



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

Director

GEORGE H. EDWARDS
781-425-7735
gedwards@neasc.org

Deputy Director

ALYSON M. GEARY
781-425-7736
ageary@neasc.org

Executive Assistant to the Director

DONNA M. SPENCER-WILSON
781-425-7719
dspencerwilson@neasc.org

Associate Director

EDWARD J. GALLAGHER, III
781-425-7722
egallagher@neasc.org

Associate Director

KATHLEEN A. MONTAGANO
781-425-7760
kmontagano@neasc.org

Associate Director

BRUCE R. SIEVERS
781-425-7716
bsievers@neasc.org

Associate Director

WILLIAM M. WEHRLI
781-425-7718
bwehrl@neasc.org

April 21, 2017

Tracy Racicot
Interim Principal
Burlington High School
52 Institute Road
Burlington, VT 05408

Dear Ms. Racicot:

The Committee on Public Secondary Schools, at its April 3-4, 2017 meeting, reviewed the decennial evaluation report from the recent visit to Burlington High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Committee was impressed with many of the programs and services and wishes to commend the following:

- the inclusive and comprehensive process used to develop the current mission and graduation expectations (BHS's 21st century learning expectations)
- the faculty's commitment to alignment of the academic program with the graduation expectations
- the mission statement and graduation expectations that are written in a way that is clear and understandable to parents, teachers, students, and other community members
- the efforts to ensure that the curriculum is purposefully designed so that all students practice and achieve each of the school's 21st century learning expectations
- the cross-curricular alignment in the humanities program and ELL program
- the efforts of teachers to maintain expertise in their content areas
- the differentiated instructional strategies employed by teachers for the diverse student body
- the review of multiple sources of learning data to enhance student achievement
- the wide variety of assessment strategies used to assess student learning including formative and summative assessments
- the PLC time that allows for examination, collaboration, and reflection about best practices

- provide additional meeting space for guidance, special education, and other meetings
- provide sufficient electrical outlets in classrooms for students to power educational technology
- repair the aging, leaking roof
- repair/replace the two aging boilers, which are performing inconsistently
- provide adequate storage space throughout the building

Given these concerns, the Committee voted to place the school on warning for the Standard on School Resources for Learning and have the school remain on warning for the Standards on Curriculum and Community Resources. As a reminder, the school was originally placed on warning for Curriculum and Community Resources in April, 2009 in response to the school's Two-Year Progress Report.

The Committee also gave strong consideration to placing the school on warning for the Standard on School Leadership and Culture as a result of the challenging relationship between the faculty and the administration. The Committee decided to give the school time to remedy this situation and hopes to hear that improvements have been made when the school submits their Special Progress Report in March of 2018.

Failure to appropriately address these concerns may lead to a further adverse action on the school's Accreditation status.

The Committee requests that school officials submit a Special Progress Report by March 1, 2018 providing detailed information on action taken to address the following:

- develop a plan by which administration and teaching staff address professional climate concerns to ensure positive professional discourse between teaching staff and administration
- provide a certified, licensed, library media specialist for the school to ensure that library/media services are integrated into curriculum and instructional practices throughout the school
- fund and implement the long-range master facilities plan for deferred maintenance
- develop, fund, and implement a plan to address handicap building accessibility
- address inadequacies with the school building including the following:
 - update the science lab facilities to support a 21st century science curriculum
 - update the boys and girls locker room facilities to provide private, adequate facilities for all students
 - replace the curtains in the auditorium
 - remove the asbestos floor tile throughout the building
 - provide additional meeting space for guidance, special education, and other meetings
 - provide sufficient electrical outlets in classrooms for students to power their technology
 - repair the aging roof which leaks
 - replace the two aging boilers to provide adequate heat for the school
 - provide adequate storage space throughout the building

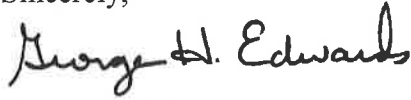
Tracy Racicot
April 21, 2017
Page Five

- develop and implement a plan to provide needed supports to students identified as at risk by the school's Education Support Team

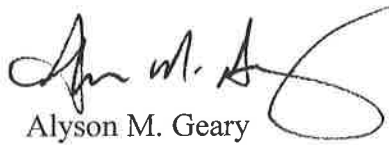
The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Committee's *Accreditation Handbook* provides information on follow-up procedures.

The school's accreditation status will be reviewed when the Committee considers the Special Progress Report. Consistent with the Committee's follow-up procedures, the Special Progress Report should include an electronic signature of the principal and chair of the school's Follow-Up Committee and be sent electronically to the Committee office at the following address: cpssreports@neasc.org. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



George H. Edwards



Alyson M. Geary

GHE/AMG/mms

cc: Yaw Obeng, Superintendent, Burlington School District
Mark Porter, Chair, Burlington Board of School Commissioners
John T. Fischer, Deputy Commissioner, Transformation and Integration,
Vermont Department of Education
Paul D. Daigle, Chair of the Visiting Committee
Francis T. Kennedy, Jr., Chair, Committee on Public Secondary Schools