used. It is to be hoped that Visiting Committee members will see a wide variety of methods and true student participation in learning. It is helpful if teachers make available a copy of the lesson plan for the day, particularly focusing on how the lesson supports the ISOs.

Usually the best way to verify that all classrooms are seen is to post a copy of the master schedule of teachers and have Visiting Committee members initial each classroom block that was observed. Teachers can be encouraged to post examples of student work in the room, and visiting Visiting Committee members can inspect this while monitoring the activity in a classroom.
After Visiting Committee members have completed a number of observations, there should be a discussion of the type of instruction, the amount of student engagement, and student learning observed. Discussions should not focus on particular teachers, but the overall program.

Editing Chapters 1, 2 Principle (part 1) and Principle G

It is advisable to begin the final editing of the report on Day 2 in order to leave enough time to edit Chapter 3 on Day 3. These sections are completed by the Chair prior to the visit and verified during the first two days. Chapters 1 and 2 are primarily taken from the school report and need little editing. Principle F (part 1) is the progress report for action plans and major recommendations from the previous visit. Principle G is an overall evaluation of the school’s Self-Study process. This can be completed and edited on day 2 or 3. Editing these sections seldom takes more than an hour and it is good practice for the major edit of Chapter 3 on day 3.

Day 3 Overview

- Meet with representatives of the Leadership Team to receive any details about the day and discuss any issues that are being seen.
- Classroom visits
- Formal and informal meetings with individuals
- Ongoing work on Principles sections for Chapter 3
- Editing Group Edit of Chapter 3, completion of the report.

Editing Chapter 3

Chapter 3 forms the heart of the Visiting Committee Report, and the rankings for each of the principles are the basis for the final determination of status. Though individuals usually compose each of the Principle sections, it is vital that the entire Visiting Committee is involved in the editing of the entire report, as all Visiting Committee members are signing to all that is included. In order to make the editing process run more smoothly, it is good to have each Visiting Committee member have her or his sections read by another member prior to the editing process. This can help catch simple errors and will help to bring the different sections into stylistic alignment. If you are using Dropbox, prior to editing each of the principle sections should be pasted into the master report template. Google Docs allows all members of the committee to edit their respective sections simultaneously on the same master document. Editing usually runs smoother if the report can be projected for all to see. If this is not available, each Visiting Committee member should have a copy of the report (either digital or paper) to follow.

As each principle section is read, the Visiting Committee verifies that each standard for that principle has been addressed. The standards preparation sheets can be consulted, but these documents are not included directly in the report. The summary of the principle should be written holistically in paragraph form, with direct reference to the school’s accomplishment of the standards based on the report, the Data Library, and the information gathered during the visit. Specific documentation from the Data Library should be cited.
After the summary is completed, the Chair should poll the group to determine whether that school has attained the principle COMMENDABLY or SUFICIENTLY or whether this principle is NOT OBSERVED in the school. A principle is attained COMMENDABLY if the standards are all met and that the standards of the section are points of focus and strength for the school. A Principle is attained SUFICIENTLY if most of the standards are met, but there are clear areas of need in this area. A principle is not observed at the school if the majority of the standards are not addressed by the school in its report and there are significant areas of growth in this area. A Principle is NOT OBSERVED only if the majority of the standards have not been addressed in the report, nor are they observed in the school.

The report also calls for the Visiting Committee to identify standards for the principle which are addressed in the school’s Educational Improvement Plan. Also the Visiting Committee can identify standards which should be addressed in the EIP. This would be an area of significant need that is not recognized or addressed by the school.

Principle F (Educational Improvement Plan) is different from each of the other principles of accreditation in that that Visiting Committee must address and rate three parts of the EIP prior to completing the summary sheet for this section. The writing for the three parts is included in the report, but should be placed in an appendix in order to avoid confusion. The first section is the progress report in which the school demonstrates how it has responded to the action plans and major recommendations of the last accreditation visit. The second part is the Visiting Committee evaluates the school’s ability for ongoing progress. The final section is an evaluation of each of the action plans and recommendation for additional action plans. After these three sections are completed, the Visiting Committee composes a summary sheet and ranking for all parts of Principle F.

Principle G is an evaluation of the school’s overall participation in the Self-Study process. It does not directly correspond to any chapter of the school’s Self-Study since it is about the Self-Study itself.

It is advisable that the entire Visiting Committee Report be finished, prior to the end of Day 3. Team members can then take a copy for final review overnight.

Day 4 Overview

- Meet with representatives of the Leadership Team to receive any details about the day and discuss any issues that are being seen.
- Meeting with Leadership Team to go over draft report
- Finalize Visiting Committee Report with signatures
- Determine Accreditation Status and signatures,
- Complete Status Justification Sheet with Signatures
- Complete Chair and Visiting Committee member evaluations
- Complete expense forms
- Final report to the school community
Reviewing the Report with the School Leadership Team

During the morning of Day 4, the entire Visiting Committee meets with the school Leadership Team to review the draft report. The WCEA Commissioner usually will attend these meetings. In order to give school personnel adequate time to review the Visiting Committee’s report, it is advisable that drafts of the report be given to the school 1-2 hours ahead of the meeting. The Chair leads the meeting by asking for questions, suggested changes, or factual inaccuracies. If school personnel object to a ranking or opinion expressed in the report, it is up to the Chair to explain the Visiting Committee rationale and listen closely to the school concern in order to make a decision that is the truest reflection of the observed reality of the school. All efforts should be made to make sure that the report is factually accurate and best reflects the reality of the school.

Status and Justification

There are two statuses possible at the end of an accreditation visit:

- Accreditation with annual reports
- Accreditation with annual reports and a mid-cycle revisit

Status is determined through assigning a number value to the ranking for each of the A-G Principles (NOTE: Principal F only uses the final ranking for this calculation, not the rankings of each of the sections.). The Visiting Committee assigns the numerical value together for each ranking based on the scale below. The numerical values is reached by consensus only, not an average of each member’s initial assignment of a ranking.

<table>
<thead>
<tr>
<th>Insufficiently</th>
<th>Sufficiently</th>
<th>Commendably</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

There is no longer a specific average of quantitative ratings that determine the recommendation of status. In general, a rating of 2.5 or below for any of the seven principles might indicate the need for a revisit in the third year of the accreditation cycle. In addition, the Visiting Committee might determine that a revisit is recommended due to the needs of the school in relationship to its Educational Improvement Plan.

At the conclusion of the visit, the WCEA Commissioner receives a digital copy of

- the Visiting Committee Report with completed signature page
- the Accreditation Status Recommendation with completed signature page
- the Justification Statement with completed signature page

The school receives a paper copy of

- the Visiting Committee Report

*Status is not finalized until it is ratified by the WCEA Commission.*
Final Forms

Each Visiting Committee member who incurred travel or lodging expenses must complete an expense form. These forms are given to the school who will reimburse them. The Chair fills out an evaluation form for the Visiting Committee members and the Visiting Committee members fill out an evaluation form for the Chair. Please indicate on the evaluation form if there is a Visiting Committee member that you would recommend as a possible future Chair. These evaluations are all given to the WCEA Commissioner.

Final Presentation to the Entire School Community

At the end of Day 4 the Visiting Committee meets with the entire school community. This meeting should highlight key findings of the visit and bring the visit to a positive end, though it is NOT a reading of the entire report. One approach to this meeting is to outline (either read or with PowerPoint) to the community key strengths identified in each of the A-E principles. The Visiting Committee should express their gratitude to the school and the Leadership Team. There are no questions at this final meeting and as soon as they have made their report, the visit is over and the Visiting Committee leaves.

After the Visit

The Chair’s duties substantially end with the conclusion of the visit. However, the Chair must be available to answer questions and clarify any issues with the report that may arise with the WCEA Commission or the WASC Commission. The Chair should keep copies of all visit documents through the Commission meetings in the spring.
### E3 Sample Visiting Schedule #1

#### Sunday, Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 - 2:30</td>
<td>Visiting Committee (Visiting Committee) Preliminary Meeting</td>
<td>XXX Conference Room</td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>Visiting Committee meets with Leadership Team</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>3:30 - 4:20</td>
<td>Visiting Committee tours school</td>
<td></td>
</tr>
<tr>
<td>4:30 - 5:30</td>
<td>Visiting Committee reception with Faculty, Staff Administration, Board</td>
<td>Founders Hall</td>
</tr>
<tr>
<td>5:30 - 6:30</td>
<td>Meeting with Board</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>6:30</td>
<td>Visiting Committee Dinner at local restaurant</td>
<td></td>
</tr>
</tbody>
</table>

#### Monday, Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 - 7:55</td>
<td>Visiting Committee meets with LT</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>8:05 – 8:55</td>
<td>Classroom visits</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Visiting Committee meets IG E Stewardship</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>10:15 - 12:00</td>
<td>Classroom visits</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>12:05 - 12:35</td>
<td>Visiting Committee meets Home Groups:</td>
<td>ZZZ North</td>
</tr>
<tr>
<td></td>
<td>• Math</td>
<td>ZZZ South</td>
</tr>
<tr>
<td></td>
<td>• English</td>
<td>Post I</td>
</tr>
<tr>
<td></td>
<td>• Religious Studies</td>
<td>Post II</td>
</tr>
<tr>
<td></td>
<td>• Social Studies</td>
<td></td>
</tr>
<tr>
<td>12:40 - 1:15</td>
<td>Visiting Committee Lunch</td>
<td>XXX Conference Room</td>
</tr>
<tr>
<td>1:20 - 2:20</td>
<td>Visiting Committee meets IG D Student Support Services</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>2:50 - 3:50</td>
<td>Visiting Committee meets IG C Teaching and Learning</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>6:00-7:00 PM</td>
<td>Visiting Committee meets with parent representatives</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>7:00 PM</td>
<td>Visiting Committee has dinner at local restaurant</td>
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</tbody>
</table>
**Tuesday, Day 3**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 - 7:55</td>
<td>Visiting Committee meets with LT</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>8:05 - 8:55</td>
<td>Classroom visits</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>9:00 - 9:50</td>
<td>Visiting Committee meets with Student Focus Group</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>10:00 - 10:30</td>
<td>Visiting Committee meets with Home Group E</td>
<td>ZZZ North</td>
</tr>
<tr>
<td></td>
<td>Visiting Committee meets with Home Group D</td>
<td>ZZZ South</td>
</tr>
<tr>
<td>10:30 - 12:00</td>
<td>Classroom visits</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>12:05 - 12:35</td>
<td>Visiting Committee meets with Home Groups</td>
<td>ZZZ North</td>
</tr>
<tr>
<td></td>
<td>• Science</td>
<td>ZZZ South</td>
</tr>
<tr>
<td></td>
<td>• Modern Languages</td>
<td>Post 1</td>
</tr>
<tr>
<td></td>
<td>• VPA</td>
<td>Post 2</td>
</tr>
<tr>
<td>1:00 - 2:45</td>
<td>Classroom visits</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>2:55 - 3:55</td>
<td>Visiting Committee meets with IG A</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>4:00 - 4:55</td>
<td>Visiting Committee meets with IG B School Organization</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>5:00 - 6:00</td>
<td>Visiting Committee works on report</td>
<td>XXX Conference Room</td>
</tr>
<tr>
<td>6:00</td>
<td>Visiting Committee has dinner at local restaurant</td>
<td></td>
</tr>
</tbody>
</table>

**Wednesday, Day 4**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:55</td>
<td>Visiting Committee works on report</td>
<td>XXX Conference Room</td>
</tr>
<tr>
<td>9:00 - 10:30</td>
<td>Visiting Committee meets with Leadership Team</td>
<td>ZZZ Hall</td>
</tr>
<tr>
<td>10:30 - 1:00</td>
<td>Visiting Committee finishes report</td>
<td>XXX Conference Room</td>
</tr>
<tr>
<td>1:00- 2:00</td>
<td>Visiting Committee meets with Leadership Team as needed and finalizes report/justification/term</td>
<td>ZZZ Hall</td>
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<tr>
<td>2:55- 3:50</td>
<td>Visiting Committee presents E3 Summary Statement of the Report to the faculty and staff</td>
<td>XYZ Lecture Hall</td>
</tr>
<tr>
<td>4:00</td>
<td>Visiting Committee departs</td>
<td></td>
</tr>
</tbody>
</table>
E3 Sample Visiting Schedule #2

Sunday

3:00 – 3:30 Visiting Committee meet at the school. Begin group discussion of perceptions of the Self-Study
3:30 – 4:00 Tour of Campus
4:00 – 5:00 Meeting with School Administration, Self-study Coordinator and Leadership Team
5:00 – 5:45 Meeting with Parents
5:45 – 6:30 Social: Parents, Admin. Leadership Team Board of Directors etc
6:30 – 7:00 Visiting Committee meeting: Strategy and Timelines

Note: Some schools will also want a meeting with the Board on this evening

Monday

7:30 Arrival at school, Visiting Committee meeting
7:45 - 8:00 Visiting Committee meets with representatives of Leadership Team to overview day's schedule and give and receive clarifications
8:00 - 3:00 Visiting Committee members visit classrooms
8:00 – 9:50 Chair and other committee representatives meets with Principal/President
12:00 – 1:00 Working Lunch (discussion of findings from morning observations)
3:00 – 4:00 Focus (Integral Group) Group Meetings A – E

This might also be organized with two groups from 3:00 – 3:45 and three from 3:50 – 4:35
3:45 - 6:30 Visiting Committee meet. Discussion, working on summary report (Chapters 1-2 edit)

This is a generous time frame. Dinner may be moved up depending on how long this process takes
6:30 Dinner (off site, School Identifies)

Tuesday

7:30 Arrival at school Visiting Committee meets with Leadership team reps
8:30 - 10:30 Gathering evidence, classroom observations, meeting with staff
10:30 - 11:30 Visiting Committee meets with student representatives
12:00 - 1:00 Lunch (In Team Room)
1:00 - 2:30 Classroom visits, meeting with school personnel, gathering evidence
3:00 - 6:30 Visiting Committee works on written summary
6:30 Dinner (working dinner in the Team Room)

**Wednesday,**

7:00 Visiting Committee checks out of hotel
7:30: - 8:00 Visiting Committee meets with leadership Team (if necessary)
8:00 - 11:00 Completion of Draft Report, other documents
11:00 - 12:00 Meeting with Leadership Team and others invited by the school to discuss/clarify finings of visit and Visiting Committee Report
12:00 - 1:00 Lunch
1:00 - 3:00 Visiting Committee completes final draft of Report. Completion of the Recommendation of Accreditation Status and confidential Summary. Completion of all necessary records for WASC
3:00 - 3:30 Visiting Committee reports to faculty, staff, and all invited stakeholders
3:30 Visit Concludes