

# ADEQUACY SITE VISIT



*Exeter School District*  
Kensington Elementary School  
October 5, 2016

## Kensington Elementary School Adequate Public Education Site Visit Report

### Introduction

In accordance with RSA 193-E, the responses to the Adequate Public Education Input Based Accountability System (IBAS) Surveys submitted by Kensington Elementary School was reviewed.

Prior to the visit we:

- Reviewed the current status of any areas in the IBAS that require additional information;
- Noted any areas the principal or superintendent would like to have specifically reviewed;
- Identified key contacts at the school;
- Established a schedule of activities/interviews with school personnel;
- Distributed any preliminary forms or information including a list of visiting committee members.

The review, as well as an on-site visit to Kensington Elementary School, was completed on October 5, 2016. In the conduct of the review, we examined the following documents:

- Kensington Elementary School Overview
- District Policy Manual
- Staff Handbook
- Family Handbook
- Curriculum Documents
- K-2 Math Initiative (New Program)
- Teacher Schedules
- Master Schedule
- School Map
- Staff Roster
- Fire Inspection
- Safety data collection
- Report Cards
- Teacher and Principal Evaluation Systems

Administrators were accomodating and welcoming, with materials for the site visit professionally prepared and thoughtfully presented. The school employs a secured entry

process, and the main areas are student centered and welcoming to community members. We conducted interviews with school administrators, school board members, teachers, parents and students.

The Adequate Public Education Input Based Accountability System (IBAS) Surveys submitted by Kensington Elementary School present fairly, in all material respects, the respective position of the school in all areas for which it is accountable.

### **Commendations**

- The Cultural Passport activity is a long standing tradition that is looked favorable upon by staff, parents, and eagerly anticipated by students.
- A beautiful and well-kept facility that is designed to meet the needs of a variety of learners, the staff members who work with them and also mindful of community use needs. Maker Spaces, Learning Lab, and Student Support Center are all available for student use.
- The Family Handbook is a comprehensive document that presents the mission, policies, belief statements ,goals, behavioral expectations, daily logistics and emergency and safety information in a very informative and “user friendly” format
- Parents report excellent support services for students with disabilities, that their children are excited about coming to school, and that their children have supportive teachers who hold high expectations.
- Student works are displayed throughout the building, and students speak with pride of their contributions to those displays.
- Parents report their children as being well prepared for subsequent grade levels, with smooth transitions to the Middle School and successful academic preparation for meeting Middle School expectations. They cite the agenda books, and students’ responsibility level in keeping those agendas on a daily basis as a strong part of that transition.
- Parents report satisfaction with age appropriate communication around school events, and academic expectations. In addition, they say that teachers are approachable and accessible.

- An enlightened administration encourages staff risk taking, and engages parents in all aspects of the school, thereby earning their trust and confidence.
- Teachers are commended for their K-2 mathematics Initiative: Providing Innovative, and Individualized Instruction in small groups, and supplemented by the “Dream Box Learning” Program to create a blended learning environment.

### **Recommendations**

- Continue the development of Performance Based Learning Tasks at all grade levels and subjects
- Continue your GREAT work!