

Standard 7 Indicator 4

Conclusions

Faculty and building administrators are actively involved in the development and implementation of the budget at Keene High School. The current budget process starts in each department from the bottom up. Teachers provide the department head with their needs. The principal meets with each department head individually to assess departmental needs and to examine past budget data in order to develop the proposed budget. Some teachers report that department heads act as gatekeepers rather than conduits and therefore, the administration is not aware of their authentic needs. Teachers report that efficiency and ascetic spending practices often result in further budget cuts, but the responsibility for negotiation of these cuts lies with the department chair. They also report that departmental meetings are not formally monitored by administration. Larger budget items which impact the overall school budget are discussed each year in Instructional Council. The principal then presents the school budget to the school board in January. During the month of February administrators work with the finance committee of the school board to gather data and make any changes to the budget deemed necessary. When the schools efficiently develops budgets to meet classroom needs in a transparent, cooperative manner, the school will be able to meet curriculum, instruction, and assessment needs for students and build trust and validate staff expertise.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 5

Conclusions

In most respects, the school site and plant support the delivery of high quality school programs and services. Extensive building renovations have occurred in the last ten years. New buildings include the North Campus building, LIFE building and a new greenhouse. The Cheshire Career Center provides outstanding space and layout to house the various equipment to meet the unique needs of each program. A new boiler room has alleviated variances in heat delivery in some areas. Heating control systems need to be updated, but there has been progress and a plan is in place to complete the upgrade. A six-year capital improvement plan has been developed to address issues with roof leaks, asbestos removal, carpeting and air conditioning. The air filters are changed four times a year and the roof ventilation units are inspected four times each year. Multiple display opportunities within all areas of the building display student artwork and athletics. There has been a great effort to improve technology, but unreliable and slow Internet access still has significant room for improvement. The current boys' locker room, which was not included in the 2006 renovation, is in poor condition and in need of renovation. The portable risers in the band room impede industry standard pedagogical practice and the appropriate supervision of students. When all aspects of the physical plant support promotes high quality school programs and services by providing students with an efficient, safe, accessible, and dynamic environment, students will have the resources they need to achieve the schools 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- teacher interview
- teachers
- students
- parents
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

Keene High School 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. The KHS maintenance department maintains spreadsheets with all relevant data regarding New Hampshire fire and safety laws, major equipment replacement cycles, and maintenance records. Annually, the KHS main building and the Horticulture, Life Skills, and North Campus facilities are inspected by the Keene Fire Department School Fire and Life Safety. All licenses and certificates of inspection are up-to-date, and most are prominently displayed with the exception of the elevator certificates because the school is awaiting documentation from the state following a timely inspection procedure. Emergency egress and relocation drills are conducted on a regular basis and meet all mandates outlined in the National Fire Protection Association (NFPA) 101, 2012 edition. MSDS files are highly organized and easy to access. The strict compliance with all applicable federal and state laws and compliance with local fire, health, and safety regulations creates a physically safe environment for students and staff which enhances student learning.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- central office personnel
- school leadership

Standard 7 Indicator 7

Conclusions

The professional staff at Keene High School frequently engage parents and families as partners in each student's education but perceives a need to improve its outreach to those families who have been less connected with the school. The KHS staff connect and communicate with parents and families through emails, letters, and phone calls. Teachers are required to update grades on PowerSchool every ten days to ensure families have access to current grade information. In addition, PowerSchool lists the teachers' grading rationale, policies, and teachers' contact information. KHS has a user-friendly website which is easy to navigate, and many teachers have created their own individual websites to keep students and parents informed. Families have the opportunity to meet teachers at two open houses which are scheduled during the academic year. KHS sends out a monthly informational flyer, *The Blackbird Beacon*. KHS employs an automated telephone calling system, to notify families of important school and district information. The guidance department routinely emails families about school-wide health, safety, and grade level informational meetings for parents and students. The principal hosts a monthly meeting of the Principal's Parent Advisory Committee. KHS special education coordinates with sending towns' special education representatives to elicit help in connecting with families that are difficult to reach. Surveys are sent home through email and regular mail. Survey results suggest 30.9 percent of families believe they are not being reached. Teachers reported no systematic outreach tool for families that are less connected with the school. When the school engages all families, especially those less connected to the school, in their children's education, the school will foster a culture and parental support system that enable students to successfully achieve the school's learning expectation.

Sources of Evidence

- self-study
- teachers
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 7 Indicator 8

Conclusions

Keene High School actively develops productive parent, community, business, and higher education partnerships that support student learning. The Endicott survey indicates that 58 percent of parents surveyed believe that the school has effective partnerships with parents, community, business, and higher education. Parent/Teacher Advisory meetings are held one evening every other month in the principal's conference room. Parents serve on interview committees when hiring for administrative positions. Community service is a graduation requirement at KHS. Each technical center course offered at KHS/CCC has an advisory committee made up of local professionals who specialize in the career represented within the course description. KHS works with local colleges such as Antioch College, Keene State College, River Valley Community College, and Franklin Pierce University, providing many opportunities for internships, early college programs, career fairs, Upward Bound, Running Start, and the Accelerated High School Program. The Cheshire Career Center at KHS offers Cooperative Education which reaches out to local businesses. As a result of the development of productive partnerships which foster symbiotic relationships, the school is able to provide students with authentic, practical life and career experiences in accordance with 21st century learning expectations which prepares students to be productive members of society.

Sources of Evidence

- self-study
- panel presentation
- community members
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Commendations

Commendation

The support of the community and district's governing body to provide the quality and wide diversity of academic programs such as co-taught courses, the Cheshire Career Center, and a variety of elective classes

Commendation

The quality and variety of co-curricular opportunities which are supported by the community and the district's governing body

Commendation

The efficacy of the Academy Fund to provide enrichment opportunities as a supplement to, rather than a replacement of, an adequate budget

Commendation

The consistent support of the community for the proposed budgets

Commendation

The maintenance department for exceptional record keeping and use of technology to document appropriate compliance and the use of SchoolDude to facilitate maintenance repairs

Commendation

The initiative of the maintenance department to engage in the Facilities Maintenance and Evaluation Program as the first K-12 school to participate in its evaluation process

Commendation

The extensive and well-documented long-term capital improvement plan which has led to extensive building renovations over the last ten years

Commendation

The Cheshire Career Center that provides superior curricula and technical instruction and is a universal source of pride for the KHS community

Commendation

The school's regular use of a variety of media intended to reach families and the community

Commendation

The KHS relationships with higher education and local professionals and businesses which are manifested through a variety of well-maintained programs

Standard 7 Recommendations

Recommendation

Develop and implement professional development opportunities that provide collaborative time to align curriculum, improve teaching skills, and assess student learning in order to improve the academic performance of students

Recommendation

Provide transportation that allows students equitable access to all programs and services

Recommendation

Develop and implement a remediation program that is both accessible and attractive to students who have failed a course

Recommendation

Provide increased support for the integration of technology throughout the school

Recommendation

Ensure adequate custodial staffing and effectively communicate the specific duties of custodians to the staff

Recommendation

Develop and implement a plan to address the Facilities Maintenance and Evaluation Program's recommendations

Recommendation

Provide sufficient funding to:

- implement a replacement cycle plan for large ticket classroom equipment
- renovate the boys' locker room
- upgrade controls heating system
- resolve safety issues and impediments to student learning in the band room
- upgrade technology infrastructure

Recommendation

Develop and implement a long-term strategic plan that aligns with community-wide stakeholder interests to

anticipate and address changing programs and services needs, enrollment and staffing, facility needs, and technology, in addition to the existing capital improvement schedule

Recommendation

Develop and implement a transparent process for gathering and using input from professional staff in the budget process

Recommendation

Develop and implement a formal protocol to engage families who have been less connected with the school

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, 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 administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others 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 in the Follow-Up Program, the Commission requires that the principal submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which 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 Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting committee would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Secondary Schools

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair

Paul Mangelinkx - New England Association of Schools and Colleges, Inc.

Assistant Chair

Terrance Ingano - Clinton Public Schools

Visiting Committee Members

J. Eileen Banfield - Merrimack High School

Anna Barksdale - Gilford High School

Ms. Kristin Cerce - Franklin High School

Valerie Cote - Monomoy Regional High School

Mr. David Creech - Scarborough High School

Therese Davison - Kennett High School

Sharon Flesher-Duffy - Nashua High School South

Jodi Hallas - Alvirne High School

Matt Lowell - Noble High School

Mr. Ryan Parkman - Northfield Middle & High School

Janet Robbins - Windham High School

Kristen Shea - Kingswood Regional High School and Lakes Region Technology Center

Diane Tandy - Winnisquam Regional High School

Jennifer Wigmore - Rutland High School

