

APPENDIX

School and Community Summary

Bristol High School, located in Bristol, Maine, serves the communities of Bristol, Oyster Bay, and Rockport. Located equidistant from Portland and Augusta, the towns are traditional seacoast communities, with tourism and fishing as primary industries.

With a combined population of 17,230, the communities are economically, racially, culturally, and ethnically similar. No identifiable minority group comprises more than 0.7% of the population, and English is the primary language spoken by 99 percent of the student population; a few students have parents who speak Portuguese at home. Bristol has the slightly larger population with 7629, with Oyster Bay (5012) and Rockport (4589) somewhat smaller. The median family income is \$53,309 in Bristol, \$63,044 in Oyster Bay, and \$60,412 in Rockport.

The majority of the population in all three communities is employed in the fishing industry, tourism, services, trade, and government. In 2010, the unemployment rate was 3.9% for Bristol, 4.5% for Oyster Bay, and 3.8% for Rockport. In 2010, five percent of the school population lived below the low-income level. Seacoast College, also located in Bristol, is a major employer for all three towns. Rockport is also home to Genetics Corporation, a biotechnical research company, and Oyster Bay is home to two assisted living facilities. All three towns have experienced considerable growth in the past five years. While there has been a slight decline in the fishing industry, at the same time new housing starts, primarily due to the building of second/vacation homes, have increased.

In addition to Bristol High School with a population of 988, Littleneck Middle School includes 740 students, and three elementary schools, one located in each of the three communities, house 559, 341, and 287 students for a total of 2915 in the Barnacle Bay School District. Eighteen students (2%) attend non-public schools.

The Bristol School District is ranked in the lower 30 percent of school districts in the state in terms of per pupil expenditures and expended \$8443 per pupil compared to a state average expenditure of \$9022 per pupil in 2009-10 and \$8678 compared to a state average expenditure of \$9216 per pupil in 2009-10. In FY 2010 state, federal and other resources accounted for 62 percent of all funds received in the district, leaving 38 percent of funding to be obtained through local resources. Forty-seven percent of local property taxes are allocated to the public schools. Twelve students paid nonresident tuition fees of \$7500 each to attend Bristol High School in both 2009 and 2010.

Bristol High School includes students in grade 9 -12 with the total enrollment of 988 students divided between 490 males and 498 females. The school population has remained stable over the past ten years. The ethnic, racial, and cultural composition has remained constant with .43% (4) African-American students, .17% (2) Asian students, and 1.2% (10) Hispanic students during the 2010-11 school year. The average dropout rate for the past two years has been 2.15%, the average daily student attendance 96.7% and the average attendance rate among teachers 96.2%.

There are 62 teachers at Bristol High School, creating a ratio of 16:1. Individual teachers carry an average load of 80 students with an average class size of 19. In those classes required for graduation, the average class size is 22 students. Students attend school for 180 days and for a minimum of 975 hours.

All freshmen are placed in non-leveled teams concentrating on four core academic areas of English, mathematics, social studies, and science. Students in grades ten to twelve may select from three levels of college preparatory, honors or Advanced Placement (where offered). Sixty-seven percent of students are enrolled in honors classes, twenty percent in college preparatory courses, and twelve percent in Advanced Placement courses. Approximately seven percent of students receive special education services. All students are required to take four years of English, social studies, mathematics, and science, two years of health and physical education, one

fine/performing art course, with the remainder of students' programs filled from a variety of elective courses, including three world languages. Bristol High School offers a variety of co-curricular activities for its students in which over 93 percent of students every year participates in at least one co-curricular activity.

In the class of 2011, sixty-seven percent of graduates attended four-year colleges, with thirteen percent enrolling in two-year colleges, 4.3 percent enrolling in business and technical schools, eleven percent entering the workforce, and 4.4 percent entering the military. Graduates take advantage of the considerable educational opportunities available as they choose from such colleges and universities as Rockport College, Coastal College, Mystic River University, and Seacoast School of Design. Opportunities for adult continuing education are available at Bristol Adult Learning Center, Bristol Community College, and Salty Creek Regional Technical School.

Bristol High School has established partnerships with local businesses, including an annual Career Day program in which every tenth grade student spends a day at a local business in a job shadowing experience; numerous food drives and fundraising events for local charities; blood drives and walks for hunger; performances by music groups at hospitals and for the elderly. Juniors and seniors experience extended work experience through courses offered where students serve as interns at local businesses.

Bristol High School has also established effective partnerships with three of the local institutions of higher education. Juniors and seniors may enroll in one college course for credit each year at no cost to the student. Through grant monies the high school's guidance counselors and admissions office staff at Coastal College are working collaboratively to increase the number of students applying to colleges and universities. Over the past few years a significant number of intern teachers from Mystic River University have been working at the high school.

Students are recognized for their accomplishments through the superintendent's and principal's awards, given annually to students in each grade level; the Tri-Community Exchange Club which recognizes most improved students on a monthly basis; a First Honors Dinner, sponsored by PTA to recognize those students who have attained first honors for the four terms during the previous year. In addition, local newspapers sponsor academic and athletic achievement awards and speech contests in addition to many locally sponsored scholarships. Each spring the school honors students from all spectra in awards assemblies recognizing individual student achievement in academics, music, drama, athletics, and community service.

Statement of the School's Critical Strengths and Needs

Strengths

- ◆ The use of a collaborative and dynamic process to develop strong core values and beliefs about learning upon which future decisions can be made
- ◆ The development of assessment practices, including analytic rubrics for each of the school's 21st century learning expectations
- ◆ The clear alignment between the school's written curriculum and the taught curriculum
- ◆ The provision of adequate instructional materials, technology, and equipment to deliver a 21st century curriculum
- ◆ The development of professional learning communities for the purpose of examining student work
- ◆ The use of instructional strategies which integrate technology into teaching and learning
- ◆ The use of a range of assessment strategies, including formative and summative assessments, by many teachers
- ◆ The placement of all freshmen in team-taught, non-leveled core courses
- ◆ The formal, on-going advisory program developed for 9th and 10th grade students to personalize their learning
- ◆ The long-term maintenance and care of the building, resulting in a clean environment for students, staff, and visitors

Needs

- ◆ A process to ensure all teachers regularly use the school-wide analytic rubrics to assess relevant 21st century learning expectations
- ◆ Professional learning activities that support teachers in the development of essential questions to be included in curriculum documents and daily instruction
- ◆ More opportunities in every classroom for students to apply knowledge and skills to authentic tasks
- ◆ More opportunities, in as many courses as possible, for all students to be assessed with the school-wide analytic rubrics for each of the learning expectations
- ◆ An extension of our formal, on-going advisory program, already in place for grades 9 and 10, to students in grades 11 and 12
- ◆ A process to communicate individual achievement of the 21st century learning expectations to students and their families, based on the use of the school-wide analytic rubrics
- ◆ A process to provide information to families, especially those most in need, about available student support services

Two-Year and Five-Year Targeted Plans

Two-Year Targeted Areas:

- Use release time to develop a process that will help all teachers to regularly use the relevant school-wide rubrics in their classes with all students
- Provide professional development to assist teachers in using the analytic rubrics
- Complete the development of essential questions to be included in all curriculum documents for English, mathematics, foreign languages, health, and physical education
- Focus efforts on applying knowledge and skills to authentic tasks as instructional improvement goals for every teacher
- Review student work assessed by analytic rubrics on student achievement of each of the learning expectations
- Provide students and families with a report of individual student achievement on each of the learning expectations
- Extend the formal advisory program to grade 11 and 12
- Improve our efforts to provide information about student support services to families who are most in need

Five-Year Targeted Areas:

- Evaluate the advisory program and update the curriculum for it
- Complete the development of essential questions to be included in all curriculum documents for social studies, science, art, music and performing arts, and all other electives
- Provide training, if needed, on assisting teacher to apply knowledge and skills to authentic tasks
- Provide students and families at least twice yearly with a report of individual student achievement on each of the learning expectations
- Share with the school community aggregate achievement by the school on the learning expectations

Visiting Committee Work Schedule*

Sunday Schedule

9:00 a.m. - 9:30 a.m.	Arrival and check-in at hotel
9:30 a.m.	Team introductions in hotel workroom
10:00 a.m. – 12:45 p.m.	Orientation meeting (working lunch served at 11:30 a.m.) <ul style="list-style-type: none"> • orientation to the visiting team process • review of expectations of team members • review of schedules
1:00 p.m. – 2:05 p.m.	Panel Presentation at school with time for questions by visiting team members <ul style="list-style-type: none"> • panel members: building administrators, teachers, and students • panel topics (10 minutes each): <ol style="list-style-type: none"> 1. Focus of the school’s core values, beliefs, and learning expectations 2. School and Community Summary – review of key data and information 3. Issues and challenges facing the school based on its core values, beliefs about learning, and learning expectations 4. Statement of Critical Strengths and Needs 5. Elements of Two-Year and Five-Year Plans 6. Review of how the school measures achievement of its learning expectations 7. Questions and answers
2:15 p.m. – 3:00 p.m.	Concurrent meetings (45 minutes) <ul style="list-style-type: none"> • school Board (with chair and six team members) • parents (with assistant chair and remaining team members)
3:10 p.m. – 4:10 p.m.	Teacher Interviews <ul style="list-style-type: none"> • all team members interview two teachers for 30 minutes each to discuss student work and assessment of student learning
4:15 p.m. – 5:15 p.m.	Welcoming reception at the school
6:00 p.m. – 6:45 p.m.	Dinner at the hotel
7:00 p.m. – 9:15 p.m.	Team meeting <ul style="list-style-type: none"> • examine school’s 21st century learning expectations • examine collected examples of student work from evidence boxes (minimum of 60 minutes) • draw initial working conclusions about student assessment • each team member frames question(s) from any of the seven Standards for further examination or focus • provide training on gathering evidence and drawing conclusions using a consensus model

* This sample is intended to provide a general idea of the visiting committee’s schedule. The chair will likely make adjustments to the schedule.

Monday Schedule

6:15 a.m.	Breakfast at the hotel
7:00 a.m.	Depart for the school
7:15 a.m. – 7:30 a.m.	Team organizational meeting (school workroom)
7:30 a.m. – 8:15 a.m.	<p>Concurrent School Tours</p> <ol style="list-style-type: none"> 1. Infrastructure tour – led by building and grounds supervisor/staff for two team members on the Standard on Community Resources for Learning 2. General facility tour – led by students for all remaining team members
8:15 a.m. – 9:15 a.m.	<p>Visiting Committee Work Time</p> <ul style="list-style-type: none"> • small group meetings for some team members with department representatives
9:30 a.m. – 11:00 a.m.	<p>Small group meetings for some team members</p> <p>First session (9:30 – 10:15)</p> <ol style="list-style-type: none"> 1. Central Office Staff – superintendent and assistant, business manager, special services director, other central office personnel 2. Students 3. Teachers <p>Second session (10:15 – 11:00)</p> <ol style="list-style-type: none"> 1. District Administration – meeting with administration of district sending schools, including elementary and vocational schools, and curriculum coordinators to discuss curriculum coordination 2. Support Services – meeting with building and grounds supervisor, food services director 3. Library/Media/Information Resources personnel
9:30 a.m. – 12:00 p.m.	Student Shadowing by some team members (refer to schedule for specific shadowing assignments)
11:30 a.m. – 12:30 p.m.	Staggered lunches to meet school lunch schedule
12:00 p.m. – 2:30 p.m.	Student Shadowing by some team members (refer to schedule for specific shadowing assignments)
12:30 p.m. – 1:15 p.m.	<p>Small group meetings for some team members</p> <ol style="list-style-type: none"> 1. Support Services – meeting with school guidance directors, nurse, special services coordinator 2. Students 3. Teachers 4. Department representatives
2:45 p.m. – 3:45 p.m.	<p>Standards for Accreditation subcommittee meetings</p> <ul style="list-style-type: none"> • Core Values, Beliefs, and Learning Expectations • Curriculum • Instruction • Assessment of and for Student Learning • School Culture and Leadership • School Resources for Learning • Community Resources for Learning

3:45 p.m. – 4:30 p.m.	<p>Concurrent meetings</p> <ol style="list-style-type: none"> 1. Meeting with School Leadership Team members (administration, school department coordinators, athletic director, building and grounds supervisor) to discuss: <ul style="list-style-type: none"> • governing structure of the school district • professional development support • school organization and leadership • contract/union relationship – formal mechanisms for communication 2. Meeting between parents and Assistant Chair and at least one team member from each Standard (optional)
4:45 p.m. – 5:45 p.m.	Committee discussion and debriefing in workroom or return to hotel
5:45 p.m.	Return to the hotel
6:00 p.m. – 7:00 p.m.	Dinner at the hotel
7:30 p.m. – 10:00 p.m.	<p>Visiting committee meeting in hotel workroom</p> <ul style="list-style-type: none"> • team members review and articulate working conclusions for each Standard for Accreditation • discuss observations relating to shadowing and Curriculum, Instruction, and Assessment

Tuesday Schedule

6:15 a.m.	Breakfast at hotel
7:00 a.m.	Depart for school
7:15 a.m. – 7:45 a.m.	Team organizational meeting (school workroom)
8:15 a.m. – 11:00 a.m.	Student Shadowing by some team members (refer to schedule for specific shadowing assignments)
8:15 a.m. – 11:30 a.m.	<p>Visiting committee work time</p> <ul style="list-style-type: none"> • continue individually scheduled appointments and meetings to complete investigation and gather evidence to support conclusions • complete written conclusions for afternoon reports <p>Small group meeting for some team members with support staff (8:15 – 9:00)</p>
11:30 a.m. – 12:30 p.m.	Staggered lunches to meet school lunch schedule
12:30 p.m. – 1:00 p.m.	<p>Visiting team meeting</p> <p>Discussion: Overview of school mission and teaching and learning</p> <ul style="list-style-type: none"> • Is the school driven by a common set of core values and beliefs about learning? • Is the focus of the school on teaching and learning? • Is there an emphasis on 21st century learning expectations?
1:30 p.m.	<p>Visiting team meeting</p> <p><i>Presentation of report</i></p> <ul style="list-style-type: none"> • School Resources for Learning
2:30 p.m.	<p>Visiting team meeting</p> <p><i>Presentation of report</i></p> <ul style="list-style-type: none"> • Community Resources for Learning
4:00 p.m.	Depart for hotel
6:00 p.m. – 7:00 p.m.	Dinner at the hotel

7:00 p.m. – 10:00 p.m.	Visiting team meeting <i>Presentation of Reports</i> <ul style="list-style-type: none"> • School Culture and Leadership • Assessment of and for Student Learning Work time
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Wednesday Schedule

6:15 a.m.	Breakfast at the hotel and checkout
7:15 a.m.	Depart for school
7:30 a.m.	Team organizational meeting in school workroom
9:00 a.m.	Visiting team meeting <i>Presentation of report</i> <ul style="list-style-type: none"> • Instruction
10:00 a.m.	Visiting team meeting <i>Presentation of report</i> <ul style="list-style-type: none"> • Curriculum
11:00 a.m.	Visiting team meeting <i>Presentation of report</i> <ul style="list-style-type: none"> ▪ Core Values, Beliefs, and Learning Expectations
12:00 p.m.	Working lunch
12:45 p.m.	Visiting team meeting continues <ul style="list-style-type: none"> • vote on ratings of Standards • vote on accreditation <u>recommendation</u> • complete forms and questionnaires • return forms and documents
2:30 p.m.	Closing remarks to school community by Visiting Team Chair with team in attendance

Visiting Team Shadowing Schedule

Monday	
9:15 a.m. – 12:00 p.m.	Student Shadowing by team members 8, 9, 10, 11, 12
12:00 p.m. – 2:30 p.m.	Student Shadowing by team members 1, 2, 3, 4, 6, and chair or assistant
Tuesday	
8:15 a.m. – 11:00 a.m.	Student Shadowing by team members 5 and 7 , 13 and chair or assistant

Chair and Assistant Chair choose the blocks of time in which they shadow students

News Release - Selection of Steering Committee Members

_____ SCHOOL
NAMES STEERING COMMITTEE FOR NEASC ACCREDITATION

FOR IMMEDIATE RELEASE

Principal _____ of _____ School today announced the names of Steering Committee members who will direct the school's efforts during its self-study and the accreditation by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges. The Committee will be chaired/co-chaired by _____ who is/are _____ (Title).

The other members of the Committee are:

NEASC membership requires that a school undergo a self-study and formal evaluation at least once every ten years. The Steering Committee's responsibilities will include coordinating a schedule of events for the school's self-study, collecting reports from various subcommittees, and making necessary preparations for the evaluation committee's visit.

According to (Steering Committee chair/co-chair), "The self-study will include the completion of a comprehensive assessment of teaching and learning and the support of teaching and learning. The focus of the evaluation visit will be to determine the extent to which our programs and services carry out the school's core values and beliefs about student learning for student and meet the Commission's Standards for Accreditation."

Select one of the two paragraphs which follow:

1. This is the initial NEASC accreditation for _____ School. The Commission's visiting committee is scheduled to conduct the accreditation in _____, 2012.

(OR)

2. _____ School was last accredited in 20__ and has maintained continued accreditation since it was awarded NEASC membership in 19__. The next accreditation by a Commission visiting committee will be conducted in _____, 2012.

The New England Association of Schools and Colleges is a voluntary membership organization of more than 2000 public schools, colleges and universities, independent schools, and vocational, technical, and career institutions. Of these, approximately 650 schools have been accredited through the Association's Commission on Public Secondary Schools. The Commission works with individual institutions to improve the quality of education at all levels through a continuous process of evaluation and accreditation.



For more information contact:

Person: _____
School: _____
City/State/Zip: _____
Telephone: _____
Date: _____

News Release

Seeking Community Participation During Self-Study

**COMMUNITY RESIDENTS INVITED
TO PARTICIPATE IN ACCREDITATION OF
_____ SCHOOL**

FOR IMMEDIATE RELEASE

Principal _____ of _____ School has invited parents of school children and other interested community residents to assist in a self-study which is currently being conducted by the school professional staff.

The self-study is a significant component in the evaluation process of the Commission on Public Secondary Schools for the accreditation of _____ School by the New England Association of Schools and Colleges.

(Principal) _____ noted that all aspects of the school will be evaluated during the self-study. Volunteers are most urgently needed, however, to serve on committees which will evaluate the areas of Core Values, Beliefs, and Learning Expectations; Curriculum; Instruction; Assessment of and for Student Learning; School Culture and Leadership; School Resources for Learning; and Community Resources for Learning. *(Note: School officials should adjust the list to reflect the specific committees that will need volunteers.)*

The New England Association of Schools and Colleges is a voluntary membership organization of more than 2000 public schools, colleges and universities, independent schools, and vocational/technical and career institutions. Approximately 650 public schools throughout New England are currently accredited through the Association's Commission on Public Secondary Schools. The Commission works with individual schools to improve the quality of their programs at all levels through a process of self-study, evaluation, and follow-up activities.

Anyone interested in volunteering time or in learning more about the self-study should contact _____, who is coordinating the evaluation process at the school. He/she may be reached at _____ during school hours.



For more information contact:

Person: _____

School: _____

City/State/Zip: _____

Telephone: _____

Date: _____

News Release

Staff Visit from the Commission on Public Secondary Schools

_____ SCHOOL
TO SEEK NEASC ACCREDITATION

FOR IMMEDIATE RELEASE

_____ (School) _____'s faculty members met on _____ (Day) _____, _____ to listen to strategies on preparing for the school's self-study offered by a staff member from the New England Association of Schools and Colleges.

_____ (Name) _____, _____ (Title) _____, for the Association's Commission on Public Secondary Schools, provided the faculty with an overall picture of the Commission's accreditation procedures and Standards for Accreditation during the hour-long session.

_____ noted that the New England Association is a voluntary accrediting agency of more than 2000 public and independent schools, colleges and universities, and vocational, technical, and career institutions. Of these, approximately 650 schools have been accredited through the Association's Commission on Public Secondary Schools. The Commission works with individual schools to improve the quality of education through a continuous process of evaluation and accreditation.

Principal/Headmaster _____ said, "To become a member of NEASC, a school must meet the Commission's Standards for Accreditation. The purpose of the _____ month self-study is to provide an opportunity for our professional staff to review all our educational programs, processes, systems, and practices to determine the degree to which our school meets those rigorous Standards. The Standards were established to ensure that the necessary ingredients for effective education exist within the school."

_____ also noted that, "While accreditation by the Association does not imply perfection, it does ensure that the school has the resources, leadership, and organization necessary to support the ongoing improvement required of all schools."

One of the major requirements for NEASC membership is that the entire school be evaluated following the extensive self-study by the professional staff. This evaluation is conducted by a visiting committee of professional educators, sent by the Commission, who review all materials prepared by the faculty in the self-assessment, visit classes, and talk with students, teachers, administrators, parents, and community members during their four-day visit to the school.

_____ School has been scheduled for a visit by the evaluation team on _____, 2012.

The New England Association of Schools and Colleges, founded in 1885, is the oldest accrediting agency in the country and is recognized by the U.S. Department of Education as the sole agency to award accreditation to elementary schools, middle schools, and high schools in New England.



For more information contact:

Person: _____
School: _____
City/State/Zip: _____
Telephone: _____
Date: _____

News Release - The Visit by the Committee from the Commission on Public Secondary Schools

FOR IMMEDIATE RELEASE

_____(Number)_____ educators will make an on-site evaluation of _____ School on _____ through _____. Principal/Headmaster _____ announced today. The evaluation visit will be conducted under the direction of the Commission on Public Secondary Schools of the New England Association of Schools and Colleges. The visiting committee will be chaired by _____, _____(Title)_____, _____(Institution)_____. Dr./Mr./Mrs./Ms. _____ has had extensive experience in the Association's evaluation process.

Principal/Headmaster _____ said, "The purpose of this evaluation visit is to review and determine from an outside professional viewpoint the extent to which the school is meeting the Standards for Accreditation. As part of the evaluation, the visiting committee will meet with all school constituents, review the school's self-study, visit a number of classes, and examine examples of student work submitted by the school. During the comprehensive self-study, the faculty attempted to identify the school's strengths and determined those areas in which changes would be beneficial."

The chair of the visiting committee, _____, said, "Our purpose in visiting _____ School is not to criticize it but to assist the faculty in its pursuit of quality education for its students."

Principal/Headmaster _____ pointed out, "The members of the visiting committee are contributing their services to the school. This spirit of professional cooperation is one of the noted features of the New England Association. The goal of an evaluation visit is to stimulate a continuing drive for improvement in the school."

The members of the visiting committee are teachers and administrators from a variety of schools in the _____ (State) _____ area.

The New England Association of Schools and Colleges is a voluntary membership organization of more than 2000 public schools, colleges and universities, independent schools, and vocational, technical, and career institutions. Of these, over 650 secondary schools have been accredited through the Association's Commission on Public Secondary Schools. The Commission works with individual public schools to improve the quality of education through a continuous process of accreditation and evaluation.



For more information contact:

Person: _____

School: _____

City/State/Zip: _____

Telephone: _____

Date: _____

News Release – The Accreditation Decision

COMMISSION ON PUBLIC SECONDARY SCHOOLS MAKES ACCREDITATION DECISION

FOR IMMEDIATE RELEASE

Officials of _____ School were notified today that the Commission on Public Secondary Schools of the New England Association of Schools and Colleges has recommended that the school receive (continued/initial) accreditation in the Association. The Commission's decision was based upon review of an evaluation report prepared by a visiting committee in ____ (month).

_____, principal of _____ School, stated: "We feel that the Commission's decision confirms the results of the extensive self-study which our faculty and administration conducted for ___ months. We are convinced that the findings of our self-study, coupled with recommendations of the Commission's visiting committee, will assist us in developing priorities for further improvements in the school.

"The Commission requires that accredited schools submit progress reports following the evaluation to indicate the changes we've made to improve our school. In anticipation of these progress reports, the professional staff and administration will immediately undertake a follow-up program to review the self-study findings and the visiting committee report to establish the order in which recommendations will be carried out."

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For more information contact:

Person: _____

School: _____

City/State/Zip: _____

Telephone: _____

Date: _____

5. What provisions were made for faculty members to work on the self-study? Please include approximate time for a – f.

- a. department/faculty meetings _____
- b. early dismissal of students _____
- c. other released time periods _____
- d. in-service work time _____
- e. after school meetings _____
- f. other (please list) _____

The Commission on Public Secondary Schools invites you to share your perceptions of the work of the visiting committee, the effectiveness of the chair and assistant chair, the helpfulness of the discussion of the draft report, and your reaction to the evaluation report. Write your comments below or on attached sheets.

Should you wish to communicate comments or perceptions to be shared with the Commission at the time that the evaluation report is considered, please feel free to do so in writing and/or contact me at the Commission office.

Please return the completed form to:

Janet D. Allison, Director
Commission on Public Secondary Schools
New England Association of Schools and Colleges, Inc.
209 Burlington Road, Suite 201
Bedford, MA 01730-1433
Tel. (781) 541-5418/FAX (781) 271-0950

Principal _____ Date _____

School _____ Location _____

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Commission on Public Secondary Schools

Public Disclosure Form

To the Principal:

It is the policy of the Commission on Public Secondary Schools that the report of the visiting committee should reach all persons concerned with the maintenance of high standards in the school. Toward that end the Commission's Policy on the Distribution, Use, and Scope of the Evaluation Report reads as follows:

The evaluation report is a privileged document submitted by the Commission on Public Secondary Schools to the principal of the school and by the school to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final evaluation report must be released in its entirety within sixty days (60) of its receipt to the superintendent, school board, school staff, each member of the visiting committee, public library or town hall, and the appropriate news media.

The visiting committee assessed the quality of teaching and learning in terms of the school's stated mission and the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member, but rather a professional appraisal of the school's adherence to the Standards.

In order to ensure full compliance, as required by the distribution policy stated above, please complete this required form which will be kept in the school's file. Indicate below that copies have been released in their entirety to:

- 1. The Superintendent of Schools Yes _____ No _____
- 2. Members of the School Board Yes _____ No _____
- 3. Members of the Professional Staff Yes _____ No _____
- 4. Members of the Visiting Committee Yes _____ No _____
- 5. Town Hall or Town Library Yes _____ No _____
If Town Library (name) _____
- 6. District/School Website Yes _____ No _____
Website Address _____

(OVER)

7. Local News Media

Yes _____ No _____

Names of Local Media:

Other Interested Persons:

COMMENTS

To what extent has the report been publicized in the community?

What has been the general reaction to the report?

School _____ Date of Evaluation _____

City/Town _____ State _____

Principal _____ Date _____

Please return the completed form to:

Janet D. Allison, Director
Commission on Public Secondary Schools
New England Association of Schools and Colleges, Inc.
209 Burlington Road, Suite 201
Bedford, MA 01730-1433
Tel. (781) 541-5418/FAX (781) 271-0950

New England Association of Schools & Colleges

Commission on Public Secondary Schools

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