



Lisbon High School

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Kenneth J. Healey, Principal
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February 1, 2013

Mrs. Janet D. Allison, Director
New England Association of Schools and Colleges Inc.
Commission on Public Secondary Schools
3 Burlington Woods Drive, Suite 100
Burlington, Massachusetts 01803

Dear Mrs. Allison:

Attached you will find the required February 1, 2013 Special Progress Report for Lisbon High School.

If you have any questions about this Special Progress Report please do not hesitate to contact Lisbon High School via email khealey@lisbonschoolsme.org or call (207) 353-3030 extension number 2005.

Sincerely,

Sincerely,



Kenneth J. Healey
Principal



Herbert Pete Reed
Chair, Follow-up Committee

Cc: Mr. Richard A. Green, Superintendent, Lisbon School Department
Mrs. Traci Austin, Chair, Lisbon School Committee



**Special Progress Report
Lisbon High School
February 1, 2013**

The Commission requests that school officials submit a Special Progress Report by February 1, 2013, which provides detailed responses to the following highlighted recommendations:

1. The inability of the district to address the longstanding issues regarding extreme temperature fluctuations in numerous classrooms based in part by outdated windows in half the building and by an outdated heating system in need of replacement

Classification: *In Progress*

Lisbon School District has developed a long-range plan to improve the consistency of classroom temperatures in Lisbon High School. Phase one of the plan has already been completed, which included a conversion from fuel oil to natural gas. Additionally, the installation of an expandable hot water tank will ultimately convert the entire high school to hot water heat from the old steam system found in more than half the facility.

Phase two, which is planned to be completed this school year (2012-2013), will include the installation of hot water piping, new heating units, and thermostats throughout the first floor of the high school, with stubbing that will allow for expansion of the piping to the second floor when funding becomes available.

2. The sloping floor and stairs at the end of the gym which pose a most serious safety hazard

Classification: *In Progress*

Lisbon School Department continues to explore permanent solutions to the sloping floor and stairways at the end of the gym. These will be addressed when a solution is identified and funding becomes available.

3. The I-beam which impedes exit off the stage and presents a serious safety hazard

Classification: *Complete*

The Lisbon School Department has recently installed a handicapped accessible wheelchair lift to this area; it now provides handicap accessibility to the school's stage. As part of the project to install the wheelchair lift, the old stairs were moved and this area was reconfigured, eliminating the I-beam as an impediment/safety hazard.

4. The outdated plumbing and electrical systems in need of replacement

Classification: *In Progress*

Lisbon School Department continues to explore permanent solutions to the outdated plumbing and electrical system in need of replacement. These will be addressed when a solution is identified and funding becomes available.

5. Report progress on the full resolution of each of the concerns listed above, including the allocation of funding, plans, and timeline for completion

Classification: *In Progress*

Lisbon School Department continues to explore permanent solutions to all the concerns listed above. These will be addressed when solutions are identified and funding becomes available.

6. Describe the process that has been used to review and, if appropriate, revise the school's core values, beliefs about learning, and 21st century learning expectations to ensure that they meet the new Standard on Core Values, Beliefs and Learning Expectations

Classification: *Complete*

Winter 2012

- Core Values Survey – January and February 2012
 - Surveyed the students, parents, community members, school committee, faculty, and support staff
- Core Values Committee processed data and began drafting a Core Values Statement

Spring 2012

- Core Values Committee continued to work on a drafted Core Values Statement
- Presented the draft to the faculty for consideration during the May faculty meeting

Fall 2012

- Invited students, parents, and school committee members to be representatives on the Core Values Committee
- Continued to work with the Core Values Statement draft created by the original Core Values Committee
- Established statements of beliefs, academic expectations, and civic/social expectations for student learning
- Approved by the faculty during the December 6, 2012 faculty meeting
- Approved by the Lisbon School Committee on December 10, 2012

7. Submit the updated document

Classification: *Complete*

See the attached Lisbon High School Core Values Statement.

8. Based on a review of the Committee's new Standards, available at <http://cpss.neasc.org> by clicking on "Getting Started," identify specific indicators in the Standards on which the school needs to take action in preparation for the 2015 decennial evaluation

Classification: *Complete*

After reviewing the Committee's new standards, Lisbon High School is confident that preparations for the 2015 decennial evaluation is on track. Notwithstanding the Commission's previously cited concerns not yet resolved; no specific indicators are in need of action.

C.I.A.

CONNECT

INNOVATE

APPLY

CORE BELIEFS

CONNECT

- We believe that learning takes place in a safe environment that promotes trust, respect for diversity, and positive human interactions.
- We believe that partnerships with families and communities play a vital role in providing students with increased opportunities for learning.
- We believe that the school must work to promote open communication and feedback.

INNOVATE

- We believe that instruction should accommodate students who learn in different ways and at different rates in order to encourage them to reach their potential.
- We believe that instruction should help students make meaningful connections between new ideas and prior knowledge and experiences.
- We believe that assessment should take into account that making mistakes is a natural part of the learning process.
- We believe that assessment should be designed to challenge students to integrate different tools and different styles of learning to solve problems.

APPLY

- We believe that a student's motivation and desire to learn are essential components in the learning process.
- We believe that students must take responsibility and ownership of their own learning.
- We believe that learning can be improved when students are aware of and able to assess their own learning styles and articulate their strengths and weaknesses.
- We believe that instruction should provide feedback that students should use to build on and improve their learning.

ACADEMIC EXPECTATIONS

- Communicate effectively (oral, written, nonverbal).
- Utilize available resources to find, analyze, evaluate, and synthesize information in an effective and ethical manner.
- Use critical thinking skills, creativity, and innovation to solve problems and achieve goals.
- Utilize time and manage workload efficiently and independently.
- Incorporate self-reflection, positive and negative feedback, and mistakes to further learning.

CIVIC & SOCIAL EXPECTATIONS

- Demonstrate global awareness/understanding and act responsibly with the interests of the larger community in mind.
- Collaborate in an effective and respectful manner with diverse teams.