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

Director

PAMELA GRAY-BENNETT, Ed.D.
direct line (781) 541-5425
pgraybennett@neasc.org

Deputy 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

Assistant to the Director

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

February 19, 2008

Kenneth Healey
Principal
Lisbon High School
591 Lisbon Road
Lisbon Falls, ME 04252

Dear Mr. Healey:

The Commission on Public Secondary Schools, at its January 13, 2008 meeting, voted to accept the Two-Year Progress Report of Lisbon High School and to continue the school's accreditation. While the Commission acknowledges that progress has been made as noted below, until all cited concerns have been satisfactorily resolved, the school remains on warning status for the Standards for Accreditation on School Resources for Learning and Community Resources for Learning.

The Commission first wished to commend the school on the following:

- the school district's aggressive pursuit of funding for a new or renovated high school
- the school's plan to submit a capital improvement application in the next round of state funding
- the steps taken to ensure the library is open throughout the school day as well as both before and after school
- the addition of new computers on carts and the repair of the gym bleachers
- the process developed for the regular review and revision of the mission, ensuring that parents, students and community members are involved in the final product
- the progress reported on the implementation of the curriculum development plan, including professional development provided
- the increase in formal and informal opportunities to integrate the curriculum

In light of the fact that state funding is not immediately forthcoming given the fact that the school is not high enough on the list of state funded projects and in light of the fact that renovation is not likely for another four years, the Commission requests that school officials submit a Special

Progress Report, due November 1, 2008, describing action taken to complete the highlighted recommendations which are listed below:

- submit an update on any increase in enrollment
- describe additional short term steps to address facilities deficiencies
- report progress on the plan and timeline to fully resolve all facilities concerns identified in the evaluation report, including any remaining inadequacies related to heating and air quality, inadequate access to technology, inadequate storage space, and the small cafeteria

In addition, the Special Progress Report should address the following:

- develop and submit performance indicators for how the school will assess school-wide achievement of the civic and social expectations in the mission
- provide examples of the school's use of the mission and expectations to make decisions related to procedures, policies and decisions and report examples of this use
- detail how teachers are using the newly developed school-wide rubrics to ensure that all students have regular opportunities to practice and achieve the academic expectations in the mission
- report how the school has increased time for teachers to collaborate around instruction and assessment practices
- confirm the approval of the teacher leadership positions that were previously funded by grants
- confirm the replacement of furniture for one classroom as well as any other improvements

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

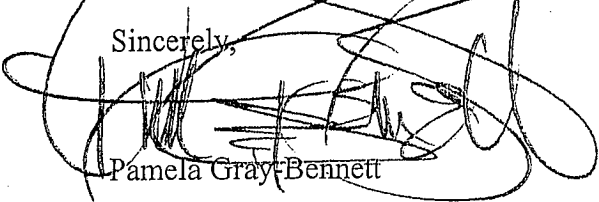
- develop and implement a protocol for teacher use when collaborating both within and across content areas for the purpose of improving teaching and learning
- report specific examples of teacher collaboration to improve instructional and assessment practices
- develop and implement a formal process to assess individual achievement of the academic expectations in the mission based on the use of school-wide rubrics
- develop 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

School officials are reminded that all valid recommendations in the evaluation report should have been completed or be in the 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 or probationary status for the school. The Commission requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy.

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The school's warning status will be reviewed when the Commission considers the Special Progress Report. Consistent with the Commission's follow-up procedures, the Special Progress Report should be signed by the principal and chair of the Follow-Up Committee and sent to the Commission office in duplicate by certified mail, return receipt requested.

Sincerely,



Pamela Gray-Bennett

PGB/pt
Enclosure

cc: Shannon Welsh, Superintendent, Union #30
Prudence Grant, Chair, Lisbon School Committee
Thomas R. Moore, 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
- 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

(8/06)