



Support Standard
**Community Resources
for Learning**

Narrative

The community and the district's governing body provide inconsistent but adequate funding for a wide range of school programs and services, sufficient professional and support staff, on-going professional development and curriculum revision, a full-range of technology support, sufficient equipment, and sufficient instructional materials and supplies. The economic recession has had a prolonged and negative impact upon the funding for the district. An additional factor affecting the district and the school budget has been the State mandate to consolidate which has required things such as contract mergers and equity in pay adjustments for the district. Over the last four years, the budget process for the district has experienced severe difficulties and is just now recovering from a fairly strained relationship between the voters of the three towns and the school district.

The budget development process for the district begins six months prior to the Validation Referendum held in each town in June. Town representation on the district Budget Committee is solicited in December and requests for budget needs and programs are received from the schools and program administrators at this time. In January a review of system needs begins, and school and program administrators offer explanations for cost centers by February. The Budget Committee and School Board define bottom line figures and the changes needed to meet those figures in April. At this time, the public meetings are initiated by the School Board to share information and ideas with the community members of the towns. In May, the School Budget Committee holds a district-wide meeting to finalize feedback from the community and this leads to the final vote in June. The process of passing the FY12 budget proved particularly difficult requiring four separate community votes before the budget was finally passed. Upon the departure of the superintendent and business manager in April 2012, the FY13 budget process proceeded smoothly without repeated demands from the towns for additional cuts in the school budget. The overall budget trend for FY09 to FY13 shows a dramatic decline of 15.386% with an overall budget decrease in the SHS

allotment of \$588,741 (11.91%). In FY11, all teachers, staff, and administration took four furlough days as a result of a state budget curtailment. The budget decrease for the high school for the three year period of FY09, 10, 11 was 15%. This included a decrease in staffing at SHS of 22 individuals during this period. FY12 and FY13 have shown slight budget increases for SHS of 1.734% and 2.706% respectively. Amounts budgeted for professional development have declined overall and those budget lines have been inconsistently funded. For example from FY11 to FY12, the budgeted amounts went from \$32,198 to \$29,617 as a result of the conflict over the budget that required 4 community votes. The budgeted amount for FY13 is \$42,844 restores the professional development lines and increases the availability for teacher tuition for graduate courses. The unpredictability of the budgeted amounts makes planning for professional development tricky at best. Curriculum revisions at the district-wide level have not been made, with the exception of Science, Wellness, and Library Sciences, since 2004 due to a series of personnel turnovers at Central Office and budgetary issues.

The overall budget trend for the Sample High School budget lines in FY09 to FY13 shows an acute decline of 11.91%. This decline has affected SHS students in a number of ways. World Language at SHS began with four options in 1999 when the school opened. Since then the American Sign Language and Japanese online offerings were cut to reschedule the teachers of these courses in other assignments. Beginning in 2010, budget cuts have resulted in the loss of Latin and French classes, leaving Spanish as the only remaining World Language in-class option for students to meet their two credit graduation requirement. Several students are pursuing online options to extend their World Language education. Budget cuts also resulted in the elimination of the Middle School World Language program, thus impacting student access to this education program. Another difficult program cut K-12 fell in the music program and with the realignment K-12 SHS lost ½ a teaching position for music. SHS does not offer upper level technology classes at SHS so students wishing to advance in these areas enroll in courses at the Lewiston Regional Technical Center. LRTC offers computer networking, computer repair, multimedia, and engineering design technology. The Wellness Program lacks support for equipment as the budget cuts have removed the requested \$11,000 each of the last 2 years. Students are required to complete Wellness 1, 2, and 3 to graduate. Yet current equipment requests for stationary bikes and treadmills to replace old or unusable items have gone unfunded. The Wellness program is dependent on donated equipment to meet the cardiovascular equipment needs of

the student body enrolled in the required courses. Library funding is inadequate as online databases are not funded from separate budget accounts. Online databases are included in the book account which diminishes the monies available for book purchases. Learning Area supplies funds vary with some learning areas experiencing decreases and other learning areas having had increases. Overall, FY11 to FY13 there has been a decrease from \$99,774 to \$84,249, a decrease in excess of 15% in the Instructional Materials & Supplies budget lines. This decrease in budgeted amounts results in a deeper cut for teachers and students. Since 2010, student athletes at SHS have had to pay a participation fee in order to be a part of a school supported team. The cost of this participation fee is \$25/sport, with free and reduced lunch students' fee waived. To assist families with multiple children, a 2-child per season fee or a 5-sports per year fee cap is in place. Ice hockey participants pay \$500 to participate on a combined 2 school team with another school. The current fiscal climate has forced reliance on the participation fee system to fund supplies and capital improvements such as the gym public announcement system and outdoor track resurfacing costs.

Technology support has been affected as well by the budget decreases. From September 1999 through June 2009 there was a full time SHS technology coordinator and one full time technology support technician providing technical support to the approximately 765 users in the 7-12 building. This included servicing laptops for students and staff along with other IT related tasks. In most cases walk-in service was provided to students and staff immediately. In July 2009, the SHS building technology coordinator took on the job of District Technology Coordinator, and no additional technician was added, resulting in reduced technical support time at the high school. The additional workload of providing oversight and IT management to five schools, Adult Education, and Central Office directly impacts the level of service available to high school students and staff. We now have one technician mostly dedicated to the 7-12 building and about half of the Technology Coordinator's time. The addition of approximately 100 middle school students and eight staff during middle school consolidation in 2009-2010 only added to the problem. Currently, the technology staff of two must provide support for over 930 laptops, iPads, and desktop units in the building. According to the District Technology Coordinator, the result of the decrease in staffing means students and teachers often have a longer wait for support or repairs and 50% of the time walk-in service cannot be provided. Rather, students and staff have to leave their computer in the IT office until the technology staff can

look at it. The loss of the technology staff's ability to provide walk-in service sometimes means the loss of teachable moments to students and staff. Students are impacted in a variety of ways due to the increased duties of the District Technology Coordinator. Lack of access to computers for students affects their academics in every course from class work to homework assignments. All teachers at SHS have integrated technology into the daily lives of their classrooms. In addition to the District Technology Coordinator's increased duties throughout the district, in 2010-2011, one of the district technology technician positions was cut resulting in additional increased workload for the coordinator (a salary position with no overtime pay) and the high school technician.

SHS is involved in a program that provides one-to-one computers for students and teachers. A user fee of \$30/student is charged for students to have a device and this is a consistent procedure in many schools. Reduced lunch students pay \$25 and free lunch students pay \$20. Should damage occur to a student laptop due to negligence, a fee, capped at \$100, is assessed. The damage assessment in no way meets the amount charged to repair the computers which is funded through the user fee pool. Thus a deficit is constantly a fiscal reality. There are a limited amount of loaner or spare laptops. Occasionally there are times when a student will go without a laptop for up to 1-2 weeks when a computer has to be sent out for repair. Additionally, when a student presents a school-issued laptop with physical damage as a result of negligence, students often go without access to a laptop until a down payment has been made on a portion of the repair bill. SHS has taken on the Technology Challenge and is committed to making sure students are able to use technology as a learning tool and anything that impacts the ability to access the computer and the internet magnifies the negative effects on learning.

The school develops and plans annually, but the school committee inconsistently funds, programs to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment, and yet on a daily basis the custodial staff provides an exceptionally high level of cleanliness for our buildings and campus. These programs are effectively coordinated and supervised by the SHS Maintenance Director in ongoing communication and collaboration with the principal. The SHS Maintenance Director meets on a weekly basis with the principal and also meets as needed with the Superintendent to review the scheduled maintenance and repair orders to be completed. All requests for needed repairs are submitted electronically by teachers and staff and work orders are then submitted electronically by the high school's Maintenance Director with input from the principal which has improved the timeliness of all maintenance work orders and repairs. The

director of maintenance creates the schedules for the high school's custodial staff and is responsible for training and management of the high school custodial staff. All staff receive extensive OSHA-approved safety training on an annual basis. Custodial and maintenance personnel hired during the school year attend an off-site training program sponsored by OSHA to ensure the well-being of all maintenance and custodial personnel. The director of maintenance is also responsible for purchasing supplies and equipment and creating the budget for the SHS and Middle School facility. The Maintenance Director has direct input into the development of the budget in several meetings. The superintendent and assistant superintendent hired in 2013 have responsibility for the district's business operations. All major facilities equipment is maintained and replaced based on a formal repair/replacement plan developed by the director of maintenance. Equipment such as the elevator, the original (1999) oil fueled boilers, the new (2011) biomass boiler, large food service machinery, and the air-exchange equipment are maintained on an annual basis and inspected as required by local or state agencies. Cleaning equipment and outside maintenance machinery are also cleaned and maintained on a regular schedule. The recently created capital improvement budget lines provide some monies to update/replace equipment on a regular basis. This new capital improvements budget is appropriated on an as-needed basis for the entire district. Because the newly created capital improvement budget practice has just begun, emergency situations with limited monies to replace essential equipment still exist and occur. For example, in the Fall of 2012, the unplanned replacement of the waste water pumping system at Elm Street School cost the district \$10,000 that had not been budgeted. This reduced the amount of money in the capital improvement budget resulting in less money for the high school and other buildings. All major school facilities equipment is inventoried and catalogued by the SHS maintenance director. Individual teachers are responsible for informing the Maintenance Director of any classroom or departmental concerns. These reports are submitted electronically and concerns are addressed in a timely manner. The individual departments are responsible for cataloging their own equipment. Classroom and cafeteria furniture are also replaced on an annual basis as part of the director of maintenance's plan. The custodial staff at SHS/SMS is comprised of eight full-time personnel. Two of the four full-time day staff (6:00am - 2:30pm) are responsible for the regular upkeep of the grounds, including all of the athletic fields. During the winter months, these same two maintenance employees assist with snow removal from the parking lots,

driveways and sidewalks, and then support with indoor maintenance tasks during good winter weather. One other daytime custodian works during the school day from 7:00 am to 3:30 pm, mainly in the cafeteria and kitchen areas. The other daytime maintenance staff person is the SHS Maintenance Director. The four remaining custodians work a blend of both second and third shifts. The final evening custodian leaves at 5:30 a.m. This provides almost 24 hour coverage of the building during the regular work week.

The maintenance budget has been inconsistent and less than adequate to ensure necessary salaries, supplies, and equipment needed to maintain the facility. Currently every major piece of operational equipment for SHS is 13 years old, and has not been replaced since the founding of the school in 1999. Examples of equipment that need repairs or replacement include two HVACs, seven rooftop heating units, and 4 collapsible wall units in 4 double classrooms. The biomass boiler, added in 2011, was obtained through a grant and replaced the second boiler for the school that had been condemned when it failed to meet state inspection. From FY09 to FY13 two custodial/ maintenance positions have been cut from the budget. Since June 2010, the district no longer funds a weekend custodial position, which is necessary to accommodate co-curricular programming. Currently the maintenance director, a salaried employee who cannot earn overtime, responds to these needs.

The District Technology Coordinator maintains an inventory of all computer equipment. All equipment is replaced every four years. This ensures students and staff have current technology.

The school has not developed a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. Currently, the district does not have a long-range, five-year strategic plan. The district has employed a firm to help develop a strategic vision and a five-year plan for upcoming years. By the time of the NEASC visit in November 2013, the district should have this five-year plan completed as a guide for fiscal planning and educational policy. The high school administration develops long-range plans in a number of different ways. The principal reviews the district enrollment numbers every fall to get a sense of student numbers and staffing needs for the next year. The district enrollment has been very steady for the past four

years and remains so now. SHS also begins the process of planning for the 8th grade transition to 9th grade during the fall of the students' 8th grade year. The special education population in particular is reviewed to ensure that the high school programs are prepared to meet the needs of the incoming students. SHS is also beginning the process of adopting the Common Core ELA and Math standards and are planning for curriculum and materials changes that need to occur. SHS does an annual review of our RTI program, adjusting our current interventions and setting goals for new ones. Since the massive lay-offs in 08-09 and 09-10, the programs offered and levels of staffing have remained constant and unchanged. The current District Technology Plan (2010-2013) expires in June 2013. After the first of the year SHS will reconvene a district technology committee to review and update the plan.

Faculty and building administrators are actively involved in the development and implementation of the budget. The budget process begins in early January with the principal collecting Budget Request Forms from the Learning Area Coordinators. The Learning Area Coordinators have met with their respective groups to discuss needs and wants within the Learning Area. The principal then uses these requests to develop budget lines for educational supplies, textbooks, and equipment budgets. The high school budget is then brought to the district administrative team to develop the overall budget. As the need for budget cuts becomes clearly defined, the principal makes decisions, often with input from Learning Area Coordinators, where money can be trimmed to meet expectations of the Budget Committee and School Committee. After the district budget is passed, building learning area coordinators are responsible for the management of purchase orders and allocation of funds. Purchase orders need to be approved through building administrators and the finance office. It will be used to enhance or improve student learning. This includes requests for hardware, software and supplies. The technology coordinator puts all the budget requests together and presents the proposed budget to the principal and superintendent. They review the budget, ask any clarifying questions and compile it with the overall budget for the district. The proposed budget is processed and reviewed by the district administrative team and any cuts or additions are made. It is then presented to the budget committee for review. The budget committee consists of the School Committee and town council members, along with members of the community.

At this presentation the technology coordinator explains the technology budget in its entirety and answers any clarifying questions. This committee may request that the superintendent make cuts to the overall school district budget, which may result in a portion of the technology budget being reduced. The final technology budget is presented, as part of the overall budget, to the school committee who votes to support it. It then goes to the voters in the community.

The school site and plant support the delivery of high quality school programs and services with the challenges of sharing space with the Middle School.

Because SHS is still a fairly new building and it employs custodial and maintenance staff that take pride in their jobs, the building and grounds get numerous compliments from parents and visitors each year. The NEASC survey administered through Endicott College shows that almost 89% of the Sample High School staff responded positively that the school site and plant support the delivery of high quality school programs and services. Almost 90% of SHS parents feel that the school's physical plant is conducive to education. One ongoing challenge for the delivery of high quality school programs and services is a decline in available spaces. In 2009-10, the district consolidated its 3 middle schools, housing them collectively in the wing of the Middle School and 2 portables. Sample Middle School is connected to SHS, and this move required using additional classroom space from the high school facility as well as the use of 3 office spaces. Average class sizes in SHS courses required for graduation is 20.1 students. The expansion of services and programs for students, such as Advisory, School-to-Work, the Learning Lab and the Learning Center have resulted in a decrease in spaces available for meetings with parents, testing for students, and pull-out space for co-taught classes. School psychologists and outside service providers also have to scramble to locate space to test or work with students.

The school adequately maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. In December of 2012, the State Municipal Association visited with the school maintenance director. A list of protocols to be followed for building maintenance was developed including procedures for cleaning major equipment such as the wood boiler in our facility. The science facilities are in full compliance with federal and state laws. An audit was performed by the School Facilities Management System department of the Department of Education in May of 2011. This provided a building assessment that developed a priority list of maintenance work for every building in the district. Records of

compliance with state regulations are kept in a variety of locations. These include Central Office, the Maintenance Director's office, and in the main office of the school. For example, bloodborne pathogens compliance information is kept in the nurse's office and Central Office.

All professional staff are fully committed to actively engaging parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school. SHS requires every student to complete seven student-led conferences over their four years. The expectation is that the student discuss his or her learning with a parent or guardian and the advisor; this happens twice a year, except for senior year which has only one conference. These meetings consistently have an attendance rate of over 99%. The current Easy Grade Pro (EGP) program allows teachers to directly email grade reports to parents and students. Progress reports are sent to students and parents 3 times per semester through the school's Infinite Campus reporting system. Teachers can send grade reports on assignments and standards anytime they choose to or upon request of a parent or student. Teachers reach out to parents through email, phone or mail on a regular basis. Through the Infinite Campus program, parent emails and phone numbers are collected and can be accessed. The vast majority of students and parents receive grade reports, the monthly newsletter, and other information electronically. Those parents without email addresses are mailed grades, reports, and newsletters. Events at the school are advertised in a variety of ways such as the district website, the SHS marquee sign, local cable station, postcards, through Adult Ed, and tweeting. SHS uses a grade 9-10 literacy coach and a 11-12 academic coach to connect quickly with students who are struggling academically and to establish contact with the teachers and parents of those students involved. School counselors and advisors are the go-to people who set up parent/student meetings to address pressing issues. Parents are informed of extra help offered to struggling students through Lunch Bunch work time, after-school standards recovery, and make up work time on ½-day teacher workshops. The NEASC Survey administered through Endicott College reveals 74.5% of parents believe that the professional staff actively engage families as a partner in the education of their child. The NEASC Survey also shows that 83% of faculty believe that they are active partners with families in their children's education.

The school develops productive parent, community, business, and higher education partnerships that support student learning. The NEASC Survey administered through Endicott college reveals 77.6% of parents believe that

the school has effective partnerships with parents, community, business, and higher education. Parent involvement is both extensive and diverse at SHS. The SHS Knights Pride Boosters provide student-athletes and teams with financial support. Boosters also support our school community through their "Snack Shack" at school events. In addition, the Project Graduation Committee is comprised of parents. This committee develops, organizes, raises funds for, and supervises the annual "substance free" post graduation evening (Project Grad). SHS has a member of Vision Keepers (SHS's leadership team) who has the dual role of parent and School Committee member. Parents are active in the theater program. Parents serve as mentors for Senior Celebrations, coaches for athletic teams, hosts for job shadows and internships, interviewers for mock interviews, and chaperones for trips ranging from community service to speech and debate competitions. A hallmark of SHS is the biannual student-led conferences (October and March). NEASC Survey results show 73.2% of parents report that there is the opportunity to meet teachers, building administrators, and school counselors. Additionally, parents were active members of these NEASC committees as the review took place last year.

Over the years SHS has worked to develop both formal and informal productive business, community and higher education partnerships that support student learning and continues to pursue new opportunities. Students have options to participate in programs such as internships, early college programs, community service and career fairs. The early college programs now support close to 35 students. These are both early college agreements with local colleges as well as students accessing online college classes. Students take classes both semesters, as well as during the summers. Each program has its own costs, admissions standards, forms, and contacts. The mock interview program, held in the spring for juniors, also connects many colleges, business, and community members with students. Each college or business will meet with anywhere from 5-10 students.

Over 90 spots were offered to juniors to get feedback on their interview skills. SHS regularly schedules visits to colleges within driving distance, usually taking up to 12 students. SHS frequently takes students to approximately three Colleges to provide experience at and understanding of more competitive college admissions for students. Additionally, SHS has been participating in the Aspirations program at the college for up to 10 freshmen each year; this is a one-day program where students are hosted by a college student to get a "taste of the college experience."

The SHS Guidance staff has also worked closely with state agencies which provide not only an annual Financial Aid Night, but training for counselors and advisors. SHS guidance accesses their support for College Goal events or FAFSA Labs. SHS accesses the services of Spurwink Services for case management and social work services, Community Concepts for a wellness counselor, and an independent social worker in private practice who is given space for student counseling services. There is a weekly drop-in time with an educator from the Sexual Assault Crisis Center. Through the nurses' office there are monthly visits from the "Tooth Fairy" to provide dental services to students in need. As well the nurses' office has helped with the coordination of a weekly backpack program with the local food pantry; this is for students and families in need. There has been an offshoot of this partnership providing supplies, such as diapers, for mothers who are still students at SHS. The Regional Technical Center has been an option for students since SHS opened. This has been a very positive relationship for SHS in more ways than just participation in their program offerings. SHS has between 30-50 students in attendance there every year in a majority of the programs. This goes beyond a partnership for educational purposes when SHS is able to "hire" LRTC to do things like putting in new lights for the athletic fields.

The internship program has been running, under the guidance of one of the school counselors, for numerous years. Connections have been made with a variety of local businesses and community services, such as: LA Harley Davidson, LA Arts, the Town Office, the Maineacs hockey team, as well as all three of the elementary schools in the district. This has moved students out into the community in a professional capacity, and given them valuable career experience. Job shadowing is integrated into the K-12 Guidance Curriculum at the middle and high school levels. Ninth graders are required to do a job shadow and 11th graders have it as an option instead of a college visit on the SHS Celebration of Learning days in

May. At the freshmen and sophomore levels, students are encouraged to shadow with a family member and then to find an independent site when they are older. Students exploring internship options are also encouraged to job shadow first at the site. Community service has been a hallmark of the Junior Roundtable curriculum. Fifteen hours completed is a graduation requirement of every junior, confirmed by their advisor. Over the past few years this has culminated in a kick-off all-day Community Service event for the whole junior class. Sites around the community included Good Shepherd Food Bank and all three elementary schools in the district. This gives the students a base of about 5 hours to build from; they are then required to find, schedule and complete their additional 10 hours on their own. In an effort to provide a service to families, a Parent Turismo was created as an offshoot of the very popular Gran Turismo. This was a brainchild of the counseling staff to not only introduce parents or guardians to the local college options, but to also promote financial literacy. It was a small pilot group that first year that was deemed a great success by all parties involved. SHS again coordinated and offered the trip for the spring of 2012; however, it was cancelled due to lack of sign ups. This is something SHS would like offer because it is a valuable connection to make both for the area colleges and families.

Classrooms connect to the community and local businesses in variety of ways. For example, the Functional Life Skills (FLS) class is very active in outreach on many levels. Special Olympics, the specific Project Unified within it, is a key part of the FLS curriculum every year. There is a training program now underway with the ASPCA, which will lead to community service. Future Foods is the next organization in that plan. This is a class that is consistently out in the community, partnering with groups such as Adaptive Sports for skiing every winter. The local police department is tapped for the safety components of their curriculum. FLASH or Family Life and Sexual Health curriculum is adapted to their classroom. The Special Education Department across the board accesses the services of the state Vocational Rehabilitation offices; our liaison with that office is available at SHS once a month. Additional support for students with visual impairments is accessed through Catholic Charities. The Advisory program connected with the Town to work on voter registration and a mock election held at the high school.

There are partnerships for SHS with the recreation departments of the three towns, as well as with the HS Athletic Boosters organization. Both the indoor and outdoor athletic facilities are used for children's and adult recreation programming, such as soccer, Panther Track, Boy Scouts/Girl Scouts, football, basketball, baseball/softball and twirling. The SHS maintenance staff provides both the setup

and cleanup for their events, as well as use of kitchen facilities, if needed. SHS student athletes are another resource as volunteers and coaches for the various recreation department camps. SHS works with local homeschoolers who want to be part of the music, theater, and athletic programs. Additionally standardized testing, such as PSATs, SATs and APs and laptop computers, are provided for those students. Through these numerous productive relationships with parents, community members, businesses, and higher education programs Sample High School works cooperatively to support student learning.



Support Standard Community Resources for Learning

Executive Summary

Sample High School (SHS) has been faced with inconsistent but adequate funding for a wide range of school programs and services, sufficient professional and support staff, on-going professional development and curriculum revision, a full range of technology support, sufficient equipment, and sufficient instructional materials and supplies. The economic recession that has severely hurt the rural area has put incredible strains on the local economy and towns which fund the schools. Contract negotiations, school unit consolidation, and budget cuts have resulted in large staff reductions and fewer course offerings for students.

Despite the economic struggles, buildings and grounds for SHS are well maintained and the building is kept very clean. The maintenance director gets the most out of his limited staff and addresses repairs as quickly as possible. Funding for unplanned repairs is limited and puts restrictions on the timeliness of work completion.

SHS, with the other schools of RSU, is currently in the process of developing a five-year strategic plan. The community passed funding for its development and committees have been organized to start the process.

The RSU budgetary process includes the high school's teachers, learning area coordinators, and building administration throughout the process. The building principal has a significant role in the budgetary process by making formal presentations to the school committee and community members. The opportunities to explain the high school's budget at these informational meetings have proven to be invaluable in the defense of various line items in the high school's budget.

The building and grounds have been well maintained since its opening in 1999 and continue to meet all federal, state, and local safety and health regulations. The consolidation of the three middle schools into one, here on the SHS/Sample Middle School campus, has put an added strain on space and

availability at SHS. The campus continues to get a substantial amount of use by the community for various events and activities.

Sample High School continues to develop and nurture relationships with our students and their families. Through student led conferences held each semester with each student's Advisor, increased electronic school-to-parent communications through Infinite Campus and Easy Grade Pro, and the work of the Rtl team to support students who are struggling, the engagement of parents in their children's education remains a keystone here at SHS.

The students at Sample High School benefit from the numerous opportunities through connections to local businesses, organizations, and area colleges. Through internships, community service activities, mock interviews, and no-cost college courses, students frequently move "out of the building" to experience the real world.

Based on the Rating Guide, the Community Resources for Learning Committee judges its adherence to the Standard as LIMITED based on inconsistent funding for a wide range of school programs, services and maintenance programs and on the lack of a long-range plan for facility needs and capital improvements.

Strengths:

- The school provides sufficient professional and support staff for students' academic and guidance needs
- Students and faculty benefit from the one-to-one laptop program, digital projectors, and other technological equipment
- The school provides sufficient equipment, instructional materials, and supplies to support student learning
- The maintenance staff keeps records that are up-to-date and complete for repair of the building and school plant
- The maintenance staff at SHS keeps the school and grounds in excellent shape and clean on a daily basis
- The administration meets the school's needs by adjusting staffing based on the school's mission, vision, and Core Values
- The teachers association participates with the principal in any Reductions In Force decisions

- The district has created an inclusive process for developing and implementing the budget from teachers/staff through building administrators to Central Office
- The well structured and well maintained building and grounds allow for the delivery of high quality programs and services
- The school maintains all required documentation for compliance with federal, state, and local safety laws.
- The Advisory program keeps parents involved and engaged at least twice a year
- The grade report program enables students and parents to receive detailed standard and assignment-specific information via email or mail
- The Advisory program matches an advisor with the same 12-14 students/families through the four-year process to graduation
- Despite limited community business resources, the school actively searches out opportunities for families and students
- The school facilitates an internship program for juniors and seniors.
- The school promotes and enjoys positive relationships with each of its local colleges

Needs:

- Continue development of a long-range plan to address building maintenance and repair
- Continue development of a long-range plan to address programs, services, and capital improvements
- Increase staffing for technology support
- Expand the World Language program to offer more than Spanish for the language requirement for graduation
- Implement a budget that can meet the basic requirements for equipment needs for required courses for graduation for each learning area of the building (i.e., PE)
- Stabilize funding for ongoing professional development and curriculum revision
- Increase part-time weekend custodial help
- Increase use of technology and other avenues to find new ways to engage parents, specifically those less connected to the school