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

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CORRECTED
February 5, 2009

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

Dear Mr. Healey:

The Commission on Public Secondary Schools, at its January 25-26, 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 warning for the Standards for Accreditation on School Resources for Learning and Community Resources for Learning.

The Commission was pleased to learn of the following:

- the use of performance indicators to assess success in the school-wide achievement of the civic and social expectations in the mission
- the reduction of out-of-school suspensions
- the many examples of opportunities the school provides to ensure that the mission and expectations are used to make policy and procedural decisions
- the inclusive manner in which the school-wide rubrics were developed
- the creation of Professional Learning Communities, including the dedication of weekly time for teachers to collaborate on instruction and assessment practices
- the success achieved in the full implementation of teacher leaders
- the progress made in replacing classroom furniture and improvements to lighting and external doors

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. In addition to responding to the four (4) recommendations highlighted in the Commission's February 19, 2008 notification letter, the

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school's Five-Year Progress Report, due March 1, 2010, should provide detailed information on action taken to address the additional three (3) highlighted recommendations below:

- 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

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, a warning, 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. 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.

The Commission will review the school's accreditation status when it considers the Five-Year Progress Report. Consistent with the Commission's follow-up procedures, the 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.

Sincerely,



Pamela Gray-Bennett

PGB/pt
Enclosure

cc: Shannon Welsh, 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)