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

Director

JANET D. ALLISON
direct line (781) 541-5418
jallison@neasc.org

Associate Director

CHARLES J. MC CARTHY, JR.
direct line (781) 541-5417
cmccarthy@neasc.org

Associate Director

ANN L. ASHWORTH
direct line (781) 541-5441
aashworth@neasc.org

Associate Director

GEORGE H. EDWARDS
direct line (781) 541-5435
gedwards@neasc.org

Executive Assistant to the Director

DONNA M. SPENCER-WILSON
direct line (781) 541-5419
dswilson@neasc.org

CORRECTED
October 7, 2009

Kenneth Healey
Principal
Lisbon High School
2 Sugg Drive
Lisbon Falls, ME 04252

Dear Mr. Healey:

The Commission on Public Secondary Schools, at its September 20-21, 2009 meeting, reviewed the Special Progress Report of Lisbon High School and continued the school's accreditation. While the Commission acknowledges the school's progress as noted below, until all concerns have been satisfactorily resolved the school remains on probation for the Standards for Accreditation on Instruction and Community Resources for Learning.

The Commission was pleased to learn of the following:

- the steps taken to repair the gym floor, to ensure portable burners are no longer in use in science classrooms, to install a drain clay trap to improve running water, the installation of new carpet in the portables, the installation of new ceiling tiles and siding on the portables, and the re-piping of propane gas into science classrooms prior to the start of school in 2009
- the plans for four permanent classrooms to be built adjacent to the facility in spring of 2010 funded by federal stimulus monies which will eliminate the use of portable classrooms
- the plans to explore state renovation funding in the spring of 2010 when the capital improvement application process begins for Maine schools
- the relocation of the music program to an existing portable classroom to provide more space and reduce noise interruption to other programs
- the steps taken to relocate teachers so that technology and computers on wheels need not pass through inclement weather and to acquire a fifth science classroom
- the refurbishing of the main lobby with new flooring, tiles, and paint

All accredited schools are required to submit a Five-Year Progress Report, which in the case of Lisbon High School is due March 1, 2010. The report should provide detailed responses to the highlighted recommendations listed below:

- develop and implement a protocol for teacher use when collaborating both within and across content areas for the purpose of improving teaching and learning
- report specific examples of teacher collaboration to improve instructional and assessment practices
- develop and implement a formal process to assess individual achievement of the academic expectations in the mission based on the use of school-wide rubrics
- development and implement a plan to increase time in order to ensure teachers collaborate with teachers from the sending schools for the purpose of coordinating curriculum
- detail progress on the school district's efforts to secure state renovation funding and a local bond to address all facility concerns identified previously by the Commission, including but not limited to the addition of four classrooms, heating and air quality, inadequate access to technology, inadequate storage space, and the small cafeteria
- provide an update on the acquisition of additional technology for the entire school to support teaching and learning
- explain how teachers are using the recently adopted school-wide rubrics to ensure that all students have sufficient opportunity to practice and achieve the academic expectations in the mission

In addition to responding to the seven (7) recommendations highlighted in the Commission's February 19, 2008 and February 5, 2009 notification letters which are listed above, the report should provide detailed information on action taken to address the additional highlighted recommendations:

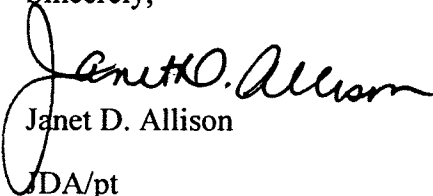
- provide an update on all plans to address facility concerns previously identified by the Commission, including but not limited to, the plans for soundproofing the art classroom under the gym through relocation of the art room
- report progress on the construction of four permanent classrooms which will eliminate the use of the portable classrooms
- submit an update on the plan to seek funding from the Maine Department of Education

School officials are reminded that all valid recommendations in the evaluation report should have been completed or be in final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports. The Commission requests that it be kept apprised of any substantive changes in the school no later than sixty (60) days following their occurrence. For your convenience we have enclosed a copy of the Substantive Change Policy. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

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

Sincerely,

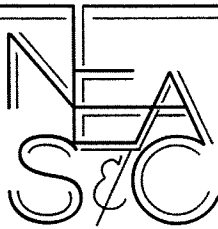


Janet D. Allison

JDA/pt

Enclosure

cc: Richard A. Green, Superintendent, Lisbon School Department
Prudence Grant, Chair, Lisbon School Committee
Victor D. Mercurio, Chair, Commission on Public Secondary Schools



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SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

(9/08)