

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
Inter-Lakes Middle/High School**

Meredith, NH

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School and Community Summary

School and Community Summary

Inter-Lakes Middle/High School in Meredith, New Hampshire, serves the communities of Meredith, Center Harbor, and Sandwich. Located in the heart of the Lakes Region, the towns are rich in natural beauty which makes all three communities popular destination sites for tourists. Swimming, boating, biking, hiking, skiing, fishing, or just enjoying a picnic are ways people experience these communities.

According to the most recent census, the towns had a combined population of 8911. The distribution of the population is unbalanced, with 6456 from Meredith, 1358 from Sandwich, and 1097 from Center Harbor (2019 census). Aside from the differences in population distribution, the communities are economically, racially, culturally, and ethnically similar. No identifiable minority group comprises the population, and English is the primary spoken language. The median household income is \$87,292 in Center Harbor, \$83,698 in Sandwich, and \$91,325 in Meredith.

Currently, the unemployment rate is 2.3 percent in Meredith, 2.1 percent in Center Harbor, and 2.6 percent in Sandwich. The majority of the industry in the district is centered in Meredith. The largest employer in Meredith is the Inter-Lakes School District with 228 employees. Meredith, Center Harbor, and Sandwich cater to tourism with many service industries such as hotels, restaurants, and specialty shops. The largest employer in Center Harbor is E.M. Heath Incorporated, with 50 employees, which supplies groceries and hardware. Sandwich is an artisan community; many residents are self-employed, and its largest employer is the Town of Sandwich, which has 30 employees.

The Inter-Lakes School District serves 919 students in preK-12th+ grades in three schools. Sandwich Central School serves 76 students in grades K-6 and Inter-Lakes Elementary School serves 402 students in grades preK-6. The Inter-Lakes Middle/High School building houses students in grades 7 through 12+. There are 441 students in grades 7-12. This population is made up of students from all three communities. The ratio by gender is 55 percent male and 45 percent female. The population has been stable, but the enrollment has been slowly declining. According to the Meredith town report, four students in the district attend private schools, and seven students are currently homeschooled.

The population of the 441 students is predominantly Caucasian (94 percent). Over the last ten years, there has been very little change in the percentage of students by ethnicity. The average yearly dropout rate since 2020 is 0.5 percent. The average daily student attendance for 2021-2022 is 95 percent.

There are forty classroom teachers at Inter-Lakes Middle/High School, creating an overall ratio of 11:1. Seventh-grade teachers currently carry an average load of 21.5 students, and eighth-grade teachers currently carry an average load of 14.5 students. Students attend school for 180 days and a minimum of 990 hours.

The Inter-Lakes School District is committed to providing resources to its students. The New Hampshire Department of Education reported the district's cost per pupil as \$29,876 (\$27,909.23 in 2022) in 2023. This significantly exceeds the state average of \$20,323 (\$17,758 in 2022), placing Inter-Lakes Middle/High School within the top 25 percent in the state for expenditure per pupil.

Students in grades 9-12 follow a four-by-four block schedule. There are four 70—to 85-minute class periods per day. Courses are either 90 days or 45 days long. Ninety-day courses are known as semester courses and are one-credit courses. Forty-five-day courses are known as quarter courses and are half-credit courses. Students are encouraged to schedule four blocks each semester.

Students in grades 9-12 may select from a variety of courses to fulfill state and district requirements for graduation. Elective courses are offered in many curricular areas, and students may choose opportunities in honors and advanced placement (AP) courses, independent study, Virtual Learning Academy Charter School (VLACS), and internships. Programs include New Hampshire Community College's Running Start, credit recovery, Greater Meredith Program internships, and extended learning opportunities such as independent studies, online courses, private instruction, community service, vocational programs, and college coursework.

Thirty students are enrolled in five AP courses, and 137 students are taking an honors-level class. Approximately thirteen percent of students receive special education services, and fifty-seven students in grades 7-12 have a 504 plan. Four students have an out-of-district placement. Inter-Lakes /Middle High School strongly encourages students to have a solid academic program during their four years of high school which includes the following courses: four credits in English, four credits in mathematics, three to four credits in science, three to four credits in social studies, and two to four credits in either French or Spanish. The minimum number of credits required for graduation and the awarding of a high school diploma is twenty-six.

Inter-Lakes Middle/ High School offers 23 different sports, comprised of 45 different teams, including grades 6-12; 326 students participated in at least one sport in 2021/2022. For grades 9-12, 183 students participated in a sport. Last year, 37 high school students were three-sport athletes, while 25 middle school students played three sports. This fall, 254 athletes participated in a sport. Inter-Lakes Middle/High School offers a variety of clubs including student council, National Honor Society, math team, Future Business Leaders of America, chorus, band, jazz ensemble, FIRST Robotics, Destination Imagination, art club, outing club, drama, E-Sports, international club, INTERACT, Laker News Broadcasters, student power, and SPIRIT.

In the Class of 2022, 64 percent of graduates attended four-year colleges, 10 percent enrolled in two-year colleges, 25 percent entered the workforce, and 1 percent entered the military.

Students are recognized for their accomplishments through a variety of awards. Inter-Lakes gives awards for academic and athletic achievements. An annual scholarship and awards evening is held for seniors receiving scholarships and the twelve graduation awards. Juniors are recognized with book awards from various colleges and universities that highlight academic achievement and civic responsibility. Local newspapers publish recognition of students in grades 9-12 for academic honor roll and personal competencies at the end of each semester. Students in grades 7 and 8 are recognized for personal competencies only. Awards ceremonies are held at the end of each athletic season to honor students for their curricular and co-curricular achievements. High school graduation honors are also something students are recognized for. The recognitions include cum laude, magna cum laude, and summa cum laude and recognize both academic achievement and personal competency achievement.

Core Values, Beliefs, and Vision of the Graduate

VISION STATEMENT

The Inter-Lakes School District, in partnership with its communities, will provide outstanding educational opportunities and resources for all students to achieve academic excellence in order to reach their highest potential and to succeed as responsible, contributing citizens in a global society.

MISSION STATEMENT

We will inspire and sustain learning and achievement by providing:

- quality teaching practices
- student-centered learning
- a safe environment
- community connections
- access to resources

CORE VALUES

We believe that...

Personalizing each student's education, while focusing on effective communication and critical and creative thinking, inspires learning and maximizes success.

The purpose of education is to produce responsible citizens through developing self-aware and self-reliant learners by extending beyond core academics to include the arts, cultural awareness, and physical, social, and emotional well being.

People learn best when their intellectual, social, and physical needs are met, where students feel supported in a structured and collaborative environment.

Active commitment of family, community and schools is essential for a quality learning experience.

Quality learning requires the attraction and retention of exceptional teachers and staff members who are continually supported by relevant professional development and provided with necessary resources.

School Improvement/Growth Plan

The school improvement/growth plan is attached.

Related Files

- [2025_03_06-14_49_ILMHS Growth Plan.pdf](#)

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
 - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture*, *Student Learning*, *Professional Practices*, *Learning Support*, and *Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of six members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Inter-Lakes Middle High School in Meredith, New Hampshire. The visiting team members spent four days conducting a visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for growth as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each

conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of the school.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

The school community provides a socially, emotionally, and intellectually safe environment for staff and students. The school has a very welcoming atmosphere when you walk in. There is a safety committee at the district level. This committee reviews and revises safety policies at the school and district levels. Parents, guardians, and students are provided an emergency guide with specific information about various situations and what individuals should do in case of an emergency or incident. The school has a student handbook outlining behavioral expectations and safety procedures to keep everyone safe. There are low instances of physical violence, the use of drugs, alcohol, and tobacco products, and incidents of bullying or harassment. The school monitors and plans for ways to continue the levels of support for all students. The school is proud of how it maintains and improves a respectful environment for all staff and students.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

The school has a written document describing its mission, core values, and design principles. The school is working towards creating and implementing a portrait of a graduate built around its current core values and design principles. The school's mission, vision, and core values are shared district-wide and are part of its strategic plan. This remains one of the school's Priority Areas.

Rating

Does Not Meet the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

The school has a written curriculum in a consistent format for all courses in all departments. The district has been working diligently on foundational documents to implement competency-based learning. Each content area from preK-12 has academic competency documents and personal competencies that are consistent in format and aligned with state and/or national standards. They have focused on creating scope and sequence documents for all subject areas. One of their priorities is for teachers to develop course-based, competency-aligned scope and sequence documents. Administrators and staff continue to modify and improve this area.

Rating

Meets the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

The school has a current school improvement/ growth plan. The school developed a school growth plan for New England Schools and Colleges (NEASC) purposes, and its school improvement plan for strategic planning that includes district goals is a separate document. Still, many of the elements in the plans overlap.

Rating

Meets the Standard

Foundational Element 3.6a - Professional Practices

Foundational Element 3.6a

N/A

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

The school provides a high level of support and employs various intervention strategies to support all learners. Students also have multiple supports to meet their academic, social-emotional, and health needs. The school has a comprehensive special education program including individualized direct instruction, related service providers, and paraprofessionals. There are intervention programs, such as reading intervention and academic support for identified students. The school has a collaborative support team (CST) that follows a referral process for any student struggling in school for any reason. This team is made up of the school counseling department and building administrators. When the team receives a referral, it develops a plan to support the student's needs and monitors their progress. The school has a competency pathway program, summer school, teacher and peer tutoring available after school, and a competency recovery day at the end of every quarter. In addition, the school counseling department is working on a curriculum scope and sequence aligned with the American School Counselor Association (ASCA) standards to provide lessons at various stages throughout grades 7 through 11.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

The school site and plant support curriculum delivery, programs, and services. The school facility is well-maintained and clean, and supports overall student learning. Improvements have been made on the school grounds, and a current fundraising effort is underway to purchase lights for the athletic facility, which has a beautiful turf field.

Rating

Meets the Standard

Foundational Element 5.5a - Learning Resources

Foundational Element 5.5a

The school provides a safe environment for its staff and students. The school's operations plan is up to date and includes all policies and procedures related to the safety of students and staff in one place. All classrooms have an emergency operations flipchart to guide staff and students in an emergency. There is a full-time school resource officer in the school. The school resource officer and the main office staff monitor the cameras around the facility. The school has a secure front entrance where visitors have to be buzzed in and then sign in and out of the school. Visitors are also given visitor passes. The district has a safety committee that reviews and improves safety policies with the school and the district. Students and parents/guardians are given an emergency manual to know what to do in an emergency.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meets	Meets	Meets	Meets
1.2a - Learning Culture	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
2.2a - Student Learning	Meets	Meets	Meets	Meets
3.1a - Professional Practices	Does Not Meet	Meets	Meets	Meets
3.6 - Professional Practices	NA			
4.1a - Learning Support	Meets	Meets	Meets	Meets
5.1a - Learning Resources	Meets	Meets	Meets	Meets
5.5a - Learning Resources	Not Rated	Not Rated	Not Rated	Meets

Priority Area 1

Priority Area

The school will develop a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provide feedback to learners and their families on each learner's progress in achieving this vision. (1.2a, 1.2, 2.1)

Action, Impact, and Growth

The school is developing its portrait of a graduate, built around its current core values and beliefs about learning. The school's mission, vision, and core values are shared district-wide as they review and update their strategic plan. The school has diligently worked on its portrait of a graduate, which students and staff discussed. The school has surveyed families, students, and community members seeking their input on its portrait of a graduate. The questions on the survey focused on what skills they would like to see students have upon graduating from Inter-Lakes Middle High School. During collaborative time, the survey results were shared and reviewed with all staff, including the paraeducators.

The school also sent a team to NEASC's vision of the graduate workshop in Boston. The workshop gave the team the tools to implement and evaluate the school's portrait of a graduate once developed. The principal has also hosted class meetings at the middle and high school levels to gain insight into what they see as the school's portrait of a graduate. The principal, working with students and staff, developed two possible drafts. The drafts were shared with students, receiving positive feedback on both drafts. After receiving feedback from the students, the principal asked how they would like to proceed. The students asked the faculty to review the drafts and give input. After using a whole community-based approach, the school has set up the next steps in the process, with all of the community stakeholders involved. The school has formed a student and staff group to continue the development of the portrait of a graduate. This group comprises middle school and high school student council members and their advisors, the principal, and the athletic director. The group has approved a draft version of the vision of a Laker, with the school's core values and beliefs, and six non-negotiable skills of a Laker. The 2025 draft, The Vision of a Laker, is the latest document in the process and is in the graphic arts department, where they are working on a mockup version to be reviewed.

Many stakeholders understand the importance of implementing the portrait of a graduate and feel their voices were heard. School leaders have empowered students in this process and given them ownership. This process has had a very positive impact on the student body by giving them a voice to contribute their ideas. Teachers also felt that their voices were heard. The administration held listening sessions on the portrait of a graduate in all the towns that send their students to the school. The superintendent is supportive of the process of developing the portrait of a graduate and the current draft. The deliberate pacing by the principal and the leadership team, along with numerous steps, has allowed the school's draft of the portrait of a graduate to be a more authentic document and experience for students and staff. The students and teachers in the school are anticipating the arrival of the portrait of a graduate.

The next step in the plan is to solicit feedback from graduates five to ten years out of high school for the strategic plan and portrait of a graduate. In addition, the Graphics 2 course is designing prototypes of logos and posters for future use during the portrait of a graduate implementation. Lastly, administrators and faculty have begun the conversation around the relationship between portrait competencies and skills and the existing competencies in courses throughout the school.

Recommended Next Steps

Complete the process of soliciting feedback from various stakeholders in each town

Design a system for getting feedback from stakeholders to finalize a portrait of a graduate design

Ensure the core values, beliefs about learning, and portrait of a graduate are actively reflected in the school culture and guide the school's policies, procedures, decisions, and resource allocations

Develop and implement a plan to

- define what proficiency looks like for each aspect within the portrait of a graduate, with specific and measurable criteria for success
- integrate opportunities for students to practice the skills within the portrait of a graduate and receive feedback on their progress throughout the curriculum
- embed the portrait of a graduate into curriculum, instruction, and assessment practices

Develop and implement a formal process to assess and communicate each individual learner's progress toward achieving the school's portrait of a graduate to learners and their families

Develop an annual report on whole-school progress toward learners' achievement of the portrait of a graduate

Develop a review process to measure how effective the portrait of a graduate is over time

Sources of Evidence

- central office personnel
- department leaders
- priority area meetings
- school board
- school leadership
- school summary report
- students
- teachers

Priority Area 2

Priority Area

Inter-Lakes Middle High School classroom, teachers need to develop course-based, competency-aligned scope and sequence documents to supplement the curriculum documents. (2.2a, 2.2)

Action, Impact, and Growth

The Inter-Lakes Middle High School teaching faculty has completed the initial development of competency-aligned, scope and sequence documents for all courses. The entire staff has developed scope and sequence documents in their curricular areas. Competency-aligned, scope and sequence documents exist through links in their K-12 curriculum, which include not only the scope and sequence, but proficiency-measuring supplements for each assessed competency. While the “core four” subjects - mathematics, science, English language arts, and social studies were presented first in the curriculum document, the scope and sequence for elective courses and specials were also completed. Students shared work and were all familiar with competency-based course grading. The administration has reviewed all curriculum documents. The school's program of studies is reviewed yearly, and updates and adjustments to the scope and sequence are made accordingly. The curriculum work is monitored and supported by the building dean of learning and the district's curriculum coordinator.

The efforts to develop competency-aligned scope and sequence documents concluded in January 2025. In the K-12 curriculum document, departments shared the same format amongst members, but there was some variation between departments. Teachers indicated they may be the only ones who teach a specific course due to the small school size and vast number of course offerings. Because of small departments, some teachers needed to use the summer time to complete their work in addition to the four extended school days. With this focused work on the curriculum, greater consistency has emerged, and this has led to the development and use of more common assessments between teachers who teach the same course. The curriculum work has also led to greater articulation between grades, especially for grades seven and eight, and into the upper grades. At the middle school level, the scope and sequence have allowed greater integration opportunities between disciplines. Common rubrics to assess competencies are utilized collaboratively amongst some departments, but due to the recent completion, the evidence of impact for having a documented scope and sequence for all courses is limited and inconsistent at this time. This work is very much in progress. The school plans to review, revise, and improve its personal competencies, especially after adopting the portrait of a graduate.

The faculty utilized the time allocated by the administration to work with colleagues to complete the scope and sequence within their departments and independently by January of 2025. Teachers believe that creating these competency-aligned, scope and sequence documents is a valuable resource for new faculty members. They also see an opportunity for collaboration and new learning experiences within the school and community. Departments recognize that the completed scope and sequence documents must be adjusted once the portrait of a graduate is finalized. Moving forward, all courses developed will use both the scope and sequence template and the competency documents as a framework and will appear in an updated program of studies.

Recommended Next Steps

Explore adjusting the middle and high school schedule to provide more opportunities for purposeful collaboration between teachers during the school day

Implement a continuous process for reviewing and revising the competency-based scope, sequence, and curriculum

Continue to provide time for teachers to calibrate rubrics and ratings within departments and across similar subject areas

Intentionally integrate the Vision of a Laker skills into the scope and sequence documents so that students will have the chance to practice and receive feedback on these skills in authentic ways

Complete written curriculum documents for all courses that include a scope and sequence or curriculum map with units of study that contain expected course outcomes for each student, guiding/essential questions, concepts, content, and skills, and assessments aligned with expected course outcomes.

Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- priority area meetings
- school board
- school leadership
- student work
- students
- teachers

Priority Area 3

Priority Area

Develop additional faculty leadership positions and increase communication between school leadership and faculty members. (1.6)

Action, Impact, and Growth

The school felt a need to increase communication between the school leadership and faculty members. To address this Priority Area, the principal established the principal advisory council (PAC) three years ago. The council is made up of twelve members who represent administration and faculty. Faculty members apply to serve each year. Members can serve more than one year if they choose to apply. However, not all departments in the school are represented on the council due to a lack of applicants from every department. This is a stipended position, and the council meets twice monthly to address concerns and issues brought before them. The council has established a safe sharing environment where sensitive issues can be discussed and addressed. Faculty can bring concerns to a member of the PAC, who will bring them to the council for resolution. No names are mentioned about where the concern or question comes from. If the concern needs focused time, the council will schedule a work session. The council keeps people informed of how it addresses or resolves the issue. If it is an individual concern, the PAC member who brought the issue to the council will contact the individual who contacted them initially by direct contact or by email. A PAC member will report on it at the department level if it is a department issue. If it is a building concern, a PAC member will report it at a faculty meeting.

PAC has provided opportunities for teacher leadership in the school and established shared leadership in addressing issues impacting learning. Some specific examples of impacts on learning PAC has addressed are restructuring the school's competency-recovery day from once per semester to once per quarter and adjusting the associated numerical grade point average with competency letter grading. There have been discussions about using different artificial intelligence (AI) tools and their alignment with academic policies. There have been discussions on issues related to student safety and well-being, like vaping in the bathrooms and energy drinks in classrooms. The council is discussing grading and has established a pilot group to address the concerns. The council is looking to improve reporting attendance accurately. Also being reviewed is the reassessment policy to be aligned and consistent. The council is also reviewing learning management systems, Schoology versus Google Classroom. PAC is supporting the faculty and improving the student learning environment.

These actions have opened up new levels of communication across the school, improving the school environment and providing timely feedback to staff on issues and concerns. There has been more support for the administration with an understanding of what people do in their various roles in the school. The PAC members have changed the culture of the school. Now, if faculty have a concern, they can easily find and speak to a council member who can answer their questions or help address their concerns. It has provided teacher leadership opportunities and helped the principal delegate duties. Faculty have a better understanding of why the administration cannot share information. It has improved communication in the building by informing people with timely and accurate information on addressing issues or changes.

Recommended Next Steps

Sustain existing teacher leadership opportunities

Continue to provide opportunities for representation from all departments on the PAC

Develop and implement a process for PAC members to provide timely and accurate information to faculty from their respective areas and departments

Ensure all members of the PAC understand their roles

Focus the discussions of the PAC group on substantive strategic school-wide issues related to teaching and learning, such as implementation of the new vision of a graduate, and less on building management concerns

Sources of Evidence

- central office personnel
- department leaders
- priority area meetings
- priority area observations
- school leadership
- school summary report
- teachers

Priority Area 4

Priority Area

Develop a written document for the comprehensive school counseling program and ensure that it aligns with the American School Counselor Association (ASCA) behavior and mindsets for students. (4.2)

Action, Impact, and Growth

The school has taken various steps to create a scope and sequence for the school counseling department that aligns with the ASCA competencies. The work began with the school's 7-12 counseling department in collaboration with the district curriculum coordinator. A curriculum was developed and continues to be updated and modified to meet students' needs. The curriculum was aligned with ASCA standards, along with the school district counseling competencies. Another action step was to push these lessons into identified classes that will address most of the students at the developmentally appropriate stage. The standards are reviewed each year and delivered by working with classroom teachers to provide the lessons and bringing a guest instructor on a regular basis.

The impact of these actions can be seen in the school culture, curriculum, and the health and well-being of the students. These lessons are adaptable to meet students in their time of need. For example, if the school sees an increase in vaping in seventh graders when it was typically addressed with ninth graders, those lessons about drug use and harm can be delivered to seventh graders to address that community need. Another impact is that students will have more opportunities to grow into healthy and responsible citizens and foster a supportive school community. This Priority Area will help ensure that the required components are regularly addressed with students as they progress through Inter-Lakes Middle/High School. It will also build upon the curriculum from the Inter-Lakes Elementary School and Sandwich Central School counseling departments, aligning the district's K-12 school counseling department standards.

The creation of scope and sequence will bring consistency to the curriculum. The growth of these actions can be measured in responses from the Youth Risk Behavior Survey (YRBS) data about student behavior, as well as the number of referrals for substance abuse and counselors. The school has created a supportive environment to address issues relating to youth and how to best support them at various stages in their educational setting. Results from the YRBS survey will also indicate the growth of effectiveness of these lessons on the student population. In addition, there is a student-driven committee called Getting to the "Y" that meets every Friday during school office hours. This group of 12 students analyzed the data from the YRBS survey to help make recommendations to the school counseling department to offer more interventions for the school community, including tables in the cafeteria with questions for students, and student collaboration presentations with the public health officials. The counselors have started aligning with the elementary schools by adopting the Signs of Suicide (SOS) curriculum in the 2023-2024 school year.

Recommended Next Steps

Identify ways and areas to address the remaining ASCA standards through intervention lessons in health and suicide prevention and collaboration with mental health providers, public health, and student groups like Getting to the "Y"

Vertically align with elementary counselors and assess the curriculum and lessons presented each year

Collaborate with the library media specialist on digital and media literacy, ethical AI use, and digital well-being

Continue the development of the counseling curriculum and ensure it is well articulated

Develop a formal assessment process to assess the ASCA behavior and mindsets of students

Ensure that administrators share behavioral referral data with school counselors monthly to make them aware of arising concerns

Sources of Evidence

- classroom observations
- department leaders
- priority area meetings
- priority area observations
- school leadership
- school summary report
- students
- teachers

Part 3 - Reflection on Student Learning

Reflection on Student Learning

In some classes, instructional practices are designed to meet the learning needs of each student. Most classes visited have students of a range of student abilities and needs. For example, most classes in the building contain at least some special education students with paraprofessional support. In contrast, numerous higher-level classes contain students of different levels in the same class. There are some examples of teachers who individualize and personalize instruction for the students in the classroom. For example, in a seventh-grade science class, the teacher and the paraprofessional discussed accommodations to allow a special needs student to still get the crux of the material without the need to do some tasks that may confuse him. In a ninth-grade science class, several students could not participate in the lab as they did not have closed-toe shoes, but the teacher provided an alternative assignment on Gizmo to still allow students to learn the same content. Students are given formative assessments in almost every class and must demonstrate proficiency on all formative assessments before accessing the summative assessments. In numerous classrooms, teachers used voice amplifiers and speakers to amplify their voice when addressing the class to ensure that all students in the room could access the teacher's spoken information. In many classrooms, students are effectively arranged in groups or as individuals. In some classes, teachers allow students to select their seats or groups. For example, in a seventh-grade science class, all students were working on the same assignments, but some worked on them around the table with the teacher, some worked individually, and some worked in partnerships spread around the room. In most classes, competencies, learning goals, or simply "I can" statements are displayed on the board, as a poster, or as part of the digital daily agenda, so that students know the learning objective(s).

The school has opportunities in some areas for students to lead their learning. An extensive and expansive program of studies with many offerings has become a source of pride for students, teachers, administration, and the school board. Students can access specialty CTE classes at Huot Technical Center, Winnisquam Agricultural Center, and VLACS. Although the program of studies also references the ability for students to expand their learning experiences through things like extended learning opportunities (ELOs) and independent studies, few students choose these opportunities. An established written K-12 curriculum is fully aligned vertically and focused on competencies. Additionally, the curriculum has stated learning goals (at both the 'proficient' and 'proficient with distinction' level) in an "I can" format that allows students to set goals and reflect upon the results to guide their learning. Almost all assignments have some level of voice and choice for students to choose aspects of the assignment. This level of voice and choice is tempered by the fact that on most assignments that offer choice, students choose from a list provided by the teacher. For example, in the eighth-grade social studies class, students do a project on the American Revolution, but the choices are dictated. Students can choose the level of rigor they want to put into the assignment, the topic of the project, or even how to submit the work; almost every assignment has multiple aspects of choice for the students. Most classrooms and assignments clearly display the learning goal(s)/competencies so students know what they should learn. Additionally, most assignments have an associated rubric clearly articulating learning expectations. In some instances, such as in AP art, students are involved in their own process to use rubrics to reflect upon their results to guide their learning. Peer review and editing of essays in many English classes is standard practice to help guide learning. Although many assignments have built-in choices, few assignments involve authentic tasks.

Learners inconsistently engage in inquiry, problem solving, and higher-order thinking skills. In a personal economics class, students were to analyze a fictional monthly budget to find a creative solution to increasing the person's investments. In a social studies class, as students watched a video about war, they were asked to think critically about the video's credibility, bias, and accuracy. In the American and State Government class, students are tasked with a "Senate Simulation" that involves numerous mini assignments (speech, essay, drafting a bill, and debating with peers) which require analysis, synthesis, critical, and creative thinking. In tenth-grade biology, students are expected to design and carry out a self-designed experiment with plants where they get to control the variables with unknown results before running the experiment. As expected, AP art students all present creative art pieces with a cognitively challenging portfolio explanation of making connections and understanding relationships. A physical education class asks students to work together to solve a "puzzle" by putting pictures in a logical sequential order as a team without talking to one another, thus demonstrating their ability to be critical

and creative thinkers. The school is well known for its successful FIRST robotics team, in which students must engage in many higher-order thinking skills to build and operate the robot to meet the ever-changing competition challenges. In another co-curricular example, students themselves were asked to help analyze the YRBS data and help develop an action plan to present to the school counseling department and the greater community. Despite these examples, engaging learners in inquiry, problem solving, and higher-order thinking is not yet a pervasive practice across the school.

In some classes, learners experience a wide range of assessment practices to support and improve their learning. Formative and summative assignments are used in some classes to appropriately gather information and inform instruction. There are pre-k through 12+ academic and personal competencies, learner-centered instructional practices, and competency-based grading and reporting practices, but these are not necessarily commonly assessed or reported. There is a whole district rubric used to assess the personal competencies using the COIN acronym. Each department has specific competencies that they are responsible for addressing. The school has designed systematic and purposeful practices to provide specific and measurable criteria for success and regular and consistent checks for understanding. Almost all assignments are directly and explicitly tied to competencies with explicit rubrics describing levels of success so students can check for understanding and self-assess. Additionally, students can then reassess (voluntarily or by teacher mandate) the competency in which they scored 'DP'/'IE'. Opportunities like office hours or competency recovery days allow students to reassess their competencies. However, there is an inconsistency in common assessments and common grading practices even between different sections of the same course, and across the same department/ grade level, and within the school. Students seldom have opportunities to present their learning to authentic audiences, including students, families, community members, and professionals.

Students have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. Most assignments have associated rubrics that clearly outline the expectations for varying proficiency levels. Teachers use these rubrics to provide feedback to students, who can then reassess to improve their score. Those students who do not score at least a CP must reassess using the reassessment process. Students are given numerous formative assignments (on which they had to score at least a CP) before being given a summative. However, there is no explicit expectation for how many summative assignments must be in the grading period to substantiate the competency score. The feedback students receive is inconsistent in terms of being specific and timely, as two students in the same grade and same classes may have very different experiences (even with the same teachers). In some classes, like English and art, students occasionally self-evaluate their academic competencies to guide their own learning. Students are graded on their academic and personal competencies, which are equivalent to work habits.

All classrooms use technology to support, enhance, and demonstrate student learning. All classrooms have interactive video screens that teachers use in various ways. Some teachers used them as an interactive whiteboard, as seen in the personal finance class and an eighth-grade math class, while most others used them as a video screen to display their computer screen. All students have district-issued Chromebooks, and they are used frequently in the classrooms. For example, in the personal finance class, all students were on their Chromebooks learning how to modify and evaluate the formulas in Google Sheets. When students talked of writing assignments in English and social studies classes, they referenced the need to use computers to research and create their products. In numerous classes, teachers provide the students with the material digitally, allowing them to access it at their own pace. Additionally, many students access information from short videos that they can view at their own pace and rewatch if needed.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

Inter-Lakes Middle High School has established a shared understanding of effective learning, moving beyond simply delivering content to focus on student outcomes and skill development. There are several key areas of evidence for this.

First, completing a district-wide scope and sequence document, aligned with learning progressions, demonstrates a commitment to a cohesive and developmental approach to education across all grade levels. This alignment ensures that learning builds upon itself, fostering deeper understanding and mastery over time. A significant priority for the school is the creation of a comprehensive portrait of a graduate. This initiative aims to define the essential skills that students should possess upon leaving Inter-Lakes. By including building leaders, teachers, the superintendent, and students, and offering community forums, the school is working to ensure that the vision truly reflects the values and needs of the entire community. This dedication to creating a meaningful document signals a commitment to providing clear direction for curriculum development and instructional practices. The principal's advisory committee (PAC) supports this process, serving as a conduit for communication between school leadership and staff, and a mechanism for collaborative problem-solving related to all school matters, including priority areas, the portrait of a graduate, and effective learning.

The school's mission statement emphasizes personalized learning. This commitment tailors educational experiences to meet individual student needs. This is further supported by ongoing conversations with teachers and a video featuring the curriculum director regarding competency-based learning, which highlights a desire for continuous reflection and improvement. The intent is to maintain the curriculum as a dynamic and adaptable resource, responsive to the evolving needs of students and the changing demands of the world beyond school. Additionally, the school counseling curriculum is in development.

Taken together, these elements demonstrate a framework of shared understandings designed to inform curriculum, instruction, assessment, programs, and services. The leadership team and faculty are well-positioned to build on this framework and expand the definition of learning within the community.

One area that the school has identified for continued attention is refining its competency-based learning model. This may include focusing on deepening the implementation of performance assessments and fostering critical thinking, analysis, and problem-solving skills across all disciplines.

Commitment

The school has clearly committed to implementing a competency-based model. This commitment is evident in several key practices. The school has notably adopted a five-level proficiency scale for grading, shifting the focus from traditional points and percentages to a more nuanced evaluation of student mastery. Students receive specific and timely feedback on their learning, empowering them to understand their strengths and areas for growth. A cornerstone of this competency-based model is the opportunity for students to reassess their work when they haven't yet reached the highest levels of proficiency, reinforcing the emphasis on learning as a continuous improvement process.

The school is also formulating a portrait of a graduate through a collaborative process involving multiple stakeholders. This is intended to articulate the essential skills that students should possess upon graduation. Upon developing the portrait of a graduate, it will be vital to examine and potentially reshape the curriculum and the existing personal competencies framework, ensuring alignment with the school's vision of student success.

The school benefits from an active principal's advisory council (PAC) to facilitate greater communication and problem-solving. This committee is crucial in addressing all school matters, including priority areas, the portrait of

a graduate, and effective learning strategies. The PAC provides a valuable platform for diverse perspectives and collaborative decision-making.

The school board enjoys a strong and collaborative working relationship with the superintendent, a dynamic mirrored in the superintendent's supportive partnership with the school principal. Recognizing and valuing the expertise of the school's professional educators, the board is committed to supporting their informed decision-making and fostering an environment of trust throughout the district.

Students generally understand the competency-based approach. The school uses the ALMA platform to provide students with quick and easy access to their current grades and teacher feedback, promoting transparency and ongoing communication. Although some students are frustrated by a lack of consistency in grading practices, the school has proactively engaged the wider community by offering various venues to enhance understanding.

The school is focused on finalizing the portrait of a graduate and continuing to educate and support staff and the community on the principles and practices of competency-based education.

Competency

Several ongoing initiatives aim to improve faculty competency. The district is supporting its educators' capacity to implement its competency-based curriculum through a pilot teacher evaluation program. And the school has established an evaluation and support system, demonstrating a commitment to continuous improvement in instruction.

These efforts include a teacher evaluation system with frequent, unannounced mini-observations to provide an authentic view of classroom practice. This system promotes timely reflection and adjustment through immediate feedback and mandates face-to-face follow-up when needed, to ensure targeted support and accountability. This process is guided by the Danielson framework, a widely recognized model that provides clear and consistent standards for instructional quality.

The school is also working to blend competency-based education with established methods. Teachers are integrating performance assessments, which measure students' ability to apply knowledge and skills, with traditional assessments focused on core content understanding. Teachers demonstrate their knowledge of competency-based expectations using the school's five-point proficiency scale for grading.

To support ongoing faculty development, the school has implemented a teacher mentor program, pairing new educators with experienced colleagues who guide them in integrating into the school's culture and competency-based approach. The school has also established dedicated blocks of common planning time to support collaboration and professional learning around key priorities, including curriculum development, instructional planning, and implementing competency-based education.

There are opportunities for ongoing growth in each of these areas. As the school moves forward, key next steps include creating more opportunities for teacher collaboration, particularly within the priority areas, to foster shared ownership and problem-solving. This collaboration could focus on calibrating consistent grading practices on common assessments to ensure reliable and valid evaluation of student work across classrooms and subject areas, and to address student concerns about grading consistency.

By prioritizing these initiatives, the school seeks to enhance its implementation of competency-based education, support teacher growth, and improve student outcomes.

Capacity

The school has the necessary resources and support to effectively implement its approach to learning, address key priority areas, and fully develop and implement its vision of a graduate. The school community and district have strongly supported the school's needs through successful budget approvals, empowering the professional educators to make key educational decisions.

The school community and district support the school in several ways. The school has maintained appropriate teacher-student ratios, ensuring students receive personalized attention and support. The district also provides dedicated time for teachers to collaborate with curriculum leaders, facilitating alignment in instructional expectations.

The school has the necessary supplies and technology to support student learning, providing a rich and engaging educational environment. Seventh and eighth-grade teachers benefit from dedicated common planning time and all teachers benefit from CPB's, allowing for ongoing dialogue and coordination of school initiatives such as SAT/SAS analysis, common rubric development/revision, and participation in learning walks. The school also provides after-school opportunities for educators to collaborate on various initiatives. New teachers are supported through a comprehensive mentor program, providing them with guidance and support from experienced colleagues. The school has also partnered with Antioch University, offering relevant professional development opportunities. In addition, the school hosts a summer competency camp, further enhancing teachers' expertise. Teachers engage in learning walks where small groups provide non-evaluative feedback. The school also empowers teachers to pursue their professional learning through a generous budget.

As the school progresses, it will be essential to dedicate time and resources to provide more opportunities for teachers to collaborate and to provide new and expanded in-house professional development opportunities. These opportunities should be closely aligned with the school's mission, vision, and focus on competency-based education, and ensure that teachers have access to high-quality, relevant learning experiences that support their ongoing growth and the success of their students.

Additional Information

Additional Information

Standard 1 Principle 5

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

Due to our implementation of our reassessment guidelines, students have the opportunity to reassess, even if they have reached proficiency. Reassessment is student-driven, with students initiating reassessment plans. The ability to reassess is a firmly established norm of our school culture. Teachers are also empowered to grow professionally and try new approaches in the classroom to help reach all learners.

Standard 1 Principle 6

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

While we have implemented the principal's advisory council, there is still room for growth.

Standard 3 Principle 2

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

Curriculum coordinator and SAU staff now utilize the Friday Focus to streamline communication into a weekly newsletter, instead of daily emails. The CPBs have worked on the implementation of learning walks which provide staff and faculty the ability to learn from their colleagues and solicit feedback.

Standard 4 Principle 1

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the School

Reasons for this change include adding positions:

- Contracted board certified behavioral analyst support for students
- Three mental health therapists in the building (three days per week)
- Tutoring for any student who has a need
- Monthly meeting with the juvenile probation and parole officer
- Yearly CPI training for all paraeducators and teachers

- Navigating Recovery program in place
- We added one special education case manager to address significant needs
- We added one part-time student services coordinator to assist with special education needs at the school
- We recently hired a new outreach counselor, a master licensed drug and alcohol counselor. This skill set has been invaluable in working with students with substance use issues.

Commendations

Commendation

The socially, emotionally, and physically safe school for students and staff

Commendation

The clean and well-maintained building and grounds

Commendation

The all-inclusive process of getting input from all stakeholders in developing the portrait of a graduate

Commendation

The empowering of students to have input in the school's portrait of a graduate

Commendation

The quality curriculum documents created by the teachers and administrators

Commendation

The provision of competency-based assessment rubrics to students in advance and the engagement in the practice of delivering feedback for the purpose of growth

Commendation

The increased opportunities for teacher leadership

Commendation

The principal's advisory council that provides a safe environment to discuss and resolve issues and concerns

Commendation

The use of competencies, rubrics, and feedback to clearly articulate the learning expectations, and the use of a reassessment system to ensure that all students actively participate in their learning

The extensive use of technology by classroom teachers and students supporting and enhancing learning

The multiple ways for students to express voice and choice in classes and assignments

The strong community support

The trust established between the community, the school board, the superintendent, the school administrators, and the teachers that creates a caring and supportive learning environment for all students

Additional Recommendations

Recommendation

Intentionally design instructional practices to include consistent opportunities for student-centered learning

Recommendation

Increase opportunities for authentic tasks and assessments in all courses that are connected to the Vision of Laker

Recommendation

Develop aligned assessment and grading practices throughout the school

Recommendation

Consistently engage students in inquiry, problem-solving, and higher-order thinking tasks

FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of 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

Roster of Team Members

Chair(s)

Chair: Mr. Paul MacMillan - New England Association of Schools & Colleges

Assistant Chair: Mr. Thomas Laliberte - Bedford Public Schools, SAU #25

Team Members

Bruce Brasier - Biddeford High School

Robin Croteau - Winchester School

Mr. Thomas Laliberte - Bedford Public Schools, SAU #25

Mark Pedersen - Timberlane Regional High School

Pamela Spurlock - Hinsdale Middle/High School