



## Superintendent

### *Educator Evaluation Cycle Deadlines and Process*

2017-18

Completion Deadlines	5-Step Cycle
September/October	Step 1 & 2: School Committee approves Goals and Annual Plan.
Ongoing	Step 3: Superintendent implements the plan to achieve the goals and collects evidence.
Ongoing	Step 4: The Superintendent (or designee) provides monthly updates to School Committee at regular meetings on progress made towards goals.
May SC Meeting	Step 5A: Superintendent presents End of Cycle Progress Report with Executive Summary.
May-June	Step 5B(1): School Committee responds to the Report with the End of Cycle Summative Assessment (on-line survey), reviewed at June SC Meeting.
June SC Meeting	Step 5B(2): The Chair of Superintendent Negotiation and Evaluation Subcommittee (SN&ES) signs off on form 5B Summative Assessment Report, to be submitted to DESE.
June	School Committee Subcommittee (SN&ES) reviews survey results. This is a contract negotiation year for Superintendent's Contract, which expires June 30, 2018. Related votes to be taken at June meeting for July 1.

Approved 9.19.17



## Superintendent Goals & Educator Annual Plan

<b>Edward A. Bouquillon PhD</b> <b>Superintendent-Director</b>	<b>Plan Start and End Dates</b> <b>July 1, 2017 – June 30, 2018</b>	<b>Evaluated by:</b> <b>School Committee</b>	
<b>Leadership Goal #1</b> <b>Student Improvement</b>			
<b><u>Academy Model Development</u></b>			
Over the 2017-18 school year, the Superintendent will continue to support the Minuteman Academy Model by encouraging Professional Learning Communities, and by providing necessary resources and leadership opportunities for frequent sharing of “best practices” and updates by the Academy Development Team Leads at Executive Team meetings, Principal Management Team meetings, CTE/Academic Integration meetings, All-Staff meetings, and monthly School Committee meetings.			
<b>Superintendent Rubric Alignment (✓)</b>			
<b>Standard I: Instructional Leadership</b> A. <input checked="" type="checkbox"/> Curriculum Indicator B. <input checked="" type="checkbox"/> Instruction Indicator C. <input checked="" type="checkbox"/> Assessment Indicator D. <input checked="" type="checkbox"/> Evaluation Indicator E. <input checked="" type="checkbox"/> Data-Informed Decision Making Indicator <b>Standard II: Management &amp; Operations</b> A. <input checked="" type="checkbox"/> Environment Indicator B. <input checked="" type="checkbox"/> Human Resources Management & Development Indicator C. <input checked="" type="checkbox"/> Scheduling & Management Information Systems Indicator D. <input type="checkbox"/> Law, Ethics & Policies Indicator E. <input type="checkbox"/> Fiscal Systems Indicator		<b>Standard III: Family and Community Engagement</b> A. <input checked="" type="checkbox"/> Engagement Indicator B. <input checked="" type="checkbox"/> Sharing Responsibility Indicator C. <input checked="" type="checkbox"/> Communication Indicator D. <input type="checkbox"/> Family Concerns Indicator <b>Standard IV: Professional Culture</b> A. <input checked="" type="checkbox"/> Commitment to High Standards Indicator B. <input checked="" type="checkbox"/> Cultural Proficiency Indicator C. <input checked="" type="checkbox"/> Communications Indicator D. <input checked="" type="checkbox"/> Continuous Learning Indicator E. <input checked="" type="checkbox"/> Shared Vision Indicator F. <input checked="" type="checkbox"/> Managing Conflict Indicator	
<b>Timeline, Frequency, or Target Dates (i.e. Fall, Winter, Spring, Summer)</b>	<b>Strategies and Action Steps</b>	<b>Resources</b>	<b>Evidence/Benchmarks</b>
September-December	Provide professional development opportunity for approximately twenty-five staff members to participate in a five-day School Reform Initiative workshop (SRI-Critical Friends).	SRI Consultant Administrators Cluster Chairs Department Heads Other Educators	Attendance Record
September-May	Promote high expectations for the rigorous development of the Academy Model by providing opportunities for communicating “best practices” and updates on academy development during routine meetings in preparation for September 2019 occupancy of the new building	Meeting and PD Calendars	Meeting Minutes



## Superintendent Goals & Educator Annual Plan

October	Present a two-hour workshop to all staff in both Academies in order to provide a structure to better understand the pathways for Academy Integration Projects in support of the school-wide goals.	PD Calendar	Handouts
---------	--	-------------	----------

### Leadership Goal #2 Professional Practice

#### Legislative Engagement

Over the 2017-18 school year, the Superintendent will engage legislators and local leaders in understanding the needs of the District, specifically: Massachusetts Frameworks for Chapter 74 Exploratory Programs, regulations that limit student access, restrictions to funding for equipment and campus development opportunities.

#### Superintendent Rubric Alignment (✓)

Standard I: Instructional Leadership	Standard III: Family and Community Engagement
A. <input checked="" type="checkbox"/> Curriculum Indicator	A. <input checked="" type="checkbox"/> Engagement Indicator
B. <input checked="" type="checkbox"/> Instruction Indicator	B. <input checked="" type="checkbox"/> Sharing Responsibility Indicator
C. <input checked="" type="checkbox"/> Assessment Indicator	C. <input checked="" type="checkbox"/> Communication Indicator
D. <input checked="" type="checkbox"/> Evaluation Indicator	D. <input checked="" type="checkbox"/> Family Concerns Indicator
E. <input checked="" type="checkbox"/> Data-Informed Decision Making Indicator	Standard IV: Professional Culture
Standard II: Management & Operations	A. <input checked="" type="checkbox"/> Commitment to High Standards Indicator
A. <input checked="" type="checkbox"/> Environment Indicator	B. <input checked="" type="checkbox"/> Cultural Proficiency Indicator
B. <input checked="" type="checkbox"/> Human Resources Management & Development Indicator	C. <input checked="" type="checkbox"/> Communications Indicator
C. <input checked="" type="checkbox"/> Scheduling & Management Information Systems Indicator	D. <input checked="" type="checkbox"/> Continuous Learning Indicator
D. <input checked="" type="checkbox"/> Law, Ethics & Policies Indicator	E. <input checked="" type="checkbox"/> Shared Vision Indicator
E. <input checked="" type="checkbox"/> Fiscal Systems Indicator	F. <input checked="" type="checkbox"/> Managing Conflict Indicator

Timeline, Frequency, or Target Dates (i.e. Fall, Winter, Spring, Summer)	Strategies and Action Steps	Resources	Evidence/Benchmarks
October 2017	Host a Legislative Breakfast for state representatives and state senators representing member towns and the Town of Watertown to apprise them of Minuteman's legislative needs.	Admissions E-Team	Agenda/Handouts/Articles
October 2017	Designate staff members to serve on a Massachusetts Association of	MAVA CTE Director	Notification of minuteman faculty on committee.



## Superintendent Goals & Educator Annual Plan

	Vocational Administrators (MAVA) committee drafting Frameworks for Chapter 74 Exploratory Programs in an effort to establish high, uniform standards for Exploratory Programs across Massachusetts in an attempt to ensure that all students have equal access to high-quality career and technical education.		Frameworks
January 2018	Secure legislative sponsorship to provide for the needs of the District, including campus development opportunities.	Building Committee E-Team	Legislative sponsorship identification

### Leadership Goal #3 District Improvement

#### Increasing Membership

Over the 2017-18 school year, the Superintendent will communicate with officials in at least two communities to explore the possibility of adding them as members of the District, and will secure an agreement to further discuss with District membership at least one of those communities.

#### Superintendent Rubric Alignment (✓)

Standard I: Instructional Leadership	Standard III: Family and Community Engagement
F. <input type="checkbox"/> Curriculum Indicator	E. <input checked="" type="checkbox"/> Engagement Indicator
G. <input type="checkbox"/> Instruction Indicator	F. <input checked="" type="checkbox"/> Sharing Responsibility Indicator
H. <input type="checkbox"/> Assessment Indicator	G. <input checked="" type="checkbox"/> Communication Indicator
I. <input type="checkbox"/> Evaluation Indicator	H. <input type="checkbox"/> Family Concerns Indicator
J. <input checked="" type="checkbox"/> Data-Informed Decision Making Indicator	Standard IV: Professional Culture
Standard II: Management & Operations	G. <input type="checkbox"/> Commitment to High Standards Indicator
F. <input checked="" type="checkbox"/> Environment Indicator	H. <input type="checkbox"/> Cultural Proficiency Indicator
G. <input type="checkbox"/> Human Resources Management & Development Indicator	I. <input checked="" type="checkbox"/> Communications Indicator
H. <input checked="" type="checkbox"/> Scheduling & Management Information Systems Indicator	J. <input type="checkbox"/> Continuous Learning Indicator
I. <input checked="" type="checkbox"/> Law, Ethics & Policies Indicator	K. <input checked="" type="checkbox"/> Shared Vision Indicator
J. <input checked="" type="checkbox"/> Fiscal Systems Indicator	L. <input checked="" type="checkbox"/> Managing Conflict Indicator

Timeline, Frequency, or Target Dates (i.e. Fall, Winter, Spring, Summer)	Strategies and Action Steps	Resources	Evidence/Benchmarks
September-May	Communicate by all means available with leadership from two communities to discuss membership in the district.	Admissions E-Team	Identification of potential members.



## Superintendent Goals & Educator Annual Plan

May 2018	Secure an agreement to further discuss membership in the Minuteman District from officials in at least one of those communities.	Admissions E-Team	Agreement
----------	--	-------------------	-----------

### Leadership Goal #4 District Improvement

#### Campus Development

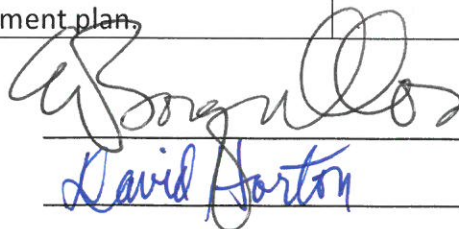
Over the 2017-18 school year, the Superintendent will initiate the implementation of a School Committee approved campus development plan.

#### Superintendent Rubric Alignment (✓)

<b>Standard I: Instructional Leadership</b> K. <input type="checkbox"/> Curriculum Indicator L. <input type="checkbox"/> Instruction Indicator M. <input type="checkbox"/> Assessment Indicator N. <input type="checkbox"/> Evaluation Indicator O. <input checked="" type="checkbox"/> Data-Informed Decision Making Indicator <b>Standard II: Management &amp; Operations</b> K. <input checked="" type="checkbox"/> Environment Indicator L. <input type="checkbox"/> Human Resources Management & Development Indicator M. <input type="checkbox"/> Scheduling & Management Information Systems Indicator N. <input checked="" type="checkbox"/> Law, Ethics & Policies Indicator O. <input checked="" type="checkbox"/> Fiscal Systems Indicator	<b>Standard III: Family and Community Engagement</b> I. <input type="checkbox"/> Engagement Indicator J. <input checked="" type="checkbox"/> Sharing Responsibility Indicator K. <input checked="" type="checkbox"/> Communication Indicator L. <input type="checkbox"/> Family Concerns Indicator <b>Standard IV: Professional Culture</b> M. <input type="checkbox"/> Commitment to High Standards Indicator N. <input type="checkbox"/> Cultural Proficiency Indicator O. <input checked="" type="checkbox"/> Communications Indicator P. <input checked="" type="checkbox"/> Continuous Learning Indicator Q. <input checked="" type="checkbox"/> Shared Vision Indicator R. <input checked="" type="checkbox"/> Managing Conflict Indicator
--	---

Timeline, Frequency, or Target Dates (i.e. Fall, Winter, Spring, Summer)	Strategies and Action Steps	Resources	Evidence/Benchmarks
September 2017	Introduce the general overview of campus development to the School Committee in Executive Session.	Building Committee E-Team School Committee	Meeting Minutes
October 2017	Propose strategies and timelines for campus development.	School Committee E-Team	Proposed Strategies and Timelines
November 2017	Establish next steps, based on discussions with School Committee.	School Committee	Meeting Minutes
November-May	Initiate implementation and attain School Committee approval of the campus development plan.	School Committee	Meeting Minutes

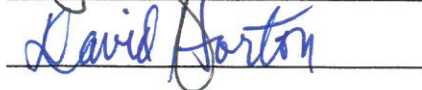
Superintendent Signature



Date:

9/19/17

Committee Chair Signature:



Date:

9/19/17



# Superintendent's Progress Report 2017-18



**MINUTEMAN**  
A REVOLUTION IN LEARNING

**Superintendent-Director**  
**Edward A Bouquillon PhD**

☒ **End-of-Cycle Progress Report, Step 5a, Due May 1**

**Evaluated by:**  
**School Committee**

The **Superintendent** completes this report bi-annually on progress made on each goal as they relate to the Administrative Leadership Superintendent Standards of Effective Teaching and the evidence supporting the review.

## Leadership Goal #1: Student Improvement

### Academy Model Development

Over the 2017-18 school year, the Superintendent will continue to support the Minuteman Academy Model by encouraging Professional Learning Communities, and by providing necessary resources and leadership opportunities for frequent sharing of "best practices" and updates by the Academy Development Team Leads at Executive Team meetings, Principal Management Team meetings, CTE/Academic Integration meetings, All-Staff meetings, and monthly School Committee meetings.

On Target	Off Target	Not Started
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Administrative Leadership Superintendent Rubric Alignment (✓)

- ☐ Standard I: Instructional Leadership
- A. ☒ Curriculum Indicator
  - B. ☒ Instruction Indicator
  - C. ☒ Assessment Indicator
  - D. ☒ Evaluation Indicator
  - E. ☒ Data-Informed Decision Making Indicator

- ☐ Standard II: Management & Operations
- A. ☒ Environment Indicator
  - B. ☒ Human Resources Management & Development Indicator
  - C. ☒ Scheduling & Management Information Systems Indicator
  - D. ☐ Law, Ethics & Policies Indicator
  - E. ☐ Fiscal Systems Indicator

### Standard III: Family and Community Engagement

- A. ☒ Engagement Indicator
- B. ☒ Sharing Responsibility Indicator
- C. ☒ Communication Indicator
- D. ☐ Family Concerns Indicator

### ☐ Standard IV: Professional Culture

- A. ☒ Commitment to High Standards Indicator
- B. ☒ Cultural Proficiency Indicator
- C. ☒ Communications Indicator
- D. ☒ Continuous Learning Indicator
- E. ☒ Shared Vision Indicator
- F. ☒ Managing Conflict Indicator

### Evidence

- a) See SRI Training Info.
- b) See SC Presentation Schedule.
- c) See Academy Model Pathways Overview.
- d) See Academy Model Integration PD.
- e) See Health, Hospitality & Human Services Pathway Integration Work.
- f) See Integration of Academic and Vocational Education (Superintendent's Presentation).
- g) Academy Model Integration Team Updates

### Comments (if applicable):

- 24 staff members (administrators and educators) participated in a 5-day School Reform Initiative Workshop (SRI-Critical Friends).
- Provided opportunities for ongoing Professional Development for the development of the Academy Model, including Pathways. Aspects of this development were presented monthly at School Committee meetings over the year.
- Superintendent presented to faculty in September 2017 on the eight Models of integration, how this looks at Minuteman and next steps in developing pathway projects.
- Professional Development Calendar ensure Academy Planning time.

## Leadership Goal #2: Professional Practice

### Legislative Engagement

Over the 2017-18 school year, the Superintendent will engage legislators and local leaders in understanding the needs of the District, specifically: Massachusetts Frameworks for Chapter 74 Exploratory Programs, regulations that limit student access, restrictions to funding for equipment and campus development opportunities.

On Target	Off Target	Not Started
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Administrative Leadership Superintendent Rubric Alignment (✓)



# Superintendent's Progress Report 2017-18



**MINUTEMAN**  
A REVOLUTION IN LEARNING

**Superintendent-Director**  
**Edward A Bouquillon PhD**

☒ **End-of-Cycle Progress Report, Step 5a, Due May 1**

**Evaluated by:**  
**School Committee**

- ☐ Standard I: Instructional Leadership
- A. ☒ Curriculum Indicator
  - B. ☒ Instruction Indicator
  - C. ☒ Assessment Indicator
  - D. ☒ Evaluation Indicator
  - E. ☒ Data-Informed Decision Making Indicator

- ☐ Standard II: Management & Operations
- A. ☒ Environment Indicator
  - B. ☒ Human Resources Management & Development Indicator
  - C. ☒ Scheduling & Management Information Systems Indicator
  - D. ☒ Law, Ethics & Policies Indicator
  - E. ☒ Fiscal Systems Indicator

Standard III: Family and Community Engagement

- A. ☒ Engagement Indicator
- B. ☒ Sharing Responsibility Indicator
- C. ☒ Communication Indicator
- D. ☒ Family Concerns Indicator

☐ Standard IV: Professional Culture

- A. ☒ Commitment to High Standards Indicator
- B. ☒ Cultural Proficiency Indicator
- C. ☒ Communications Indicator
- D. ☒ Continuous Learning Indicator
- E. ☒ Shared Vision Indicator
- F. ☒ Managing Conflict Indicator

## Evidence

- a) See Agenda for the Legislative Breakfast held at Minuteman on September 29, 2017.
- b) See Legislative Priorities for Legislative Breakfast.
- c) See Email Collection Frameworks Committee.
- d) See letter to Legislators re photovoltaic overlay amendment in State's Bond Bill.

## Comments (if applicable)

Held Legislative Breakfast in Fall to apprise leaders of MM's needs. Engaged with the MAVA Committee on the AVTE to draft frameworks for Ch. 74 Exploratory Programs. This led to two Minuteman Administrators being invited to work on the new Chapter 74 Exploratory Frameworks. Michelle Roche was selected to serve as Co-Project Manager. The new Chapter 74 Exploratory Frameworks will be presented to DESE by the end of the fiscal year. MAVA and AVTE also commissioned a white paper with Executive Summary to advance a definition of high quality career and technical education, as well as worked on a bond amendment to provide significant funds for both capital construction and equipment. An additional legislative effort involved an amendment to the state's bond bill regarding a photovoltaic overlay district on the parking lot of the new Minuteman High School. See attached supporting documents. The result of work related to enabling legislation relates to Goal # 4, Campus Development.

## Leadership Goal #3: District Improvement

### Increasing Membership

Over the 2017-18 school year, the Superintendent will communicate with officials in at least two communities to explore the possibility of adding them as members of the District and will secure an agreement to further discuss with District membership at least one of those communities.

On  
Target  
☒

Off  
Target  
☐

Not  
Started  
☐

## Administrative Leadership Superintendent Rubric Alignment (✓)

- ☐ Standard I: Instructional Leadership
- A. ☐ Curriculum Indicator
  - B. ☐ Instruction Indicator
  - C. ☐ Assessment Indicator
  - D. ☐ Evaluation Indicator
  - E. ☒ Data-Informed Decision Making Indicator

- ☐ Standard II: Management & Operations
- A. ☒ Environment Indicator
  - B. ☐ Human Resources Management & Development Indicator
  - C. ☒ Scheduling & Management Information Systems Indicator
  - D. ☒ Law, Ethics & Policies Indicator
  - E. ☒ Fiscal Systems Indicator

Standard III: Family and Community Engagement

- A. ☒ Engagement Indicator
- B. ☒ Sharing Responsibility Indicator
- C. ☒ Communication Indicator
- D. ☐ Family Concerns Indicator

☐ Standard IV: Professional Culture

- A. ☒ Commitment to High Standards Indicator
- B. ☒ Cultural Proficiency Indicator
- C. ☒ Communications Indicator
- D. ☐ Continuous Learning Indicator
- E. ☒ Shared Vision Indicator
- F. ☒ Managing Conflict Indicator

## Evidence

- a) See Watertown Budget and Finance Committee Agenda 9.25.17.
- b) See IMA Watertown Transportation 9.22.17.

## Comments (if applicable):

Over the year, reached out to develop relationships with stakeholders in several communities, including Watertown, Cambridge, and Woburn. Minuteman was on the agenda of the Budget and Finance Subcommittee



# Superintendent's Progress Report 2017-18



**MINUTEMAN**  
A REVOLUTION IN LEARNING

**Superintendent-Director**  
**Edward A Bouquillon PhD**

☒ **End-of-Cycle Progress Report, Step 5a, Due May 1**

**Evaluated by:**  
**School Committee**

in Watertown in the Fall, and an IMA with Watertown regarding Transportation was developed and signed. Relationship building is an ongoing process.

## Leadership Goal #4: District Improvement

### Campus Development

Over the 2017-18 school year, the Superintendent will initiate the implementation of a School Committee approved campus development plan.

On  
Target  
☒

Off  
Target  
☐

Not  
Started  
☐

### Administrative Leadership Superintendent Rubric Alignment (✓)

#### Standard I: Instructional Leadership

- A. ☐ Curriculum Indicator
- B. ☐ Instruction Indicator
- C. ☐ Assessment Indicator
- D. ☐ Evaluation Indicator
- E. ☒ Data-Informed Decision Making Indicator

#### Standard II: Management & Operations

- A. ☒ Environment Indicator
- B. ☐ Human Resources Management & Development Indicator
- C. ☐ Scheduling & Management Information Systems Indicator
- D. ☒ Law, Ethics & Policies Indicator
- F. ☒ Fiscal Systems Indicator

#### Standard III: Family and Community Engagement

- A. ☐ Engagement Indicator
- B. ☒ Sharing Responsibility Indicator
- C. ☒ Communication Indicator
- D. ☐ Family Concerns Indicator

#### Standard IV: Professional Culture

- A. ☐ Commitment to High Standards Indicator
- B. ☐ Cultural Proficiency Indicator
- C. ☒ Communications Indicator
- D. ☒ Continuous Learning Indicator
- E. ☒ Shared Vision Indicator
- G. ☒ Managing Conflict Indicator

### Evidence

- a) See latest version (April 5, 2018) of draft enabling legislation: *HD4737 An Act Authorizing the Minuteman Regional Vocational Technical School District to Lease Certain Land and Building*
- b) See Update re Special Legislation
- c) See Overview and Feedback to DESE on New Legislation
- d) See Hanscom AFB Partnership Agreement Press Release.
- e) Engagement Letter with UMASS Donahue
- f) Correspondence with Legislators, etc.

### Comments (if applicable):

- Held multiple Executive Sessions with the Minuteman School Committee to discuss future development options for District property and agree on a joint strategy for moving forward.
- Held a series of meetings with state legislators and lawyers to draft legislation to support campus-centric, mission-compatible development for District property.
- Secured approval from State House Legal Counsel for draft legislation to allow long-term leases of District property.
- Secured two principal sponsors for the legislation, State Representative Jay Kaufman (D-Lexington) and State Senator Cindy Friedman (D-Arlington), who are actively seeking additional co-sponsors and weighing whether to attach the bill as part of the FY 2019 state budget or submit it as a separate piece of legislation.

**End-of Cycle Progress Report Only (Begins 2017)**

**Administrator Comments and Rating on Impact of Student Learning**

**Impact on Student Learning (Check only one.)**

☐ **Low**

☐ **Moderate**

☐ **High**

**Enter Analysis Here** *[Growth over time, 2-years of data]*

**District Determined Measures**

☒ **End-of-Cycle Progress Report, Step 5a, Due May 1**

Superintendent's Signature:

Date:



# Superintendent's Executive Summary

## 2017-18 Progress towards Goals



### Goal 1: Academy Model Development

The Academy Development Team (ADT) was formed in 2015 with representation from administration, career and technical programs, academics, special education, media, and guidance; 13 committed faculty members in all. The focus of the ADT is to research academy models based on best practices identified throughout the country and build a model that is a best fit for Minuteman. Early in the Fall this year, the team identified the need for Pathway Leads. Administration promoted these new stipend positions and hired 15 staff members through an application process. The ADT team also designed a survey that was rolled out in December. The results of the survey identified gaps in curriculum development, progress with integration projects, and where further assistance was needed.

Projects include: **Composting: The Need, the Process, the Results, the Future; Animated Short Films; Living a Heart Healthy Life; Water Worx, and The Design Process: Designing, Building and Presenting a Rube Goldberg Machine.** All integration projects will be completed and presented to all staff by Fall 2018. The ADT and the administration team once again had a successful year developing the structure and content for the Professional Development Calendar collaboratively.

### School Reform Initiative (SRI) Training

Five-day training; September 27, 28, 29 and December 14 and 15.

Approximately 25 faculty and administrators. This training was designed to give educators the background information, skills, and practice necessary to effectively lead collegial groups of all kinds, but especially, those focused on educational equity. Participants left with insights and tools necessary for responsive facilitation and effective collaboration.

- Build and sustain a learning community among colleagues
- Assemble protocols designed to make effective use of on-going collaboration time
- Practice authentic feedback on student work, curriculum, and educator dilemmas
- Facilitate text-based conversations and reflective dialogues
- Engage in conversations about how issues of equity affect the ways principals lead, teachers teach, and students learn
- Reflect on and document teacher and student growth

### Goal 2: Legislative Engagement

- Hosted a Legislative Breakfast at Minuteman in the Fall of 2017 to apprise members of the Minuteman legislative delegation of Minuteman's current and future legislative needs.
- Welcomed two new members to the area legislative delegation: State Senator Cindy Friedman (D-Arlington), who succeeded the late Sen. Kenneth Donnelly and State Senator Dean Tran (R-Fitchburg), who replaced Sen. Jennifer Flanagan, who left to accept another position in state government.
- Arranged a private visit and individual tour of the building by Sen. Friedman and planned individual tours for Sen. Tran and Sen. Richard Ross (R-Wrentham).
- Invited the area legislative delegation to multiple events at the school, including the groundbreaking, topping off ceremony, and opening of the new Advanced Manufacturing lab.
- Secured sponsorship of a \$1.4 million amendment to the Senate version of the State Bond Bill to fund a photovoltaic project at the new Minuteman High School and urged Senate and House conferees to include the funding in the final version of the State Bond Bill.
- Through a statewide committee formed by the Massachusetts Association of Vocational Administrators (MAVA) and Massachusetts Department of Elementary and Secondary Education (DESE), pursued the development of Curriculum Frameworks for Exploratory Programs, the only Chapter 74 program without such frameworks. Two Minuteman administrators were appointed to serve on the Chapter 74 Exploratory Frameworks Committee, Steve Sharek and Michelle



# Superintendent's Executive Summary

## 2017-18 Progress towards Goals

---



Roche, with Ms. Roche selected to serve as Co-Project Manager. Draft Frameworks are scheduled to be presented to DESE by the end of the fiscal year.

- Actively participated in the drafting of recommendations included in a “white paper” from the Alliance for Vocational Technical Education (AVTE). The paper supports the expansion of high-quality career and technical education in Massachusetts and includes 22 recommendations to improve funding and program expansion.

### **Goal 3: Increasing Membership**

Over the year, reached out to develop relationships with stakeholders in several communities, including Watertown, Cambridge, and Woburn. Minuteman was on the agenda of the Budget and Finance Subcommittee in Watertown in the Fall, and an IMA with Watertown regarding Transportation was developed and signed.

### **Goal 4: Campus Development**

- Held multiple Executive Sessions with the Minuteman School Committee to discuss future development options for District property and agree on a joint strategy for moving forward.
- Held a series of meetings with state legislators and lawyers to draft legislation to support campus-centric, mission-compatible development for District property.
- Secured approval from State House Legal Counsel for draft legislation to allow long-term leases of District property.
- Secured two principal sponsors for the legislation, State Representative Jay Kaufman (D-Lexington) and State Senator Cindy Friedman (D-Arlington), who are actively seeking additional co-sponsors and weighing whether to attach the bill as part of the FY 2019 state budget or submit it as a separate piece of legislation.
- Developed a partnership agreement with Hanscom Air Force Base.



## EVIDENCE

### GOAL 1

- 1a) See SRI Training Info.
- 1b) See SC Presentation Schedule.
- 1c) See Academy Model Pathways Overview.
- 1d) See Academy Model Integration PD.
- 1e) See Health, Hospitality & Human Services Pathway Integration Work.
- 1f) See Integration of Academic and Vocational Education (Superintendent's Presentation).
- 1g) Academy Model Integration Team Updates





# MINUTEMAN

LEARNING • COLLABORATING • GROWING

August 17, 2017

Dear Colleagues,

You have been selected based on your role as a teacher leader, cluster lead, academic lead, or involvement in the Academy Development Team (ADT) to participate in an in-depth training to further develop your leadership skills in facilitating discussions about students, student work, curriculum design, and integrated projects. We believe this type of dialog is a cornerstone of Minuteman's Academy Model, with a deep focus on teacher collaboration and problem solving.

This will be a five-day training taking place on September 27th, 28th, 29th and December 14th and 15th. Substitutes will be provided for those teachers needing coverage. Participation in each session is required.

Below is a description of the training put on by School Reform Initiative (SRI). You can learn more about SRI's extensive work with schools at their website <http://www.schoolreforminitiative.org>

*The Institute on using the Principles and Practices of SRI Critical Friendship is designed to give educators the background information, skills and practice necessary to effectively lead collegial groups of all kinds, but especially, those focused on educational equity. Participants leave with insights and tools necessary for responsive facilitation and effective collaboration. All who are interested in being part of a learning community committed to equity with other educators, as well as those who are interested in supporting teacher-directed professional learning, are invited to attend.*

*Groups of educators who use the principles and practices of SRI critical friendship, facilitative leadership and adult development commit themselves to learning - with and from one another. Each group has a coach or facilitator who helps the group build trust by engaging in meaningful work while providing a safe environment for taking risks. This person is a member of the group, while helping others learn the skills that promote reflection, innovation, and making the work of teaching and leading visible.*

- ❖ **Learn** how to build and sustain a learning community among colleagues
- ❖ **Assemble** a resource kit of protocols designed to make effective use of on-going collaboration time – whether it is with a grade level team, department colleagues, or others in an intentional, professional learning community
- ❖ **Practice** giving authentic feedback on student work, curriculum, and educator dilemmas
- ❖ **Learn** techniques for facilitating text-based conversations and reflective dialogues
- ❖ **Engage** in conversations about how issues of equity affect the ways principals lead, teachers teach, and students learn
- ❖ **Explore** how to reflect on and document teacher and student growth

Sincerely,

Edward A. Bouquillon, PhD





**The SRI Institute:  
Nurturing and Sustaining a Culture of Collaborative and Reflective Practice  
Minuteman Career and Technical High School  
Lexington, MA  
September 27, 28, 29, 2017 and December 14, 15, 2017**

Through the five-day SRI Institute, twenty-four (24) teacher leaders will learn about and practice the skills, habits, and dispositions of adult collaboration and reflective discourse at Minuteman Career and Technical High School. Participants will learn strategies and techniques for effectively facilitating consistent and on-going team, department, and professional learning communities focused on teacher practice and student learning. During the five days, participants will practice asking for and receiving authentic feedback on student work and other data, teacher assignments and assessments, and challenging issues in teacher practice. Through the SRI Institute, participants will learn to engage in, create, manage, and hold strong, brave, safe spaces in which reflective discourse, focused on the complexity of teaching and learning and equity, can flourish. On-going coaching support will follow throughout the school year.

**Participants:**

Jack Dillon  
George Clement  
Michelle Roche  
Sarah Ard  
Cindy DeMaio  
Gene DiPaolo  
John Fusco  
Al St. George  
Connie Maynard  
Ashley Pisapia  
Michael Guarino  
Greg Donavan  
Diane Dempsey  
Maria Mastrocola  
Anita Currier  
Eric Marshall  
Allison Salisbury  
Annamaria Schrimpf  
Brian Tildsley  
Maryanne Ham  
Gary Sypteras  
Allison Barry  
Chuck Bruno  
Tracey Sierra

The School Reform Initiative creates transformational learning communities fiercely committed to educational equity and excellence



SC Presentation Schedule 2017-18											
<b>Draft Supt. Goals</b>											
1. Student Improvement: Academy Model Development											
2. Professional Practice: Legislative Engagement											
3. District Improvement: Membership Increase											
4. District Improvement: Campus Development											
<b>Draft SC Goals: To support Supt. in</b>											
1. Implementing the Education Program Plan, including the Academy Model											
2. Increasing enrollment from member towns											
3. Recruiting new member towns											
4. Engaging in decision-making around repurposing the present campus											
5. Ensuring that the new school building is ready for occupancy by September, 2019											
<b>Ed B: Goal 1 Academy Development Model Update at every meeting</b>											
Sept 19	Portfolios, Sr. Project, Peer Leadership Intro.										
Oct 17	MCAS and Admissions										
Nov 14	MPA Report										
Dec 12	1-1 devices; work of digital learning curators										
Jan 16	Report on SRI Training; Minuteman 101										
Feb 6	Public Hrg. on budget										
Mar 13	snowed out										
April 10	Academy Developmentn Team Update: Curriculum Mapping										
May 15	School Calendar, Update School Improvement Plan, Student Handbook Amendment										
June 12	Student Presentations										
v. 6 4.24.18											



# Academy Pathways Overview

Engineering Construction & Trades Academy Programs	Shared Services & Programs	Life Sciences & Services Academy Programs
<b>Trades &amp; Transportation Pathway:</b> <ul style="list-style-type: none"> <li>Automotive Tech 47.0604</li> <li>Carpentry 46.0201</li> <li>Electrical 46.0302</li> <li>Plumbing &amp; HVAC 46.0603/47.0201</li> </ul> <b>Digital Arts &amp; Design Pathway:</b> <ul style="list-style-type: none"> <li>Design &amp; Visual Communications 50.040</li> <li>Multi-Media Engineering 09.0701</li> <li>Programming &amp; Web Development 11.0201</li> </ul>	Nursing & Wellness Services Library & Media Center Special Education  Common Planning Time Academic Programs  Chemistry Science Physics English Language Arts Mathematics Physical Education  Common Competencies  Health & Safety Entrepreneurship 6/25/2015 Financial Literacy  Digital Literacy Career Guidance Work based Learning Internships & Coop  Reading Consultancy Student Portfolios Executive Purpose Project Based Learning	<b>Health, Hospitality &amp; Human Services Pathway:</b> <ul style="list-style-type: none"> <li>Culinary Arts &amp; Hospitality 12.0500/52.0901</li> <li>Cosmetology &amp; Barbering 12.0404/12.0402</li> <li>Early Education &amp; Care 13.1210</li> <li>Health Occupations 51.0000</li> </ul> <b>Agriculture, Environmental &amp; Life Sciences Pathway:</b> <ul style="list-style-type: none"> <li>Environmental Science 15.0507</li> <li>Biotechnology 15.0401</li> <li>Horticulture &amp; Landscaping Tech 1.0601</li> </ul>
<b>Engineering &amp; Production Pathway:</b> <ul style="list-style-type: none"> <li>Advanced Manufacturing &amp; Metal Fabrication 48.0501/48.0599</li> <li>Programming &amp; Web Development 11.0201</li> <li>Robotics Engineering Automation 15.0000/15.0403</li> </ul>		4.10.18



Minuteman is building their curriculum around Academy Pathways and deeply integrating academics with Career Pathways.

-Packet contains how we are doing it.

-Culinary Arts upload shows an excellent example.



## **Academy Pathways**

### **Engineering, Construction & Trades Academy (ECT)**

#### **Trades & Transportation Pathway**

- Electrical
- Carpentry and Construction
- Automotive Technology
- Plumbing & Heating

#### **Digital (IT) Arts & Design Pathway**

- Multi-Media Engineering – September 2018
- Design & Visual Communications
- Programming & Web Development

#### **Engineering & Production Pathway**

- Advanced Manufacturing
- Robotics, Engineering & Automation
- Welding & Metal Fabrications

### **Life Sciences & Services (LSS)**

#### **Health, Hospitality & Human Services Pathway**

- Culinary Arts & Hospitality
- Cosmetology
- Early Education & Teaching
- Health Assisting

#### **Agriculture, Environmental & Life Sciences Pathway**

- Environmental Science & Technology
- Biotechnology
- Horticulture & Plant Sciences

### **Post-Secondary (PS)**

- Advanced Manufacturing – September 2018
- Automotive Technology – September 2014
- Cosmetology – September 2014
- Culinary Arts– September 2018
- Electrical– September 2018
- Licensed Practical Nursing – September 2019
- Welding & Metal Fabrications – September 2018



**A Brief Look at the Academy Model  
Minuteman High School  
April 2017**

**What are we doing?**

- Designing a building, structuring a scheduling, and implementing an education plan that intentionally allows for more integration between vocational and academic classes.
- Providing the staff team with common planning time, professional development and opportunities to lead within a more collaborative school.
- Building in common planning time to evaluate student work, create interdisciplinary projects and establish data teams to focus in on students' needs.
- Fostering stronger relationships between colleagues, between students and between staff and students.
- Creating the opportunity for students to see more relevancy between their academic and vocational courses.
- Mapping our curriculum for vocational and academic courses to be shared throughout the school.
- Planning a ninth grade-specific course that will help students transition to Minuteman and give them the skills and knowledge to succeed in their post-graduate plans.
- Modifying our senior capstone project/portfolios to include more project-based learning and showcase incremental growth throughout their high school experiences.
- Forming faculty academy teams by having our faculty align themselves to career academies.
- Developing common characteristics of a Minuteman graduate.

**How it is different from what we are already doing?**

- We not changing what we are already doing. We are enhancing it by adding elements of an academy model. Starting with common planning time, we are giving teachers the



opportunity to come together and intentionally plan for more integration with academic and other vocational teachers.

**When does it start?**

- We are already beginning to implement elements of the academy model starting with common planning time. That began in September of 2016.
- This is an on-going effort to implement the academy model. It is the epitome of continual improvement that springs from our commitment to serving students through the lens of Professional Learning Communities (PLCs).
- It will take several years to implement all we are planning; and throughout the process we re-evaluate, assess, adjust and improve.

**How is the new building essential to support the Academy model?**

- The Academy model focuses on intentional planning by providing a flexible physical space for integration.
- The new building is designed to promote collaboration and communication by having similar curricula proximity.
- The location of the shared house (guidance, special education, library, etc.) and two career academies allows for better synergy to enhance all student learning.
- The new building meets the technology needs for all students to receive state-of-the-art, hands-on, integrated career training.
- The new building supports a 21<sup>st</sup> century education where project-based learning occurs in dedicated collaborative space.
- There is purposeful adjacency within the new building such as common teacher offices, project based areas and space for the curation and showcasing of student work.



Life Sciences & Services Academy (LSS) (50)	English	Math	Science	Social Studies	Foreign Language	Special Education	Guidance	PE	ET/Nurse/Safety	Other
<b>Health, Hospitality &amp; Human Sciences Pathway (31)</b> <ul style="list-style-type: none"> <li><b>Culinary Arts/Hospitality</b> A. Currier, M. McElhinney, D. Charbonneau, K. Tan (TA)</li> <li><b>Cosmetology</b> C. DeMaio, M. McLaughlin, P. Halko (PG)</li> <li><b>Early Education &amp; Care</b> K. Bouchard, A. Merrill, S. Shaw, G. Zink (TA)</li> <li><b>Health Occupations</b> M. Berry, N. Copithorne, D. Eichhorst (TA)</li> </ul>	T. O'Brien K. Sheerin	K. Hunt	M. Marshall		C. Maynard	A. Merkowitz G. Page S. Wertheim A. Pisapia K. McSheffrey	L. Camagna	J. Donato	C. Brown	M. Mastrocola (Library) R. Nan (ET) J. Joncas (M101) D. Malerba
<b>Agriculture, Environmental &amp; Life Sciences Pathway (19)</b> <ul style="list-style-type: none"> <li><b>Environmental Science</b> T. Regan, G. Protopoulos, A. Ofria (TA)</li> <li><b>Biotechnology</b> P. Rafter, M. Jurman</li> <li><b>Horticulture &amp; Landscaping</b> S. Ard, P. Kelleher</li> </ul>	K. Anderson G. Donovan	J. Skogstrom	G. Sypteras	S. Nason		N. Rose Dow M. Teehan A. Hutchings M. Bruno	D. Farrill		S. Bolduc	S. Schonour



Engineering, Construction & Trades Academy (ECT) (51)	English	Math	Science	Social Studies	Foreign Language	Special Education	Guidance	PE	ET/Nurse/Safety	Other
<ul style="list-style-type: none"> <li>Trades &amp; Transportation Pathway (26) <ul style="list-style-type: none"> <li>Electrical <ul style="list-style-type: none"> <li>A. St. George,</li> <li>K. McDermott,</li> <li>J. Chavrier (TA)</li> </ul> </li> <li>Carpentry <ul style="list-style-type: none"> <li>C. Traganos, C. Keirstead,</li> </ul> </li> <li>Automotive <ul style="list-style-type: none"> <li>B. Flood, D. Melanson</li> <li>J. Primpas (PG)</li> </ul> </li> <li>Plumbing/HVAC <ul style="list-style-type: none"> <li>C. Bruno, K. Romano,</li> <li>F. LaRossa</li> </ul> </li> </ul> </li> <li>Digital (IT) Arts &amp; Design Pathway (14) <ul style="list-style-type: none"> <li>Multi-Media Engineering (TBD)</li> <li>Design &amp; Visual Communications <ul style="list-style-type: none"> <li>M. Galante, A. Barry</li> </ul> </li> <li>Program &amp; Web Development <ul style="list-style-type: none"> <li>L. Lambert, R. Voges</li> </ul> </li> </ul> </li> </ul>	J. Bakeman D. Tagg	J. deHaan N. Devereaux	E. Marshall	T. Sierra	S. Nagle	M. Guarino C. Segreve J. Bakopolus	D. Dempsey	H. Plater	K. Gamache	M. Bowen (Library) J. Pitta
<ul style="list-style-type: none"> <li>Engineering &amp; Production Pathway (14) <ul style="list-style-type: none"> <li>Advanced Manufacturing <ul style="list-style-type: none"> <li>A. Peters</li> </ul> </li> <li>Metal Fabrications <ul style="list-style-type: none"> <li>G. Boyd</li> </ul> </li> <li>Robotics <ul style="list-style-type: none"> <li>M. Paradise</li> </ul> </li> <li>Engineering <ul style="list-style-type: none"> <li>R. Ayers, G. DiPaolo</li> </ul> </li> </ul> </li> </ul>	E. Gray	J. Fusco	A. Rachelous	C. Danielson		H. Quinn C. Kelly D. English				J. Hahn (ET) R. Caruso





# MINUTEMAN

PROFESSIONAL DEVELOPMENT CALENDAR  
2017-18

Meeting Times  
Wednesday's 1:40-2:30  
Early Release Days 12:45-3:30

DATE	AGENDA	NOTES
Monday August 28, 2017 1HR 30MIN	All Staff Opening Day	
Wednesday September 6, 2017 50 Minutes	Dept. Common Planning Time/Curriculum Mapping (if time)	
Wednesday September 13, 2017 50 Minutes	Academy/Pathway Common Planning Time	Senior Project/Portfolio Updates Curriculum Mapping Review
Tuesday September 19, 2017 <i>Early Release</i> 12:45 – 3:30 2HR 45MIN	Nurses Update ALICE Review Building Project Update	
Wednesday September 20, 2017 50 Minutes	Dept. Common Planning Time/Curriculum Mapping (if time)	
Wednesday September 27, 2017 50 Minutes	Academy/Pathway Common Planning Time	Meet and Greet Activity Triad Protocol
Wednesday October 4, 2017 50 Minutes	Academy/Pathway Common Planning Time	2016-2017 Exemplars Rubicon Atlas Features Review
Wednesday October 11, 2017 50 Minutes	Academy/Pathway Common Planning Time	Carousel Unit Plan Components Student Learning and Objectives/Assessment
Thursday October 12, 2017 <i>Early Release</i> 12:45 – 3:30 2HR 45MIN	Showcase Planning - George Clement	
Wednesday October 18, 2017 50 Minutes	Dept. Common Planning Time/Curriculum Mapping (if time)	
Wednesday October 25, 2017 50 Minutes	Showcase Practice- George Clement	
Wednesday November 1, 2017 50 Minutes	Showcase Practice – George Clement	



Wednesday November 8, 2017 50 Minutes	Showcase Practice – George Clement	
Wednesday November 15, 2017 50 Minutes	Showcase Final Prep – George Clement	
Wednesday November 29, 2017 50 Minutes	Academy/Pathway Common Planning Time	Carousel Unit Plan Components Instructional Strategies/Materials and Resources
Tuesday December 5, 2017 <i>Early Release</i> 2HR 45MIN	Mental Health CPR Audit Review	
Wednesday December 6, 2017 50 Minutes	Dept. Common Planning Time/Curriculum Mapping (if time)	
Wednesday December 13, 2017 50 Minutes	Academy/Pathway Common Planning Time	Curriculum Mapping/Integration Workshop
Wednesday December 20, 2017 50 Minutes	Academy/Pathway Common Planning Time	Curriculum Mapping/Integration Workshop
Wednesday January 3, 2018 50 Minutes	Dept. Common Planning Time/Curriculum Mapping (if time)	
Thursday January 4, 2018 <i>Early Release</i> 2HR 45MIN	ALICE Training 1-1 Digital Learning Curators (DLC)  No School (Snow Day)	
Wednesday January 10, 2018 50 Minutes	CPR Audit Review Curriculum Mapping	
Wednesday January 17, 2018 50 Minutes	Curriculum Mapping Pathway Lead Meeting (TBA)	
Wednesday January 24, 2018 50 Minutes	Curriculum Mapping	
Wednesday January 31, 2018 50 Minutes	Integration Projects	
Wednesday February 7, 2018 50 Minutes	Dept. Common Planning Time/Curriculum Work (if time)	
Tuesday February 13, 2018 2HR 45Min	Mental Health - Mindfulness	
Wednesday February 14, 2018 <i>Early Release</i> 50 Minutes	CPR Audit Feedback Curriculum Mapping	
Wednesday February 28, 2018 50 Minutes	Integration Projects	



Wednesday March 7, 2018 50 Minutes	Dept. Common Planning Time/Curriculum Work (if time)	
Thursday March 8, 2018 <i>Early Release</i> 2HR 45MIN	ALICE	
Wednesday March 14, 2018 50 Minutes	Integration Projects	
Wednesday March 21, 2018 50 Minutes	Integration Projects	Integration Project <u>Description</u> will be due on this day
Wednesday March 28, 2018	MCAS – ELA <i>No Professional Development</i>	<b>This is a full day of school with dismissal at 2:30 pm</b>
Tuesday April 3, 2018 <i>Early Release</i> 2HR 45MIN	Dept. Common Planning Time/Curriculum Work	
	Academy/Pathway Common Planning Time	Finalize integration projects for presentations
Wednesday April 4, 2018 50 Minutes	Academy/Pathway Common Planning Time	Present integration projects
Wednesday April 11, 2018 50 Minutes	Academy/Pathway Common Planning Time	Present integration projects
Wednesday April 25, 2018 50 Minutes	Academy/Pathway Common Planning Time	Present integration projects
Wednesday May 2, 2018 50 Minutes	Dept. Common Planning Time/Curriculum Work (if time)	
Wednesday May 9, 2018 50 Minutes	Academy/Pathway Common Planning Time	Present integration projects
Wednesday May 16, 2018 50 Minutes	Academy/Pathway Common Planning Time	Present integration projects
May 17, 2018 <i>Early Release</i> 2HR 45MIN	Ed Tech Carousel DLC	
Wednesday May 23, 2018	MCAS – Math <i>No Professional Development</i>	<b>This is a full day of school with dismissal at 2:30 pm</b>
Wednesday May 30, 2018 50 Minutes	Dept. Common Planning Time/Curriculum Work (if time)	
Wednesday June 6, 2018	MCAS – Science <i>No Professional Development</i>	<b>This is a full day of school with dismissal at 2:30 pm</b>
Wednesday June 13, 2018	TBD	



**MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT  
SCHOOL IMPROVEMENT PLAN JANUARY 2017 – JUNE 2018**

**JACK DILLON, PRINCIPAL**



**JANUARY 2017**

**Non-Discrimination.** Minuteman Regional Vocational Technical School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, or gender identity in its programs or activities, including its admissions and employment practices. The School District does not tolerate harassment or discrimination. An individual has been designated to coordinate compliance under Title IX and Section 504 and may be contacted through the Superintendent's Office, 758 Marrett Road, Lexington, MA 02421, (781) 861-6500, ext. 7360.



Goal 3: Create more opportunities for professional development with a focus on: sustained common planning time for academic/CTE integration, continuous educational technology development, and the implementation of the academy model			
Action	Time Line/Assessment	Person(s) Responsible	Status
3.1 Create an Academy Development Team, who will make themselves available to meet with other school districts, stakeholders who practice the Academy model, collect data and preview Academy best practices.	Ongoing	Superintendent/Principal	ADT has assisted with the creation of initiatives which will help Minuteman move forward in the development of an Academy Model. For example: the implementation of the Daily Advisory Period will allow for the building of relationships between teachers and students, the creation of a Scheduling Team, who will work together to refine the scheduling options and align specific groups of teachers already identified into career academies in an effort to enhance the delivery of curriculum and services within the academy model; the review and revision of curriculum offerings/courses (in conjunction with the academic and CTE curriculum mapping initiative) that apply across academies are developed (e.g. financial literacy, entrepreneurship).
3.2 Initiate Academy & Departmental Common Planning Time for Academic/CTE integration.	Ongoing	ADT, Principal, Director of CIA, Director of CTE, & Director of SPED	Individual teachers, or teacher teams, are allotted time for interdepartmental or intradepartmental work/projects including, but not limited to: Participation in CVTE and Special Education Leadership Academy, which will focus on a capstone project to improve access, opportunities, and outcomes for ALL students. Teacher team's complete work related to teacher driven initiatives. For example: Curriculum mapping, Portfolio, Senior Project, Minuteman 101, Co-Teaching Model.
3.3 Create Professional development opportunities in an effort to increase proficiency for <u>ALL</u> teachers/staff in the use of technology for teaching and learning. For example: One Note, 1 to 1, Office 365, Class Notebook, Microsoft Classroom, ASPEN and Minuteman Webpage design.	Ongoing 2016-2018	Director of Education Technology, Digital Learning Curators, Instructional Technology Specialists, Data Coordinator	Specific days have been identified in the PD school calendar for these types of trainings. Educational Technology staff have also assisted teachers with technology beyond these days. For example, Technology Support

Minuteman Regional Vocational Technical School District

School Improvement Plan January 2017-June 2018

Final 12/13/16



3.4	Update and replace classroom resources, and infrastructure, to support the increased use of technology within the learning environment.	Ongoing 2016-2018	Director of Educational Technology, E-Team	Ongoing updates to the infrastructure continue to take place. Interactive boards, lcd projectors, desktops and laptops have been purchased and upgraded as needed.
3.5	Adoption of the Future Ready Framework to guide the district toward digital and personalized learning.	2016-2018 SCHL YR	Director of Educational Technology; E-Team	Pledge signed; registered for the Future Ready Summit in November; use of resources to guide the district
3.6	Train staff in The SOS Signs of Suicide Prevention Program (SOS) is a universal, school-based depression awareness and suicide prevention program.	December 6 <i>Delayed Opening</i>	Special Education Leaders, Dr. C. Kelly	Keeping Our Students Safe: Signs of Suicide, A Prevention Program. Dr. Kelly has researched and planned the multi-step process of implementing the SOS program. She has attended the train the trainer training and will be able to train Minuteman staff in the implementation of the SOS program.
3.7	The Academy Development Team (ADT) will present the plans for furthering PLC's (Professional Learning Communities) in the school.	February 7, 2017 <i>Early Release</i> May 31, 2017	ADT Team	Keeping Our Students Safe: Signs of Suicide, A Prevention Program. 5 Members of the ADT have attended a week long Critical Friends Training and continue to meet to practice protocol implementation skills.
3.8	Building on existing practices, the school will develop a comprehensive tiered system of school wide support.	Ongoing 2016-2018	Academic, CTE and SPED staff within the academy model	This is an ongoing process. As we continue to collaborate across disciplines (Academic/CTE) we will prepare a more comprehensive frame work protocol for tiered intervention utilizing the academy model.



#### **8.11.17 School Wide Goals 2017-18**

Engage in professional conversations and best practices to support colleagues and to build Professional Learning Communities (PLC) that will:

- Continue to support opportunities for all teachers to lead in the advancement of the academy model.
- Deeply integrate high-quality career and technical education and academic instruction in order to accomplish one or more of the following:
  - enhance literacy skills
  - improve executive functioning skills
  - demonstrate practical connections between disciplines
- Foster a healthy, safe, supportive learning environment.
- Advance the use of technology to enhance digital learning.



**From:** Dillon, Jack  
**To:** [All-Academic](#); [All-Vocational](#); [SPED](#); [Guidance](#)  
**Cc:** [Romano, Rosemary](#)  
**Subject:** FW: Integration Showcase  
**Date:** Wednesday, May 3, 2017 7:59:14 AM  
**Attachments:** [pastedImage.png](#)

---

Greetings Staff,

Happy May! On Wednesday May 3rd at 1:40-2:30 we will be hosting our first integration showcase! You will be traveling by academy, below is the list of staff by academy. If your name is not on the list please email me directly.

**Engineering, Construction  
and Trades Academy**

Staff Members:

Ayers, Rob  
Bakeman, Jim  
Barry, Allison  
Bernstein, Carrie  
Bordeau, Erin  
Boyd, Gene  
Bruno, Chuck  
Caruso, Richard  
Dambrosia, Denise  
Danielson, Chris  
deHaan, Justin  
Dempsey, Diane  
Devereaux, Nicole  
DiPaolo, Eugene  
Donato, John  
Fusco, John  
Galante, Maria  
Girouard, Bruce  
Guarino, Mike  
Keirstead, Cliff  
Kelly, Cheryl  
Lampert, Larry  
LaRosa, Frank  
Marshall, Eric  
Mastrocola, Maria  
McDermott, Kevin  
Melanson, Don  
Melanson, Don  
Nagle, Sheila  
Nardone, Beth  
Pimpas, John  
Quay, Becky

**Life Sciences and Services  
Academy**

Staff Members:

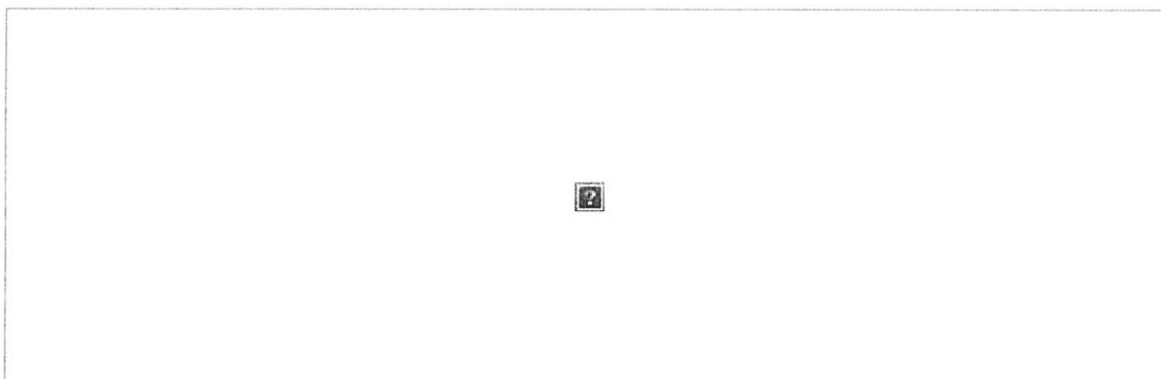
Anderson, Kathryn  
Ard, Sarah  
Beckwith, Kevin  
Berry, Maureen  
Bowen, Maryam  
Brown, Carol  
Camagna, Lisa  
Charbonneau, Dan  
Copithorne, Nicole  
Currier, Anita  
DeMaio, Cindy  
Donovan, Greg  
Gray, Ethan  
Griffin, Nina  
Guay, Meghan  
Halko, Pauline  
Heather, Plater  
Hunt, Kevin  
Hutchings, Amy  
Joncas, Joe  
Jurman, Mark  
Kelleher, Peter  
Landau, Alissa  
Malerba, Dean  
Marshall, Meghann  
Maynard, Connie  
McElhinney, Marty  
McLaughlin, Melissa  
Merkowitz, Andie  
Merrill, Anne-Marie  
O'Brien, Terri  
Ofria, Alice



Quinn, Heidi  
 Romano, Kyle  
 Ryder, Brian  
 Sierra, Tracey  
 St. George, Al  
 Tagg, Danielle  
 Thompson, Steve  
 Traganos, Chris  
 Voges, Bob

Page, Gayle  
 Plater, Heather  
 Protopopescu, George  
 Rafter, Patrick  
 Regan, Terry  
 Schonour, Shantel  
 Sheerin, Kevin  
 Skogstrom, John  
 Smith, Katie  
 Sypteras, Gary  
 Tan, Karen  
 Teehan, Margaret  
 Tuttle, Richard

**At 1:40 all staff should be in the appropriate location for presentations,** at 2:03 there will be an announcement to move to session 2. The rotation schedule is below.



The following is a schedule of the integration projects/lessons that will be offered during your sessions.

<b>Integration Agenda and Locations</b>			
<b>Paul Revere Room</b>		<b>Training Room</b>	
<b>Time</b> <b>1:40/2:07</b>	<b>History and Physical Education</b> <i>Influences of the Far East</i> Tracey Sierra and Heather Plater (3 mins)	<b>Time</b> <b>1:40/2:07</b>	<b>Design and Visual Arts, Early Education and Teaching, Library/Media and English</b> <i>Children's ABC Books</i> Allison Barry, Anne-Marie Merrill, Maria Mastrocola and Kathryn Anderson (10 min)
<b>1:43/2:10</b>	<b>Civics and Reading 12</b> <i>Debates and Argumentative Responses</i> Shantel Schonour and Tracey Sierra (4 Mins)	<b>1:50/2:17</b>	<b>Design and Visual Arts and Language Arts</b> <i>Summer Reading and Social Media</i> Maria Galante, Maria Mastrocola, Greg Donovan and Bruce Girouard (5 mins)



<b>1:47/2:14</b>	<b>Physics and Plumbing</b> <i>Notching</i> Eric Marshall and Frank LaRosa (4 Mins)	<b>1:55/2:22</b>	<b>Drama Club and Trades</b> <i>Play</i> Greg Donovan (5mins)
<b>1:51/2:18</b>	<b>Integrated Senior Project</b> <i>Submarine "Hy-drone"</i> Johnathan Meister and Michael Ortiz (8 Mins)	<b>2:00/2:27</b>	<b>Cosmetology and Math</b> <i>Angles</i> Cindy DeMaio and Nikki Devereaux (3 mins)
<b>1:59/2:26</b>	<b>Early Education and Teaching and Psychology</b> <i>Attachment Disorders</i> Katie Smith and Aimee Ratchelous (4 Mins)		
<b>Staff questions if time allows</b>			

Any questions please email me, [ksmith@minuteman.org](mailto:ksmith@minuteman.org). Later this week, there will be a brief survey to gather feedback on the showcase.

Thanks,  
Katie

**Kathleen Smith, M.Ed, C.A.G.S.**  
*Early Education and Teaching Instructor*

**Minuteman High School**  
758 Marrett Road, Lexington, MA 02421  
T 781.861.6500 x6654  
F 781.863.1747  
[www.minuteman.org](http://www.minuteman.org)

## MINUTEMAN

A REVOLUTION IN LEARNING

Prepare for College and Life | Learn from the Experts | Make a Fresh Start | Be More Than Just Another Student | Experience The Modern American High School | Believe In Yourself



**From:** Bouquillon, Ed  
**To:** AllStaff-List  
**Subject:** I need your help ASAP  
**Date:** Tuesday, December 12, 2017 2:53:12 PM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
**Importance:** High

---

Dear Faculty,

Please assist the Academy Development Team by responding to this quick survey on the progress you are making in regards to the Professional Development Calendar. i.e.

Curriculum mapping, integration projects, common assessments.

I need to have a clear and honest sense of where we are with Curriculum Mapping and if additional resources are needed for the entire school to make progress. This survey will inform the Academy Development Team of supports required, (including time). We all have a lot on our plates, and I want to use the information you provide me to prioritize, and perhaps eliminate some things (if we can).

ALSO: Please let me know (specifically) what further professional development for mapping or integration work or anything else is a priority for you.

[Click this link](#) to access the **Academy Pathway Development Survey**.

The survey will close 12/19/2017 so I can have time to summarize the information and share it.

All the best

Dr B

**Edward A Bouquillon PhD**  
**Superintendent-Director**



**MINUTEMAN**

A REVOLUTION IN LEARNING: Prepare for College and Life | Learn from the Experts | Make a Fresh Start | Be More Than Just Another Student | Experience The Modern American High School | Believe In Yourself

[www.minuteman.org](http://www.minuteman.org)



**From:** [Bouchard, Kathleen](#)  
**To:** [Ham, Maryanne](#); [Bouquillon, Ed](#); [Dillon, Jack](#); [Clement, George](#)  
**Subject:** Re: Academy Development Survey Results  
**Date:** Wednesday, January 17, 2018 11:44:38 AM  
**Attachments:** [2017.12.29 Academy and Pathway Development Survey Results.pdf](#)

---

Hi All,

Maryanne, thanks for sending this along.

Just to catch everyone up to date, I've been meeting with Jack and other administrators periodically to help plan out the Wednesday common planning times.

As the survey shows, it seems that curriculum mapping and integration should be our focus this year with curriculum mapping as the priority- which I believe is what we are trying to accomplish with the PD calendar.

Jack and I were planning on meeting with pathway leads today (to help clarify expectations) but we'll have to bump it to next week. By the end of the month, we'd like to have another pathway common planning time to work on integration projects. It is our belief that some of the groups will be ready to present by the end of the year- there are some good pockets of motivation spread throughout the school.

In terms of the time dedicated for curriculum mapping, the 4 components that were not requested last year (students objectives, learning strategies, assessments and resources) certainly need people's time and attention. I think we can accomplish this by making the majority of the academy/pathway common planning time Wednesdays for curriculum mapping and limit the IRC all-staff meetings to other Wednesdays.

For those that are "done" with maps (most likely Academic staff) would it be possible to offer drop-in Office 365/One Note training? the request appeared quite a few times on PD needs question. Another thought is to use those "done" staff members as mentors to those that are still struggling with maps.

The definition of "done" is certainly something I discussed with George and Jack. We feel it may be a good idea to create a rubric to assess the quality of the maps. It may be worth forming a group or finding a way to get the summer curriculum mapping group back together to accomplish such a task. We did check in with Bill who had a rubric but it was more so geared towards making sure all the components were on the map vs the quality of what was presented.

Thanks,  
Katie



**Kathleen Bouchard, M.Ed, C.A.G.S.**  
*Early Education and Teaching Instructor*

**Minuteman High School**

758 Marrett Road, Lexington, MA 02421

T 781.861.6500 x6654

F 781.863.1747

[www.minuteman.org](http://www.minuteman.org)

**MINUTEMAN**

A REVOLUTION IN LEARNING

Prepare for College and Life | Learn from the Experts | Make a Fresh Start | Be More Than Just Another Student | Experience The Modern American High School | Believe In Yourself

---

**From:** Ham, Maryanne

**Sent:** Thursday, January 11, 2018 4:10:57 PM

**To:** Bouquillon, Ed; Bouchard, Kathleen

**Subject:** Academy Development Survey Results

Katie,

Dr. Bouquillon asked that I forward the survey results to you.

Maryanne

**Maryanne Nadeau Ham**  
***Director of Special Projects***

**Minuteman High School**

758 Marrett Road, Lexington, MA 02421

T 781.861.6500 x7323

F 781.863.1747

[www.minuteman.org](http://www.minuteman.org)

**MINUTEMAN**

ASPIRE ACCELERATE ACHIEVE

Prepare for College and Life | Learn from the Experts | Make a Fresh Start | Be More Than Just Another Student | Experience The Modern American High School | Believe In Yourself



# Executive Team Meeting

January 11, 2018

1:00 pm

Superintendent's Conference Room

---

<b>Meeting called by:</b>	Scheduled Weekly	<b>Type of meeting:</b>	Administration
<b>Facilitator:</b>	Edward Bouquillon	<b>Note taker:</b>	Jaculen Maglio
<b>Attendees:</b>	Kevin Mahoney, Liz Rozan, Edward Bouquillon, Annamaria Schrimpf, Amy Perreault, Steve Sharek, John Cammarata, George Clement, Maryanne Ham		

## Minutes

---

**Agenda item:** Review Minutes from December 7, 2017 Meeting    **Presenter:**

**Discussion:**

**Conclusions:** Approved

**Action items**

✓ Post to website

**Person responsible**

Jaculen Maglio

**Deadline**

---

**Agenda item:** 2018 National Blue-Ribbon Schools Program    **Presenter:** John Cammarata

**Discussion:** The US Dept. of Education has selected Minuteman as eligible to receive the National Blue-Ribbon School award. To be eligible the school must meet one of two criteria.

1. In the top 15% of high performing schools ranked on certain criteria.

2. In the top 15% of closing achievement gaps.

**Conclusions:** John is collecting information needed to complete the application process. The application will be submitted online.

**Action items**

---

**Agenda item:** Academy Pathway Development Survey Results    **Presenter:** Edward Bouquillon

**Discussion:** Ed reviewed some of the results of the APD survey. The purpose of the survey was to get a sense of where everyone stands in developing their curriculum map, what areas are teachers struggling with? What can we do to help? George recommended creating a rubric. Ed is looking for functionality and evidence of level of collaboration and integration.

**Conclusions:** Katie Bouchard will attend the next principal's meeting to discuss components of curriculum mapping so that administrators can help teachers. Ed said that everyone should be 90% complete with their curriculum maps by the end of the year.

**Action items** Share the results at the Principal's meeting, Ed will share with Katie and create a pdf.

---

**Agenda item:** Likely Postponement of NEASC Decennial Visit    **Presenter:** Edward Bouquillon

**Discussion:** We will be informed in March if our request to postpone NEASC's visit has been approved.

**Conclusions:** The All Staff NEASC meeting has been canceled.

**Action items**

---

**Agenda item:** Review Opportunities for Collaboration with Minuteman    **Presenter:** Edward Bouquillon



**Discussion:** This document was developed by a school committee member who has conducted meetings with other in-district school committee members regarding the opportunities that in-district students, teachers, administrators and residents have to collaborate with Minuteman.

**Conclusions:** Steve will make recommended changes to the document then send it to Ed and Liz for distribution.

**Action items**

---

**Agenda item:** FY19 Budget Update

**Presenter:** Edward Bouquillon

**Discussion:** Ed wants the leadership team to be aware that there is one more fincom meeting in January and a public hearing in February where they will vote on the budget.

**Conclusions:** Ed informed the team that some of them will be attending town meetings.

**Action items**

---

**Agenda item:** Postsecondary Application Update

**Presenter:** Maryanne Ham

**Discussion:** Minuteman has applied for 5 postsecondary programs, one has been approved (Advanced Manufacturing) and we'll hear if the other 4 have been approved next month. Maryanne is moving forward on part b of the application process, she needs floor plans for all 5 programs for this building and the new building.

**Conclusions:**

**Action items**

---

**Agenda item:** TeachPoint Reminder – Administrator Evaluations **Presenter:** Maryanne Ham

**Discussion:** Maryanne reminded administrators to upload their work to TeachPoint and reminded Ed to sign the evaluations and to meet with the administrators that he evaluates about their goals.

**Conclusions:**

**Action items**

---

**Agenda item:** MA Girls in Trades Update

**Presenter:** Maryanne Ham

**Discussion:** They'll be two conferences this year, one at Springfield Tech Community College in Weston, MA on January 19<sup>th</sup> and the other in Worcester at the IBEW on March 30<sup>th</sup>, Lt. Governor Karyn Polito will attend. 20 schools are represented, 200 students will attend on January 19<sup>th</sup> and 350 students will attend on March 30<sup>th</sup>.

**Conclusions:**

**Action items**

## Other Information

---

George Clement

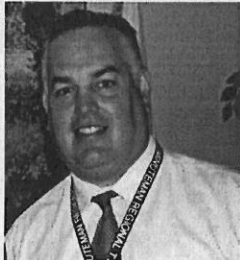
- Tomorrow is "Minuteman for a Day" we should have 50 8<sup>th</sup> grade students here.
- Steve asked George how accurate is the email he receives weekly regarding the admissions summary. George said that its only partial information, not 100% accurate.
- Ed reminded George that he'll need to provide admission information for the School Committee meeting in February.

Meeting Adjourned: 1:58 pm





## Minuteman Introduces New Advanced Manufacturing Program



**Jack Dillon**  
Principal

### **Revolutionary News**

The Principal's Newsletter about  
Minuteman,  
A Modern American High School

### **Mark Your Calendar**

February 5, 6 ..... MCAS Bio Retest  
February 7 ..... Early Release @ 1:30  
February 13 ..... Early Release @ 12:30  
February 14 ..... Early Release 1:30  
February 16 ..... Early Release @ 11:21  
February 19 ..... Presidents Day  
School/Offices Closed  
February 20 – 23 ..... Winter Break  
School Closed  
February 28 ..... Early Release @ 1:30  
March 7 ..... Early Release @ 1:30  
March 8 ..... Early Release @ 12:30  
In-Service  
March 8 ..... Parent/Teacher Conference  
(3:30-5:30)  
March 14 ..... Early Release @ 1:30  
March 21 ..... Early Release @ 1:30  
March 27, 28, 29 ..... MCAS ELA  
March 30 ..... Good Friday Offices Closed  
April 3 ..... Early Release @ 11:21  
In Service  
April 4 ..... Early Release @ 1:30  
April 11 ..... Early Release @ 1:30  
April 13 ..... Early Release @ 11:21  
April 16 ..... Patriots Day Offices Closed  
April 17-20 ..... Spring Break  
School Closed  
April 25 ..... Early Release 1:30  
April 30 ..... Senior Project Begins



*Minuteman Superintendent Edward Bouquillon pictured with Massachusetts Secretary of Labor and Workforce Development Rosalin Acosta at. They were attending Gov. Charlie Baker's announcement about a new advanced manufacturing certificate program for adults.*

Minuteman High School is one of 10 vocational-technical high schools that will be participating in this new educational initiative designed to train adults for high-wage, skill-intensive careers in advanced manufacturing.

The advanced manufacturing certificate program was announced by Gov. Charlie Baker at Southeastern Regional Vocational Technical High School in Easton on Dec. 14.

"This is one of the best investments in human opportunity and capability we can all make," he said. "We're very excited about this."

Jobs are available in this burgeoning field due to two factors that make employers uneasy — an aging workforce with retirement looming and a skills gap that translates into a scarcity of qualified employees to replace them. The program unveiled by the Governor is intended to prepare men and women to join the advanced manufacturing workforce and thus keep propelling the industry forward.

Continued...



Post-secondary learners will be able to attend evening classes in advanced manufacturing at any of the participating vocational-technical high schools beginning in September 2018. When they complete three different modules requiring a total of 900 hours of class time, they become eligible to earn a certificate in advanced manufacturing. That credential will enable them to receive credits at specific community colleges which can be applied toward an associate degree.

The program can be completed on a flexible timetable to accommodate the schedules of people who are employed. Students will be eligible for financial assistance such as state MassGrants, federal Pell grants and scholarships.

Approximately 200 to 300 students are expected to enroll during the first year of the program. In addition to Minuteman the vocational-technical high schools taking part are Assabet Valley Regional Vocational Technical High School in Marlborough, Bristol-Plymouth Regional Technical High School in Taunton, Diman Regional Vocational Technical High School in Fall River, Essex Agricultural and Technical High School in Danvers, Greater Lawrence Technical High School in Andover, Greater New Bedford Regional Vocational Technical High School in New Bedford, Nashoba Valley Technical High School in Westford, Southeastern Regional and Whittier Regional Vocational Technical High School in Haverhill.

Secretary of Education James Peyser, Secretary of Labor and Workforce Development Rosalin Acosta, and Michael Tamasi, president and CEO of AccuRounds, a precision machining company based in Avon, also addressed the audience at Southeastern Regional, which included officials from Minuteman and educators from across the state.

Representatives from the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Association of Vocational Administrators attended as well.

Representing Minuteman were Superintendent Edward Bouquillon and several members of the advanced manufacturing Program Advisory Committee.

Minuteman launched its own four-year program in advanced manufacturing in September with two Massachusetts Skills Capital Grants totaling \$995,000. Those grants helped the school purchase state-of-the-art technology including 11 industry-standard Haas lathes and mini mills, 15 training simulators, advanced measurement equipment for quality control and several 3-D printers to teach additive manufacturing.

"I am encouraged by the consistent efforts of this administration and legislature to invest in high-quality career and technical education," said Bouquillon. "Gov. Baker and the Workforce Skills Cabinet recognize the long-standing commitment of our business and industry partners in preparing young people for careers that are in high demand. Regional manufacturing, robotics, and engineering industries need creative and innovative young people."

"Our students graduate with purpose," Bouquillon continued. "These initiatives insure we will continue to equip our students with technical and professional skills that make them career-ready and college-ready. The Governor's support of this post-secondary partnership will allow Minuteman's advanced manufacturing program to serve more adults seeking to enter this lucrative and vital career pathway."



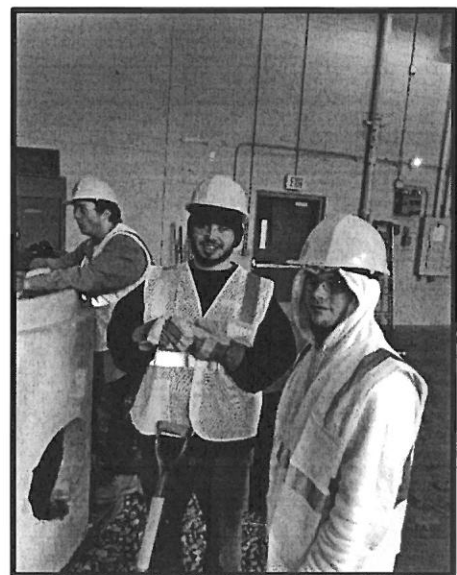
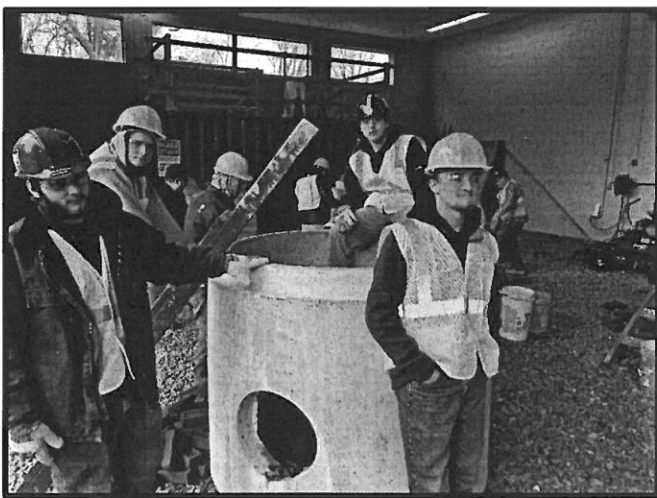
## Pre-Apprenticeship Workshop



Approximately thirty seniors enrolled in the Engineering, Construction and Trades Academy participated in a week long program run by the New England Laborers' Union and sponsored by the Massachusetts Department of Transportation. The program consisted of an overview of highway construction trades and transportation. Pictured are students visiting the New England Laborers Construction Craft Apprenticeship in Hopkinton, MA during one of the workshops. All participants earned an American Red Cross CPR/First Aid/AED certification.

This well received workshop is now being offered during February Vacation to any high school student interested in careers in Civil Engineering or Construction Trades. The workshop is FREE and is limited to 20 students. Click the link below to register or call 781-861-7150.

<https://register.asapconnected.com/CourseDetail.aspx?CourseId=159519>.



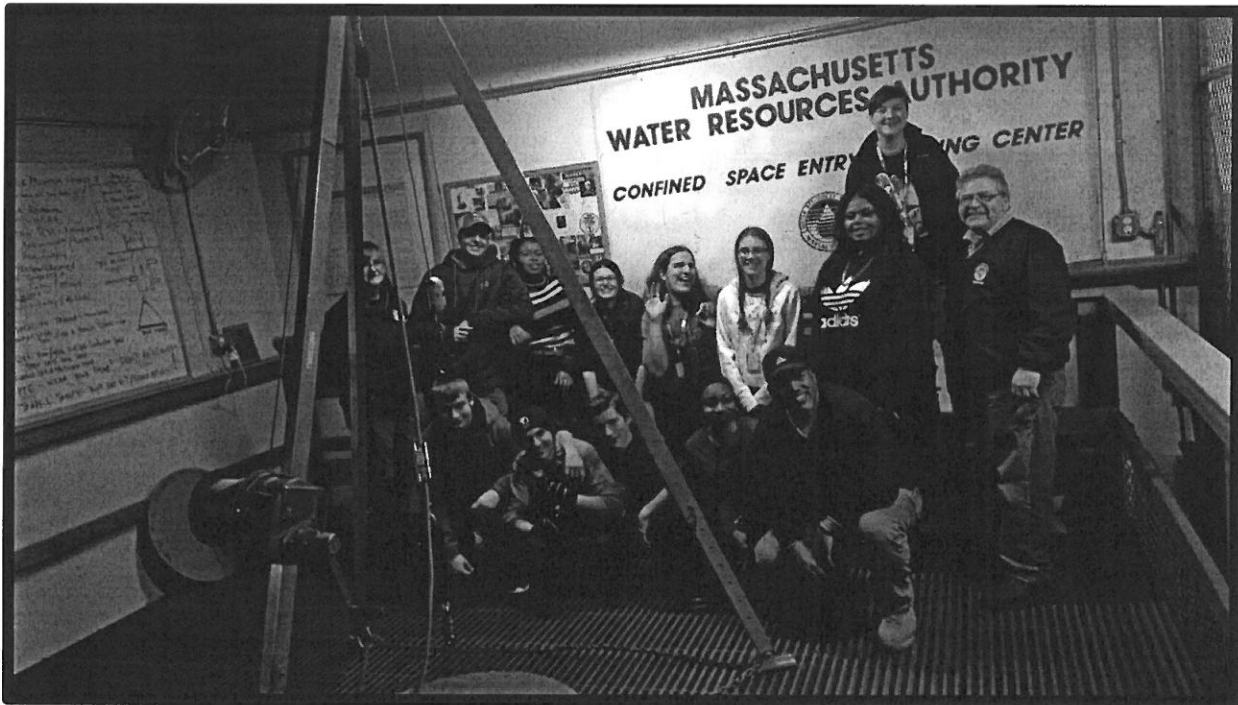


## Training at the MWRA

All eleven Environmental Science and Technology seniors earned their Confined-Space Entry certifications on Tuesday, January 7th. The Confined-Space Entry certification is one of six licenses or certifications that can be acquired through Minuteman's Environmental Science and Technology Program.

Training topics include fresh-air ventilation, air monitoring, safety, and hazard communications. The training included students being attached to a harness and lowered into a simulated confined space. At the conclusion, student Aviva Brandes-Krug was asked to simulate an unconscious worker requiring emergency extraction from the confined space. She performed well, having played the part many times before in the classroom.

Training was provided for free by the Massachusetts Water Resources Authority (MWRA), coordinated by George Denhard and Lori Foley who are active members of the Environmental Advisory Board. The MWRA instructors provided very positive feedback about the enthusiasm of the Minuteman students. Many thanks to the MWRA for providing this valuable training experience.



Front Row: CJ Stephens, Kevin Glynn, Milo Rossi, Tashiia Herrington, Craig (MWRA)

Back Row: Fran (MWRA), Matt Tobio, Erin Noel, Aviva Brandes-Krug, Ben Roth, Brodie Hawkes, De'Shia Tabb, Max Armstrong, Jack (MWRA)





The Genesis Battlegreen Run was held November 5, 2017. Runners and walkers from the Minuteman community were represented by the Minuteman Parent Association, students, and faculty. This years' Minuteman volunteer list grew to include the Community Service and Learning/Interact Club. Our Design and Visual Communication program once again helped design and print promotional materials including a Lawn Sign designed by Melanie Hennessey, Class of 2018 which was prominently displayed throughout Lexington. Melanie is also the student who had the winning entry for the Battlegreen Run Foundations logo contest in 2016.



From Left to Right: Emma Leone, grade 10 Design & Visual Communications; Dean Malerba, Technical Assistant; Michelle Roche, CTE Director; Charles Lovett, grade 10 Horticulture & Plant Sciences; Fae Eisenheim, grade 11 Horticulture & Plant Sciences; Jenn Eisenheim, Parent; Otto Rademacher, grade 10 Environmental Science and Technology  
Photo by: Allison Salisbury

For the second year in a row, the Health Assisting Program was invited to staff the medical tent.



Junior Health Assisting Student Semhal Katz joined the EMTs  
Photo by: Allison Salisbury

Continued...

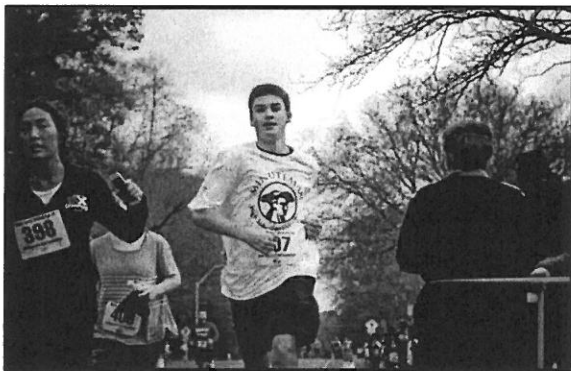


The Culinary Arts program once again prepared and served the Signature Dish (Vegetable Chili and Cornbread) to over 900 hungry participants and volunteers.



Martin McElhinney, Culinary Arts Instructor; Larry Lambert, Programming and Web Development Instructor; Allison Sanzio, grade 10 Culinary; Linnea Johnson, grade 10 Culinary; Maryanne Ham, Director of Special Projects; and Anita Currier, Culinary Arts/Hospitality Instructor  
Photo by: Allison Salisbury

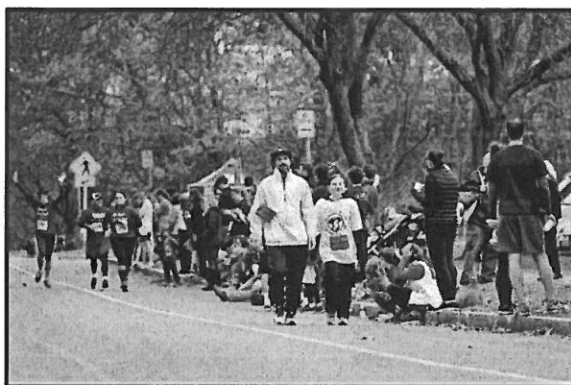
Walkers and Runners enjoyed the scenic view of Lexington.



Luis Saverino



Michelle Roche, CTE Director

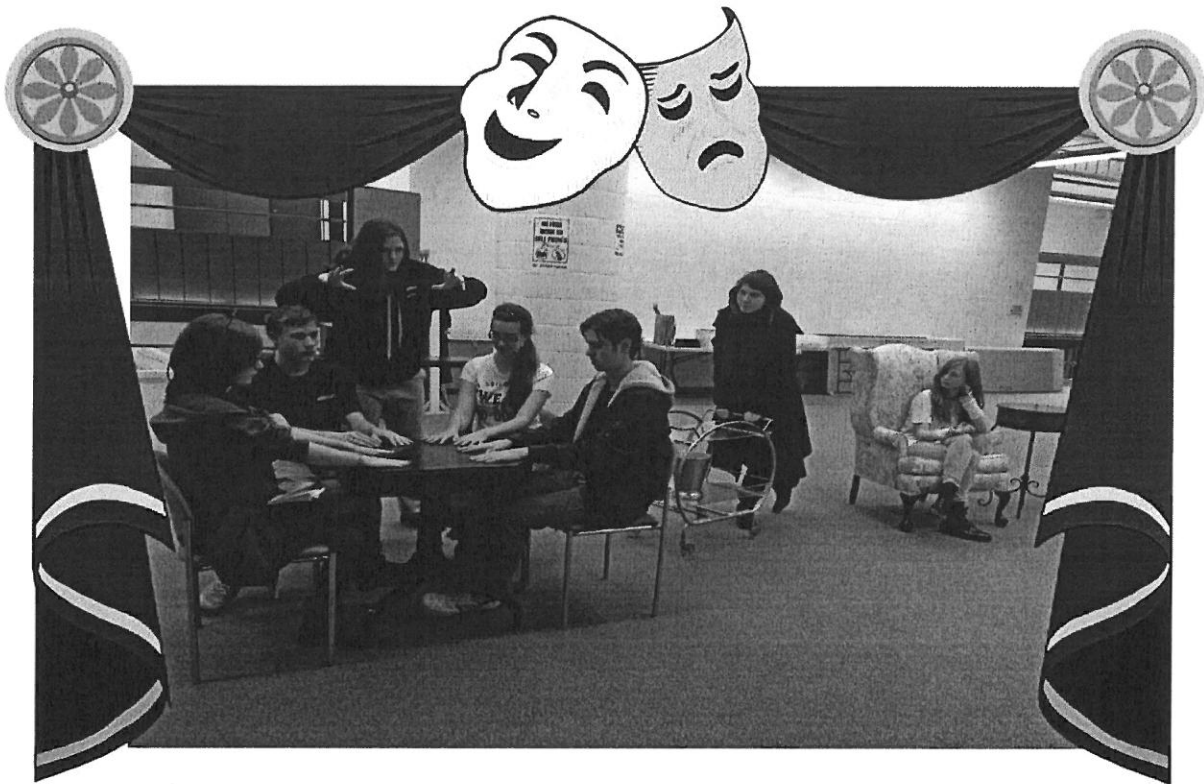


George Clement, Assistant Principal/Admissions and his wife Michelle

As a result of our incredible teamwork and in memory of Pauline Briggs who taught Biotechnology at Minuteman from September 2000 until her passing in July 2004, the Battlegreen Run Foundation donated to the Minuteman Parent Foundation and Minuteman Futures Foundation a total of \$2875! A big thank you to Allison Salisbury, our Community Education Director for taking photos throughout the day.



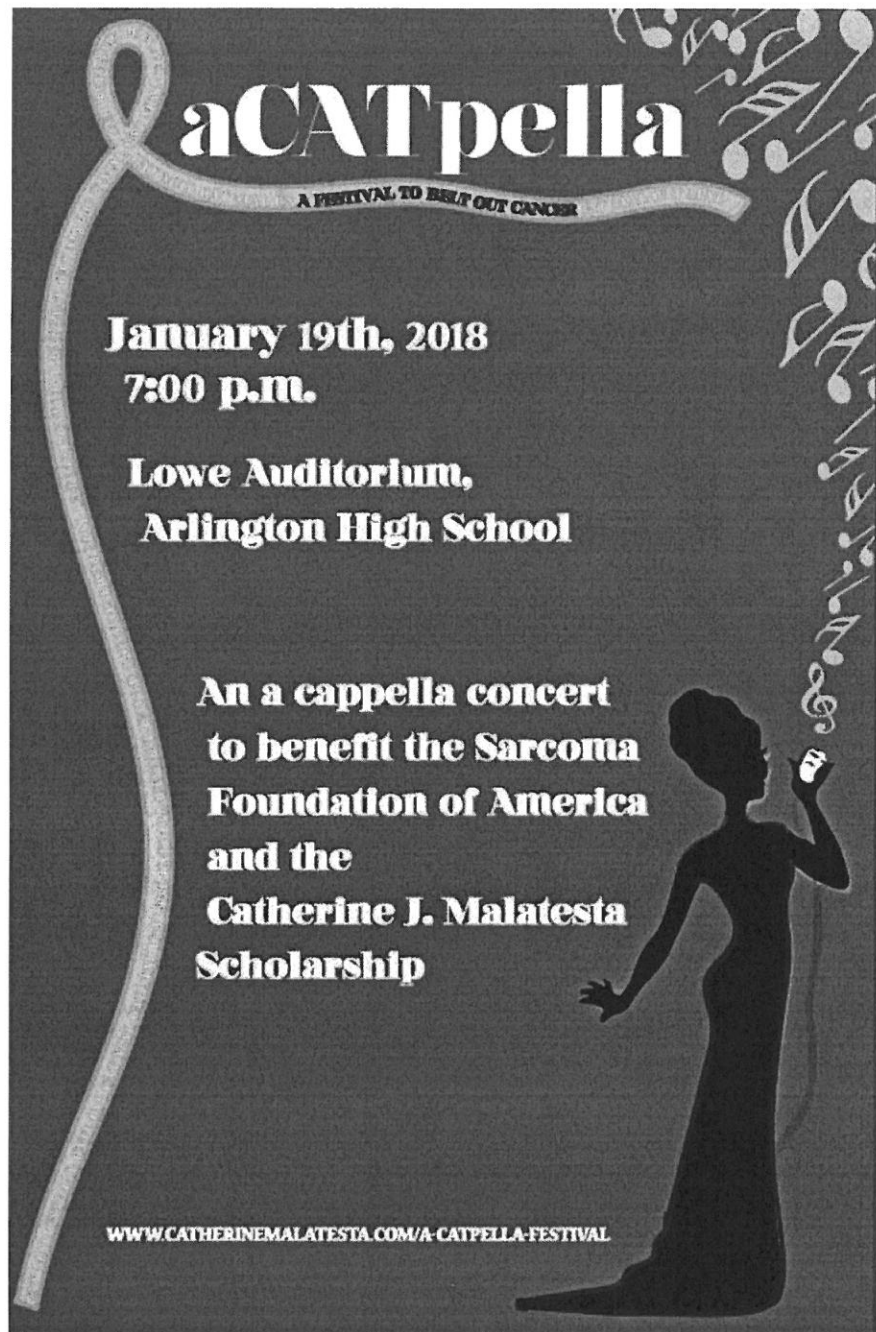
## Drama Club Theatrical Event



It's time for The Minuteman Players (aka Drama Club) to announce their annual theatrical event. After a short burst of snow, the Drama Club is now in the beginning stages of rehearsals for Noel Coward's "spiritual" comedy, *Blithe Spirit*. Coward's often revived classic comedy centers on the lives of Ruth Condomine (freshman Lucy Kitchenka) and her author husband, Charles (senior Nate Dekin), who invite a psychic medium, Madame Arcati (junior Amelia Doyle) over to perfume a séance as research for his next novel. The Condomines enlist the aid of Dr. Bradman (sophomore Jack Ryan) and his wife (freshman Morgan Calverley) to round out the number needed to perform the séance, and, well, let's just say that Charles' first wife Elvira (sophomore Brenna Seith) has her own ideas about how this haunting should go. Edith (freshman Jillian Bearden), the family servant, is forced to clean up a much bigger mess than she bargained for. Lighting and Sound duties are being handled by junior Teddy Seidman. Coordinating backstage is junior stage manager Tyler Benoit, whose crew includes: juniors Jeff Benoit, Jayne Coppola, Nick DeVincent, and Jake Dionne, as well as freshman P.J. Farwell. As always, cosmetology instructor Cindy DeMaio, will help coordinate hair and make-up, while carpentry instructor, Cliff Keirstead will lead his team of carpenters in the creation of a mansion. Performances for *Blithe Spirit* will take place on April 6<sup>th</sup> and 7<sup>th</sup> at 7:30 PM in the IRC. Please come out and show your support. Tickets are \$5.00 for students/seniors and \$8.00 for adults. No doubt, a ghostly good time will be had by all.



## "aCATpella" Musical Event



DVC Juniors helped design and print promotional materials for "aCATpella" musical event at Arlington High School. The aCATpella event is held in honor and memory of Catherine Malatesta (nickname was CAT), a 16 year girl from Arlington who lost her life to Sarcoma two years ago. All proceeds raised go to the Sarcoma Foundation of America and the Catherine J. Malatesta Scholarship fund. Jennifer Goodwin (Catherine's mom) and Dawn Terry asked DVC Juniors to design and print postcards, tickets, sandwich board signs and a program. As a class, DVC Juniors met with their clients (Jennifer and Dawn) to gather information and brainstorm on ideas for a design that would carry through various media. The class broke down to smaller groups to create and execute each piece. All items have been printed and are being used in the community. The program cover that they designed is shown above.

DVC Juniors who created the materials are, Anthony Attar, Jared Burke, Rose Cipriano, Jenna DeCampo, Oscar Dias, Lyazzat Feldman, Brendan Gibbons, Kennady Jacobs, Romano Manring, Zach Olden, Joe Perry and Teddy Seidman.



## Staff Members of the Term

# *Congratulations*



**Principal Jack Dillon Congratulates:**

**Employee of the Term:**

Horticulture Teacher Sarah Ard

**Employee Nominees of the Term:**

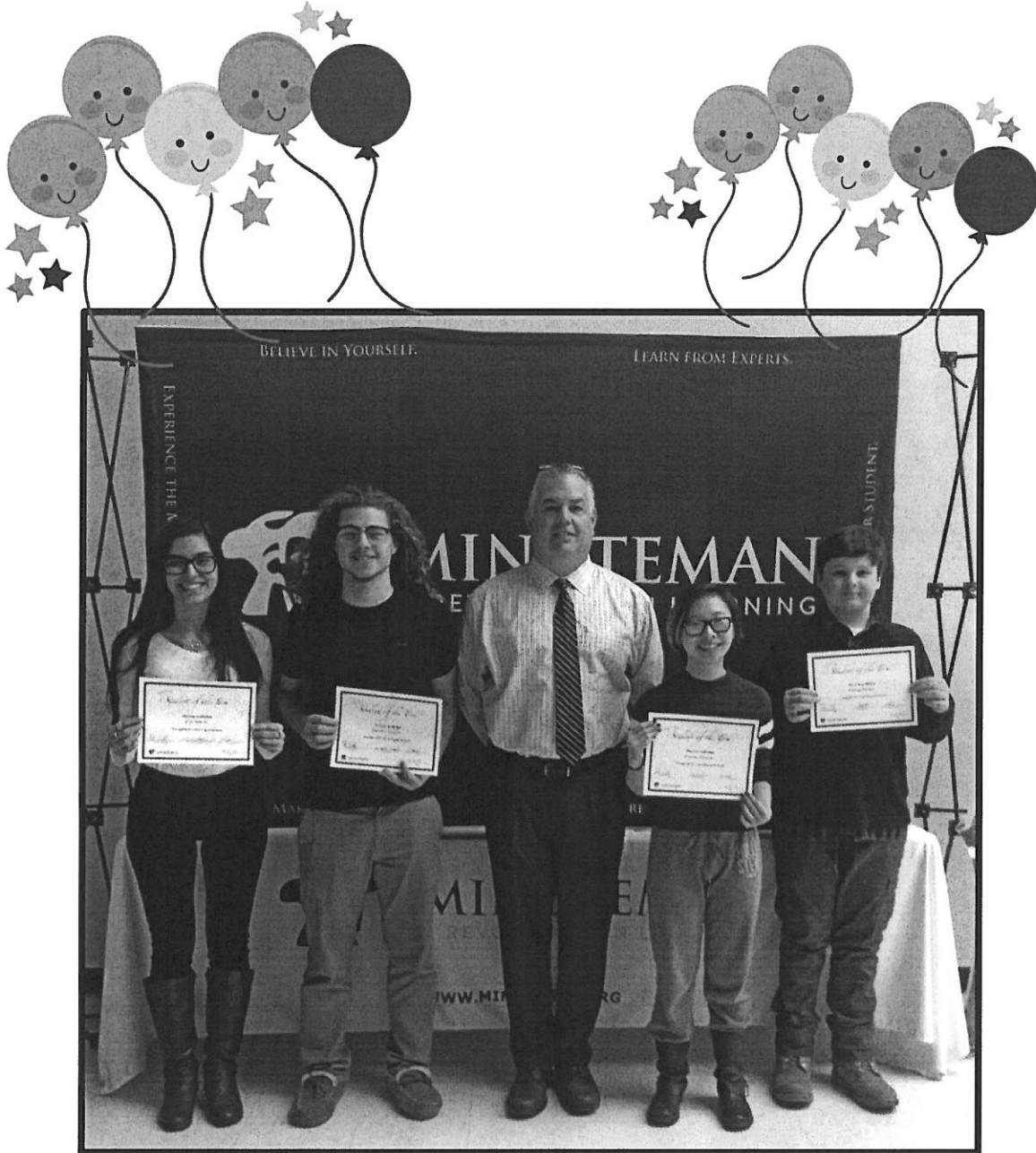
English Teacher Kathryn Anderson,

Science Teacher Nina Griffin and

Advanced Manufacturing Teacher Alex Peters

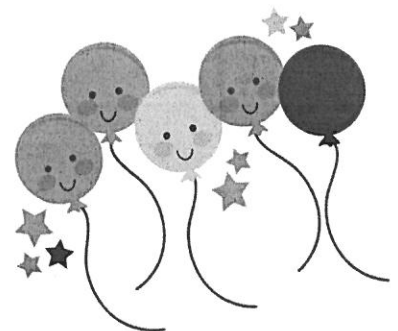


## Students of the Term



### **Principal Jack Dillon Congratulates:**

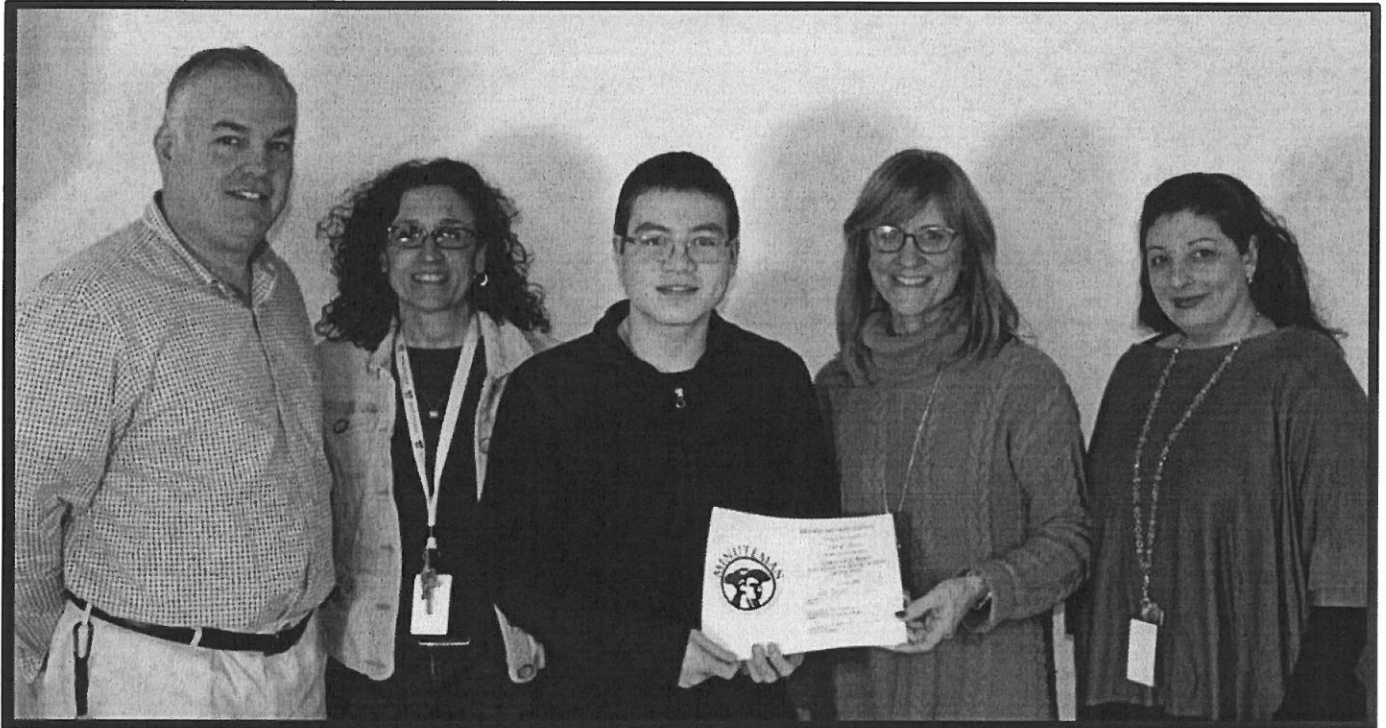
Julia Gomes, grade 10  
Giacomo Zuccala, grade 12  
Kimmee Hanson, grade 11  
Padraig Wallace, grade 9





## Outstanding Student Award

*congratulations*



Principal Jack Dillon, DVC Instructor Maria Galante, Student Jack Ross, CTE Director Michelle Roache and Guidance Counselor, Lisa Camagna

Congratulations to Jack Ross for being selected for the MAVA/MVA Outstanding Student Award. Jack was chosen for this award based upon grades, technical competence, attendance, leadership qualities, vocational-related work experience, extracurricular activities, and community involvement.



## Girls in STEM Recycling Program

The Girls in STEM Club recently partnered with Bay State Textiles to bring a textile recycling program to Minuteman High School.

Unwanted or old clothes, shoes, towels and sheets, pillows, stuffed animals, purses, and many more fabric-based items are accepted.

A gray recycling bin is now located outside of Automotive on the way to the front of the school. Anyone can make a donation. For every ton donated, Minuteman will receive \$100. This new program also helps to create over 1,000 jobs in Africa. Each year millions of pounds of textiles are thrown away that can be recycled. Together, we can help Minuteman go green!

Please see the flyer for more information.

# Support the Minuteman School Community!!!

**The Minuteman Regional Vocational Technical School  
generates a rebate based on the weight of collection!!!**



**Acceptable Items for Recycling**  
All of the following can be donated in any condition as long as  
it's clean and dry:  
Bay State Textiles pays a rebate based on the weight of donations.  
**Support your local community!!!**

### Footwear:

Shoes	Boots	Sneakers
Heels	Work Boots	Cleats
Pumps	Dress Boots	Slippers
Sandals	Winter Boots	Flip Flops

### Clothing:

Tops	Pants	Undergarments
Sweaters	Jeans	Socks
Sweatshirts	Sweatpants	T-Shirts
Dresses	Skirts	Slips
Tank Tops	Shorts	Pajamas
Blazers	Slacks	Coats

### Accessories:

Hats	Gloves	Scarfs
Pocketbooks	Duffle Bags	Totes
Belts	Ties	Bathrobes

### Linens:

Sheets	Pillows	Comforters
Blankets	Towels	Throw Rugs
Draperies	Table linens	Placemats

### Stuffed Animals

In any condition, 95% of all textiles can be recycled or reused  
*Reduce - Reuse - Recycle*

### Please Bag All Donations

\*\*\*\*Items NOT Accepted: Mattresses, Couch Cushions, Lawn Furniture Cushions, Foam Products (mattress pads, etc.), Carpet Remnants, and Rugs (larger than 2' x 4')

baystatetextiles.com



⇒ **Reuse**  
⇒ **Recycle**  
⇒ **Do not throw away**



**The box is placed indefinitely! Tell your friends, neighbors and relatives!!!**



## Girls in STEM



On November 6, the Girls in STEM Club participated in the Acton-Boxborough Discover STEM event, held at Acton-Boxborough High School. At the event, Minuteman students networked with professionals in the STEM fields and learned more about STEM opportunities in the local area. Minuteman students also presented and showcased the work they do mentoring 7th and 8th grade girls in the STEM Camps they run.



**Lexington Arts and Crafts Society presents:**  
**22nd Annual Regional High School Artists Show**

The artistic talents of our area youth is on display at the Lexington Arts and Crafts Society's 22nd Annual Regional High School Art Majors Show. The work of students from Bedford, Burlington, Lexington, Winchester, Waltham, Lexington Christian Academy, Concord-Carlisle and Minuteman Regional Vocational Technical high schools will be on view.

The selected artwork on exhibit is not a juried show; the selected work is chosen by the students with the assistance of their teachers. Many of the students will continue in college to become future designers and fine artists. The styles range from energized multi-media drawings and still life studies to architectural designs. Other mediums represented are experimental sculptures, photography, painting and ceramics.

The "High School Artists, A Celebration" reception will be held on Sunday, January 28<sup>th</sup> from 2 – 4pm in the Parson Gallery of the Lexington Arts and Crafts Society, 130 Waltham Street, Lexington, MA.

The gallery was built with the philosophy of giving local artists an opportunity to exhibit their work. In that spirit, we are giving our area student artists the same opportunity.

Gallery Hours: Tuesday – Friday and Sunday 12 – 4 p.m., and Saturday 10 a.m. – 4 p.m.  
Admission and Parking are free. Open to the Public

For more information: Call 781.862.9696 or visit: [www.LACSma.org](http://www.LACSma.org)





# Minuteman Sports News

2018 is off to a great start and winter sports are well underway. Our student athletes have been putting in the work while playing hard and having fun.

## Boys Basketball:



The boys basketball team is off to a 3 – 6 start. They have made many strides this season. The boys are competing with all teams this year and with only one senior, Jeff Connell, they are building for the future. In their wins, the boys have used a tough, solid defense. Against Presentation of Mary the boys played a tough man-to-man pressure defense holding the Panthers to 32 points in the victory. Ngor Manyang, Keitho Alcy and Ethan Moore provided the offense while Dan Johansen and Kevin Mullaney locked down on defense and rebounding. In their victory over Fellowship Christian, it was a complete team effort with 14 players getting into the scoring column. Josh Kerble led the way with 9 points in the 62-20 victory. In the most exciting victory, a 92 – 73 win over Keefe Tech of Framingham, Ngor Manyang led the way with 24 points, 6 assists, and 9 steals. Keitho Alcy, Ethan Moore, each scored 14 points and Dan Johansen added 11. Nick Ballentoni, Chris Georgoudis, Mike O'Rourke, and Jeff Connell provided the energy on defense, pressuring Keefe with a half court trapping defense creating 32 turnovers. The boys have played league opponents tough and look to avenge losses to Lynn Tech, Essex Tech, and Northeast Metro Tech during the second half of the season. The team will be looking for leadership from senior Jeff Connell and an infusion of youth with freshman Marco Bagnell and Nick Casey as they head down the stretch.

## Varsity Swim Team:



shutterstock · 137563085

The swim team is having one of its best seasons in years. The competition has been good for everyone. The swimmers are having fun and enjoying their successes. Everyone is improving as well as swimming faster. There are more swimmers on the team this year and that is reflected in the team's success. There are only two seniors on this year's team, Dan Hurley and Mariana Torres-Roman. The team offers a promising look for future successes. There are a number of freshmen and sophomore swimmers who have joined the team and a few juniors as well. The team has two home meets remaining in the season. Conference Championships will be January 31st at Greater Lawrence and February 1st at Lynn Tech. The present record is 3-2 in the CAC and 4-2 overall.

## Hockey Team:



The hockey team is currently in its most successful season in a few years, sitting at 5-7-2. Holding onto one of the final playoff spots, the team has 6 games remaining and could be looking at their first playoff berth in 10 years. Devin Cotter and Stephen Vozzella lead the team in points, and goaltenders Jeremy Pica and Justin Miner have played stellar in what has been a turnaround year for the program.

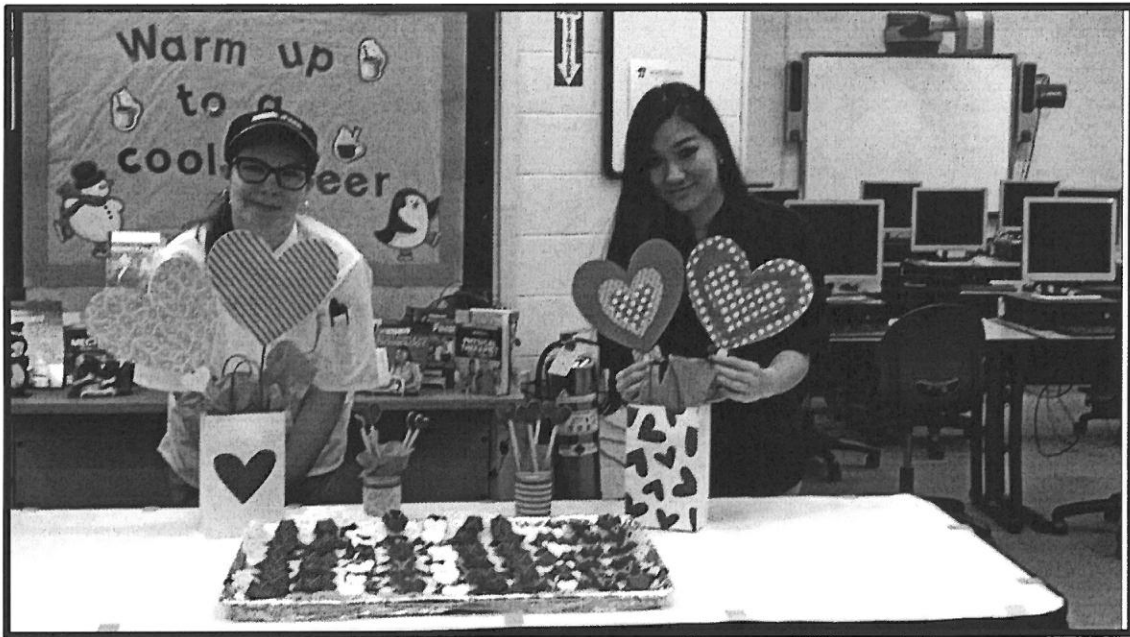
## Girl's Basketball:



The Minuteman Girls basketball team is led by Captain Jen Mills and senior Hayley Farrell. The young team shows compassion and desire to compete in every single game. The team is composed of a great group of girls who serve as role models on and off the court. The Mustangs recently battled to beat Lynn Tech in overtime, after being down 14 points. The girls are looking to use this momentum to add a few more wins to their record for the second half of the season.



## American Heart Association Fundraiser




The theme of the Health, Hospitality, and Human Services integration project is Living a Heart Healthy Life. One component of the project is to raise money for the American Heart Association. Heart Ribbons can be purchased for \$1.00 in the Library, the Cafeteria, and the Mall area from January 29th to February 2nd. The entire Minuteman Community is encouraged to wear red on National Wear Red day Friday February 2nd. With the purchase of every ribbon, you receive a paper heart to honor someone you love or someone dear to your heart on our Tribute Wall





## Valentines Day



Don't miss sending a special friend or teacher something for Valentine's Day. Starting on February 1<sup>st</sup> through February 13<sup>th</sup>, 2018 the freshman and sophomore class officers will be selling flower and candy grams during lunches. These will be delivered to students during A block on Valentine's Day, February 14<sup>th</sup>. The flowers will be carnations and the candy will be heart-shaped lollipops.



# Health, Hospitality and Human Service Career Pathway

## *Academy Pathway Integration Project*

### *Living a Heart Healthy Life*

#### Participating Programs

Career Pathways	Academics
Culinary Arts	Science
Cosmetology	Math
Health Assisting	English
Early Education and Teaching	Foreign Language
	Physical Education
	Guidance
	Safety
	Entrepreneurship

#### Culinary/Math:

**Project Idea:** Low salt, low fat recipes, converting high fat and high salt recipes to lower versions. Calculating and generating recipe cards and food labels reflecting information of new recipes.

**Essential Question:** What factors contribute to living a heart healthy life?

**Possible Connections:** Culinary students will work with Math students converting recipes, calculating calories from fat, protein, carbohydrates and per serving.

#### Cosmetology/Guidance:

**Project Idea:** Learning about what causes stress and how to reduce it in your daily life. How we can manage stress by understanding various body systems, massage techniques and cosmetology procedures (paraffin wax).

**Essential Question:** How can students manage and decrease stress in their own lives as well as clients lives?

**Possible Connections:** Cosmetology services can reduce stress.

#### Early Education and Teaching/Special Education:

**Project Idea:** High school students will be instructed on yoga poses and health benefits and then model/guide yoga practice for preschoolers.

**Essential Question:** How can yoga be beneficial to people of all ages.



**Possible Connections:** Enjoying yoga and the health benefits associated with it.

### Culinary Arts/Nutrition (Science):

**Project Idea:** Fad diets.

**Essential Question:** Fad diets, do they work?

**Possible Connections:** Diets and their connections to health and wellness.

### Culinary Arts/Foreign Language

**Project Idea:** Researching the diets of French-speaking countries and the relationship between these foods and the rate of heart disease in these countries. Preparing and eating foods that were discovered in these countries.

**Essential Questions:** What are the diets of French-speaking countries and is there a relationship between the foods eaten and the heart disease rate?

**Possible Connections:** Foods of French-speaking countries: researching what they are, preparing and eating them.

### Health Assisting/Physical Education:

**Project Idea:** Measuring at rest and post exercise blood pressure rates. Comparing and contrasting individual resting heart rates and active heart rates.

**Essential Questions:** What factors contribute to healthy heart living?

**Possible Connections:** Health Assisting students will take and record blood pressures of Physical Education students. Quantitative and Qualitative data will be organized.

### Special Education/English:

**Project Idea:** Students will be asked to cut out one item of food/drink or ingredient (i.e. sugar). They are then going to be tasked with tracking the food they have consumed that does not contain the chosen item, and identify how it has changed their diet, as well as why it is bad to consume.

**Essential Question:** How will cutting out an item of food in your diet be beneficial in the short term?

**Possible Connections:** Students will use their MCAS packet as well as the resources with their English class to keep a journal and track each item of food.

### Safety/First-Aid

**Project Idea:** Students will attend CPR/AED training and receive their CPR/AED AHA Certificate and First-Aid AHA Certificate. (12 hours in total)

**Essential Question:** How will students be able to benefit from understanding and implementing the use of CPR/AED training in their daily lives.

**Possible Connections:** Work with all CTE programs during the sophomore/senior format and train and get students accustomed to being able to perform CPR and use an AED device.



September 2017 Presented by:  
Dr. Edward Doucillon  
Superintendent/Director

**MINUTEMAN**  
A REVOLUTION IN LEARNING

**Academies and Pathways:  
Integrating Academic and  
Vocational Curricula at  
Minuteman**

A REVOLUTION IN LEARNING

**Learnings & Pathway Integration**

- Informs Curriculum Design
  - What are the Common Competencies within each Academy; each Pathway?
- Leads to Scheduling and Grouping Ideas
  - Could a Pathway be on a unique schedule?
  - What is the best Format for T&L?
- Effective Budget Development
- Practice Collaboration

**MINUTEMAN** A REVOLUTION IN LEARNING [4]

**AGENDA TODAY**

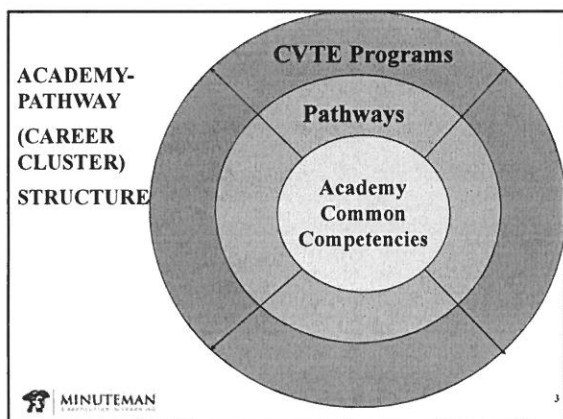
- Why Pathways & What will we Learn?
- Outcomes of Integration
- Why do we Need to Integrate?
- What does "Integration" look like?
  - Models
- How are we doing?
- Next Steps

**MINUTEMAN** A REVOLUTION IN LEARNING [2]

**OUTCOMES OF INTEGRATION**

- To provide all students with the occupational, academic, and higher-order thinking skills needed to function effectively in:
  - A Technologically advanced society
  - A globally competitive marketplace
  - An information-based economy

**MINUTEMAN** A REVOLUTION IN LEARNING [5]



**OUTCOMES OF INTEGRATION  
To enhance students' learning**

- Findings of cognitive psychologists:
  - The focus is on students
  - Basic academic skills and problem-solving skills are taught at the same time so that they are mutually reinforcing
  - Students are encouraged to recognize and solve problems
  - Academic skills are reinforced with hands-on applications

**MINUTEMAN** A REVOLUTION IN LEARNING [6]



### Why do we Need to Integrate?

- Our World of work requires skills that are known to be developed through Integration best practices, such as Project based Learning, Portfolios, Senior Projects etc.
  - Working on a diverse Team
  - Utilizing resources (time, money, talent)
  - Adapting to circumstances
  - Solving Problems through Critical thinking
  - Professional Skills



[7]

### NEXT STEPS

- Pathway Groups Meet to discuss an Integration Project that the entire pathway can participate in.
- The Superintendent will meet with each Pathway to help facilitate the process.
- Each Pathway will submit a "Pathway Project Proposal" based on the Summer Work Proposal Format.
- Professional Development investments this fall to support this work is underway.



[16]

### What Does it Look Like? 8 Models of Integration

1. Add Academic *Content* to CVTE courses
2. Teach Academic Skills within CVTE course
3. Add CVTE Relevance to Academic courses
4. Teachers intentionally Align Curriculum
5. Senior Projects
6. The Academy Model
7. Regional Vocational Technical School ☺
8. Curriculum Reorganized around Pathways



[8]



### Discussion

### PART II: INTEGRATION PROJECT CHECKLIST

A REVOLUTION IN LEARNING

### Homework: "Self" Assessment Models of Integration 1 not much – 5 doing it

- ☐ Add Academic *Content* to CVTE courses
- ☐ Teach Academic Skills within CVTE course
- ☐ Add CVTE Relevance to Academic courses
- ☐ Teachers intentionally Align Curriculum
- ☐ Senior Projects
- ☐ The Academy Model
- ☐ Regional Vocational Technical School ☺
- ☐ Curriculum Reorganized around Pathways



[9]

### 8 Elements of an Integration Project

- SKILLS:COMPETENCIES:UNDERSTANDING
- CHALLENGING PROBLEM OR QUESTION
- SUSTAINED INQUIRY
- AUTHENTICITY
- STUDENT VOICE & CHOICE
- REFLECTION
- CRITIQUE AND REVISION
- PUBLIC PRODUCT





## HOW DO WE GET STARTED?

- Determine Pathway Co-Leads (10 Staff)
- Meet and review (w Superintendent?)
  - 8 Elements
  - Rubric
  - Sample Project Overview
- Determine what students you should engage in this project.
- Draft the Project Design Proposal



[13]

## "21st Century" Common Competencies

- ✓ Collaboration
- ✓ Communications
- ✓ Critical Thinking
- ✓ Creativity and Innovation
- ✓ Information Technology
- ✓ Organizational Systems
- ✓ Safety, Health and Environmental
- ✓ Leadership and Teamwork
- ✓ Professional Ethics and Legal Responsibilities
- ✓ Employability and Career Development



16

## Project Design Proposal Form

- **Overview (Part I)**
  - Significant Content
  - Project Summary
  - Driving Question
  - Products
  - Public Audience
  - Resources Needed
  - Reflection Methods



[14]

## Process Cycle

- Review Objectives
- Expected Outcomes
- Describe Methods
- Summaries of Findings
- Articulate Dependencies
- Next Steps



17

## Project Design Proposal Form (Part II)

- **Student Learning Guide**
  - Driving Question
  - Final Product of Project
  - Learning Outcomes/Targets for kids
  - Check points/Formative Assessments
  - Instructional Strategies



[15]





## More Definitions

Career Clusters are broad groups of occupations and industries.

- "Health Sciences" is an example. The U.S. Department of Education created 16 of these Career Clusters. You want to ask yourself, "Which cluster includes the occupations that match my interests?"
- Career clusters are subdivided into "career pathways". For example, the Health Science Cluster includes five career pathways.

Career Pathways are a series of courses that prepare you for an occupational field.

- For example, courses in the "Therapeutic Services" Pathway lead to jobs like radiologist, physician, or physical therapist.
- Career clusters and pathways are NOT organized according to career interests (They are organized around broad industry or economic areas).
- This means some jobs are in more than one cluster! For example, the job "accountant" is found in two clusters: a) Business, Management and Administration and b) Government and Administration.



[19]

## What is a Career Pathway?

The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that—

- aligns with the skill needs of industries in the economy of the State or regional economy involved;
- prepares an individual to be successful in postsecondary education options
- includes counseling to support career goals;
- includes training for a specific occupation or occupational cluster;
- organizes education, training, and other that accelerates the educational and career advancement of the individual to the extent practicable;
- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential.



[20]

## Why do we Need to Integrate?

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 said:

*"The purpose of the act is to provide a technically skilled workforce to help the United States become more competitive in a global economy.*

***This goal will be achieved by integrating academic and vocational education."***



[21]





## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

<b><u>Agriculture, Environmental, and Life Sciences Pathway</u></b>	
<i>Environmental, Biotech, Horticulture</i>	
<b>Pathway Members</b>	<b>Discipline</b>
Patrick Rafter, Pathway Lead	Biotech
Peter Kelleher, Pathway Lead	Horticulture
Kathryn Anderson, Pathway Lead	English
Greg Donovan	English
Shantel Schonour	Reading
Gary Sypteras	Science
John Skogstrom	Math
Shari Nason	Social Studies
Margaret Teehan	SPED
Amy Hutchings	SPED
Mary Bruno	SPED
Nancy Dow	SPED
Dana Farrill	Guidance
Sarah Ard	Horticulture
George Protopopescu	Environmental
Terry Regan	Environmental
Alice Ofria	Environmental
Mark Jurman	Biotech
Sarah Bolduc	Nurse

<b>Approximate number of time your pathway convened.</b>	<p>8 Meetings as an entire group</p> <p>Field trip</p> <p>Additional ad hoc meetings within CTE departments and between CTE teachers and Academic teachers and Support staff</p> <p>Email exchanges and work on shared documents remotely has allowed us to work asynchronously</p>
<b>Name of Proposed Integration Project</b>	Composting: The Need, the Process, the Results, the Future
<b>Goal(s) of the Integration Project (3-5)</b>	<ul style="list-style-type: none"> <li>To Collaborate with other disciplines so students and teachers can learn and understand different disciplines at Minuteman and can understand how various disciplines intersect.</li> <li>To integrate lessons and curriculum between Academics and Vocational</li> <li>To show students different ways of learning</li> </ul>
<b>Major Objectives (3-5)</b>	<ul style="list-style-type: none"> <li>The primary objective is to perform an integration project based on Composting as a theme.</li> <li>The secondary objective focuses on creating lesson plans for the sophomore students.</li> <li>The next objective is to update all the members of the pathway in composting knowledge and skills to</li> </ul>



## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

	<p>promote better collaboration between all members, this includes meetings across disciplines and field trips related to composting.</p> <ul style="list-style-type: none"> <li>The final objective is to perform the lessons with as much integration as possible across all disciplines involved and to then seek feedback and revise later.</li> </ul>
<b>Describe the student's role</b>	Students participated, and will participate, in lessons, field trips and experiments.
<b>Describe the student/staff collaboration</b>	The students and staff will be performing lesson plans starting in late May 2018 and continuing into the fall of 2018. There will be a peer learning environment with students from the various shops involved leading that shops' lesson and demonstrating to and guiding their peers.
<b>Describe the outcome of the Integration Project.</b>	<p>Students in the 3 CTE areas will have a deeper awareness of the impact that composting has in their professional areas. They will also be conversant with issues pertaining to composting across disciplinary areas.</p> <p>Students in all 3 CTE areas will be better-prepared to take on leadership roles as we initiate composting in the new building in Fall 2019.</p> <p>There are many different senior projects that could grow from this Pathway focus. Hopefully students in this class (class of 2020) and in current and subsequent graduating classes will want to take on some of these projects and share what they've learned with other students in the CTE area and in the Pathway.</p> <p>This curriculum will continue to be presented to students beyond those in the 2020 cohort.</p>
<b>Status of Project Completion.</b>	<p>Lesson plans have been developed for all three CTE areas and posted on the Pathway notebook. In some cases there are lessons only for 1 set of CTE students. In other cases there are lessons for CTE students in all 3 CTE majors to do together.</p> <p>Some lessons have already been implemented. Others will be implemented in May/June, and the rest will be completed in the fall. The cohort is (currently sophomores) but the entire cycle will be presented to the class of 2020 this spring and next fall.</p> <p>First field trip accomplished. Subsequent field trips being scheduled for Fall.</p> <p>Horticulture students are working on a trifold brochure re: how to start Composting that will be offered to visitors from the community and to members of MM.</p> <p>Webquest has been developed to enable students to learn more about composting rules in their cities / towns.</p> <p>All documentation and lesson plans have been shared to the Pathway Notebook.</p>



## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

<u>Digital Arts and Design Pathway</u>	
<i>Design and Visual Communications and Computer Programming and Web</i>	
Pathway Members	Discipline
Erin Bordeau, Pathway Lead	Visual Arts/Humanities
Maria Galante, Pathway Lead	Design and Visual Communications
Bruce Girouard, Pathway Lead	English
Allison Barry	Design and Visual Communications
Carrie Bernstein	Math
Marilyn Chisolm	Special Education
Denise D'Ambrosia	Support Staff
Nina Griffin	Science
Larry Lambert	Computer Programming and Web Design
Alissa Landau	Digital Learning Specialist
Beth Nardone	Special Education
Richard Tuttle	Music/Humanities
Robert Voges	Computer Programming and Web Design
**Carrie Moffitt-Jenkins**	**Maternity Leave**

<b>Approximate number of time your pathway convened.</b>	4 (2 Upcoming Meetings Planned)
<b>Name of Proposed Integration Project</b>	Animated Short Films
<b>Goal(s) of the Integration Project (3-5)</b>	<ul style="list-style-type: none"> <li>To use student/staff expertise to help teach a complex multistep project to students in phases, leading to a more in depth understanding.</li> <li>To begin to compile student work (Concept Videos) as a resource for future classes.</li> <li>Create a series of lessons or "workshop" to teach students various skills throughout the process.</li> </ul>
<b>Major Objectives (3-5)</b>	<ul style="list-style-type: none"> <li>Students will produce a short video illustrating a content specific concept or vocabulary word.</li> <li>Students will work with Peers/Staff to complete a multi-step project focusing on an academic concept of question illustrated and presented through a short-animated video. <ul style="list-style-type: none"> <li>Level I/CP Vocabulary and Application</li> <li>Level III/CP Vocabulary Meaning</li> <li>Honors/AP Complex Research Questions</li> </ul> </li> <li>Staff and students will use their expertise in various technical areas to create a series of lessons/workshops designed to train other students in project processes.</li> </ul>
<b>Describe the student's role</b>	<ul style="list-style-type: none"> <li>Students will produce a short video illustrating a content specific concept or vocabulary word.</li> </ul>



## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

	<ul style="list-style-type: none"> <li>Throughout the process students will be trained by staff and students in other content areas to create a series of lessons or “workshops” leading to a final video project.</li> </ul>
<b>Describe the student/staff collaboration.</b>	<ul style="list-style-type: none"> <li>English: Citing Sources, Script Writing</li> <li>Science/Math: Content Specific Vocabulary/Video Subject Matter</li> <li>Music: Narrations, Sound Scapes (Technical Expertise and Training)</li> <li>Art: Storyboarding, Peer Editing/Critique</li> <li>DVC: Software Technical Expertise and Training, Peer Editing/Critique</li> <li>Programming/Web: Development of Host Site/Server for Storage and Sharing of Final Product</li> <li>IT/Support Staff: Technical Expertise, Student/Staff Support</li> <li>Special Ed: Scaffolding and Differentiation of Materials and Instruction, Student/Staff Support</li> </ul>
<b>Describe the outcome of the Integration Project.</b>	Students will work with Peers/Staff to complete a multi-step project focusing on an academic concept of question illustrated and presented through a short-animated video. These videos will be compiled into a shared resource for future students and staff to reference.
<b>Essential Question(s)</b>	<ul style="list-style-type: none"> <li>How can we use visuals/videos to enhance understanding of...? <ul style="list-style-type: none"> <li>Will the creation of videos enhance the retention of content/curriculum knowledge?</li> </ul> </li> <li>How can a cooperate team produce a more effective video/presentation than an individual?</li> <li>How is writing for visual/audio presentation different from print?</li> <li>How do ethics and copywrite laws influence the use and creation of media?</li> <li>How can various types of sounds be combined?</li> <li>How does sound contribute to an effective message in your video?</li> <li>How does creating a storyboard impact the workflow in a production setting?</li> </ul>
<b>Key Terminology</b>	<ul style="list-style-type: none"> <li>Short Form Video</li> <li>Transitions</li> <li>Key Frames</li> <li>Storyboard</li> <li>Tweening: Creating movement between point a and b in Animate/Premier Pro</li> </ul>





## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

	<ul style="list-style-type: none"><li>• Recording</li><li>• Narration</li><li>• Production</li></ul>
<b>Status of Project Completion.</b>	Project proposal completed (and attached), Project to be implemented in the Fall 2018.





## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

<b><u>Engineering and Production Pathway</u></b>	
<i>Career Majors</i>	
<b>Advanced Manufacturing, Engineering, Metal Fabrication, Robotics</b>	
<b>Pathway Members</b>	<b>Discipline</b>
Terri O'Brien, Pathway Lead	English
Malcolm Paradise, Pathway Lead	Engineering
Aimee Ratchelous, Pathway Lead	Science
Alex Peters	Advanced Manufacturing
Gene Boyd	Metal Fabrications
Rob Ayers	Engineering
Gene DiPaolo	Engineering
Ethan Gray	English
John Fusco	Math
Chris Danielson	Social Studies
Heidi Quinn	Special Education
Cheryl Kelly	Special Education
Dylan English	Special Education
Justin Hahn	Math
Rich Caruso	Telecommunications

<b>Approximate number of time your pathway convened.</b>	6
<b>Name of Proposed Integration Project</b>	The Design Process: Designing, Building and Presenting a Rube Goldberg Machine
<b>Goal(s) of the Integration Project (3-5)</b>	<ul style="list-style-type: none"> <li>To collaborate with instructors and students outside of our disciplines</li> <li>To develop a project that offers a way to integrate all pathway members (students and instructors).</li> <li>To use the concept of "design process" used in all of the CTE areas as the focus of the integrated project.</li> </ul>
<b>Major Objectives (3-5)</b>	Use technology/machines to solve a problem. Evaluate whether a solution is valid. Evaluate if a prototype is valid. Evaluate if a solution solves the problem. Work collaboratively to design, build, test, market and present a Rube Goldberg machine using the 6 simple machines.
<b>Describe the student's role</b>	This project is designed to be very student-driven. Students will be given a problem-based challenge to



## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

	<p>plan, design, find materials, budget costs, build, test and reflect on the collaborative process.</p> <p>Students will work collaboratively on the project in teams of students across CTE disciplines and grades for one hour a week during their CTE format. Ninth grade students will be incorporated into the project in January once they are in their CTE major.</p> <p>Student teams will:</p> <ul style="list-style-type: none"> <li>• Research and write a summary of Rube Goldberg &amp; Rube Goldberg machines.</li> <li>• Research, read articles and /or watch videos and take notes to develop an understanding of the history and components of simple machines technology and mechanics and how these relate to industry.</li> <li>• Understand and practice the steps to design.</li> <li>• Understand how simple machines work.</li> <li>• Conceptualize a design idea.</li> <li>• Write a design proposal.</li> <li>• Make a design plan.</li> <li>• Create a 3-D CAD prototype.</li> <li>• Figure out materials and people you need to carry out the plan (resources).</li> <li>• Work collaboratively with a team.</li> <li>• Write the process steps to design proposal.</li> <li>• Start and complete a design project.</li> <li>• Identify and solve problems using communication.</li> <li>• Calculate ratios / proportions.</li> <li>• Calculate velocity.</li> <li>• Write a reflection on the learning / collaborative process.</li> <li>• Determine cause and effect.</li> </ul>
<p><b>Describe the student/staff collaboration</b></p>	<ul style="list-style-type: none"> <li>• Students will work collaboratively on the project in teams of students across CTE disciplines and grades for one hour a week during their CTE format. Ninth grade students will be incorporated into the project in January once they are in their CTE major.</li> </ul>



## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

	<ul style="list-style-type: none"> <li>• CTE teachers will oversee teams of students, acting as a teacher resource for elements of the design process.</li> <li>• Academic teachers will integrate into the project to give mini-lessons on particular skills (ie: volume in science; ratios &amp; proportions in math), visiting CTE classrooms to provide these mini-lessons. CTE teachers may act as a “substitute” in the academic teacher’s classroom while academic teacher delivers a lesson in the CTE classroom.</li> </ul>
<b>Describe the outcome of the Integration Project.</b>	<ul style="list-style-type: none"> <li>• All teams will plan, design, build, test, market and present a Rube Goldberg machine using the 6 simple machines.</li> </ul>
<b>Status of Project Completion.</b>	<ul style="list-style-type: none"> <li>• The team has completed a curriculum unit map for this project using Rubicon Atlas.</li> <li>• The team has created a draft of the project challenge, specifications and deliverables for the student teams.</li> <li>• The team anticipates rolling this out next fall, creating integrated teams of students across CTE disciplines and grades. Ninth grade students will be incorporated into the project in January once they are in their CTE major.</li> </ul>





## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

<b>Health, Hospitality and Human Services Pathway</b>	
<i>Culinary Arts &amp; Hospitality, Cosmetology, Early Education and Teaching, and Health Assisting</i>	
<b>Pathway Members</b>	<b>Discipline</b>
Anita Currier, Pathway Lead	Culinary Arts
Maria Mastrocola, Pathway Lead	Library
Joe Joncas, Pathway Lead	Minuteman 101
Martin McElhinney	Culinary Arts
Dan Charbonneau	Culinary Arts
Karen Tan	Culinary Arts
Cindy DeMaio	Cosmetology
Pauline Halko	Cosmetology
Melissa McLaughlin	Cosmetology
Katie Bouchard	Health Occupations
Anne-Marie Merrill	Health Occupations
S. Shaw	Health Occupations
Gina Zink	Health Occupations
Kevin Sheerin	English
Kevin Hunt	Math
Meghann Marshall	Science
Connie Maynard	World Languages
Andie Merkowitz	Special Education
Gayle Page	Special Education
Sarah Wertheim	Special Education
Ashley Pisapia	Special Education
Kelsey McSheffrey	Special Education
Lisa Camagna	Guidance
John Donato	Physical Education
Carol Brown	Safety
Ry Nan	Educational Technology
Dean Malerba	Entrepreneur

<b>Approximate number of time your pathway convened.</b>	9
<b>Name of Proposed Integration Project</b>	Living a Heart Healthy Life
<b>Goal(s) of the Integration Project</b>	<ul style="list-style-type: none"> <li>To collaborate with instructors and students outside of our disciplines</li> <li>To develop an integration project that offered an entry point for all pathway members (students and instructors)</li> <li>To organize and operate an EXPO style event to showcase the results of the integration lessons and activities</li> <li>To fundraise for the American Heart Association</li> </ul>



## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

<b>Major Objectives (3-5)</b>	<ul style="list-style-type: none"> <li>• Pathway members will develop lesson plans and activities focusing on heart health</li> <li>• Pathway members will develop lesson plans that create opportunities for students from different classrooms and career pathways to work together</li> <li>• Pathway members will supervise and operate tables displaying and demonstrating the outcomes of their lesson in an EXPO style venue on April 4, 2018</li> </ul>
<b>Describe the student's role</b>	<p>Students had a variety of roles in the project.</p> <ul style="list-style-type: none"> <li>• Health Assisting students taught about blood pressure and took readings with Phys Ed students</li> <li>• Culinary students worked with Foreign Language creating heart healthy stew</li> <li>• Culinary students work with Math and Science students analyzing nutritional profile of recipes</li> <li>• Several students completed First Aid CPR with Safety Officer</li> <li>• Students in English (supported by Special Ed.) gave up a favorite food for a week and reflected on the experience in a journal</li> <li>• Cosmetology (supported by Guidance) students researched stress and the benefits of hand massage</li> <li>• Entrepreneur and Hospitality students developed fundraiser that resulted in \$429.00 donation to American Heart Association</li> <li>• Early Education students worked with Colonial Academy students on the benefits of yoga</li> </ul>
<b>Describe the student/staff collaboration</b>	<ul style="list-style-type: none"> <li>• Culinary, Math, Science and Foreign Language</li> <li>• English and Special Ed.</li> <li>• Health Assisting and Phys Ed.</li> <li>• Cosmetology and Guidance</li> <li>• Early Education and Teaching and Special Ed.</li> </ul>
<b>Describe the outcome of the Integration Project.</b>	<p>3-hour EXPO style presentation of results with hands-on activities held in the mezzanine at Minuteman. American Heart Association attended the EXPO.</p>
<b>Status of Project Completion.</b>	<ul style="list-style-type: none"> <li>• Project completed and delivered April 4, 2018</li> <li>• De-brief with Principal and Pathway Team Members complete</li> <li>• Feedback from Pathway Team Members to be reviewed and recorded in notebook on May 8, 2018 at 2:30</li> </ul>





## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

Trades & Transportation Pathway	
<i>Automotive, Carpentry, Electrical and Plumbing</i>	
Pathway Members	Discipline
Frank LaRosa, Pathway Lead	Plumbing
Corinne Segreve, Pathway Lead	Special Education
Tracey Sierra, Pathway Lead	Humanities
Al St. George	Electrical
Kevin McDermott	Electrical
John Chavier	Electrical
Chris Traganos	Carpentry
Cliff Keirstead	Carpentry
Bruce Flood	Automotive
Donald Melanson	Automotive
Charles Bruno	Plumbing
Kyle Romano	Plumbing
Frank LaRosa	Plumbing
Jim Bakeman	English
Danielle Tagg	English
J d'Haan	Math
Nicole Devereaux	Math
Eric marshal	Science
Tracy Sierra	Social Studies
Sheila Nagle	Language
Mike Guarino	Special Education
Corinne Segreve	Special Education
John Bakapolus	Special Education
Dianne Dempsey	Guidance
Heather Plater	P.E.
Kate Gamache	Nurse
Maryam Bowen	Library

<b>Approximate number of time your pathway convened.</b>	9
<b>Name of Proposed Integration Project</b>	Water Worx
<b>Goal(s) of the Integration Project (3-5)</b>	<ul style="list-style-type: none"> <li>To collaborate with instructors and students outside our discipline to develop curriculum for both academics and vocational use.</li> <li>To develop and implement an integration project that offers an entryway point for all members.</li> <li>To organize and implement a showcase project that is the result of the pathway's efforts</li> <li>To potentially implement water bottle recycling school wide program</li> </ul>



## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

<b>Major Objectives (3-5)</b>	<ul style="list-style-type: none"> <li>• Pathway members will develop lesson plans and activities, including cross curricular assignments and field trips</li> <li>• Pathway members and students will create evidence that showcases their work</li> <li>• Pathway members will implement a school wide 1 month plastic water bottle recycling program to illustrate the volume of plastic and to collect a group of bottles to be used in experiments and projects.</li> </ul>
<b>Describe the student's role</b>	<p>Student roles include but are not restricted to the following:</p> <ul style="list-style-type: none"> <li>• Create and give morning announcements for the month long drive to collect bottles</li> <li>• Students must collect bottles regularly and place them in a central and visible location</li> <li>• Students may make the container to collect all the bottles and put them on public display</li> <li>• Students may make a water usage journal</li> <li>• Using the bottles collected, students in math can solve problems of flow and usage calculations</li> <li>• Students can also create flotation devices using the recycled bottles by participating in the Paddle Board Challenge</li> <li>• Learning about the use of water to create hydropower:</li> <li>• Sophomores in geometry can graph results</li> <li>• Applied Physics can build a generator</li> <li>• Field trip to Lowell Hydropower station</li> <li>• Carpentry can build water wheels</li> <li>• In history, students will examine the role water plays in the development of civilization and industrialization.</li> </ul>
<b>Describe the student/staff collaboration</b>	<ul style="list-style-type: none"> <li>• Plumbing, electrical and history</li> <li>• English and Plumbing</li> <li>• Phys Ed with Math and Science</li> <li>• Carpentry with Math and Science</li> <li>• Auto with Spanish</li> <li>• Science and plumbing</li> <li>• Plumbing and carpentry</li> <li>• Electrical with science</li> <li>• Nurse and Special Ed with all</li> </ul>
<b>Describe the outcome of the Integration Project.</b>	<ul style="list-style-type: none"> <li>• One- month long recycling project (displayed in the Mezzanine) that results in hands on activities for students and illustrates the need for a permanent recycling program in the new building.</li> </ul>





## ACADEMY PATHWAY INTEGRATION PROJECT UPDATE

<ul style="list-style-type: none"><li>• <b>Status of Project Completion.</b></li></ul>	<ul style="list-style-type: none"><li>• Completion pending until end of October of 2018 for the recycling program and end of school year 2019 for projects.</li><li>• Debrief with Principal and Pathway Team Members pending</li><li>• Meeting to collect feedback scheduled for May 8, 2018</li></ul>
--	---



## EVIDENCE

### GOAL 2

- 2a) See Agenda for the Legislative Breakfast held at Minuteman on September 29, 2017.
- 2b) See Legislative Priorities for Legislative Breakfast.
- 2c) See Email Collection Frameworks Committee.
- 2d) See letter to Legislators re photovoltaic overly amendment in State's Bond Bill.



**Legislative Breakfast**

**Paul Revere Room  
Minuteman High School  
758 Marrett Road, Lexington, MA 02421**

**Friday, September 29, 2017  
7:30 a.m.-9:00 a.m.**

**AGENDA**

1. Greetings and Introductions
2. Update on Construction of a New Minuteman High School – Edward Bouquillon, Ph.D., Superintendent-Director, Minuteman Regional Vocational Technical School District
3. Discussion of Further Mission-Compatible Development on the Campus
  - a. Dr. Edward Bouquillon, Superintendent-Director
  - b. Carl Valente, Town Manager, Town of Lexington
  - c. Atty. Peter Kochansky, Goulston & Storrs
4. Legislative Priorities
  - a. Supporting the Mission of Minuteman High School
  - b. Supporting Vocational-Technical Education and Workforce Development in the Commonwealth
5. Questions and Comments
6. Next Steps
7. Tours of the New Advanced Manufacturing Program and the Construction Site



### Legislative Priorities Supporting the Mission of Minuteman High School

The Problem	Potential Solution	Sponsors/Supporters
<p>Current state law limits the ability of schools such as Minuteman to enter into long-term leases for the purpose of using District land for public-private partnerships that are compatible with the District's mission of delivering vocational-technical education and workforce development.</p>	<ul style="list-style-type: none"> <li>Enact enabling legislation to authorize the Minuteman Regional Vocational Technical School District to enter into long-term leases for campus-centric, mission-compatible development of its property.</li> </ul>	<ul style="list-style-type: none"> <li>Minuteman Administration</li> </ul>
<p>Students are being denied access to high-quality career and technical education due to new state regulations limiting access.</p>	<ul style="list-style-type: none"> <li>Require the Board of Elementary and Secondary Education to rescind regulations adopted in 2015 [603 CMR 4.03 (6) (b) (1)] that have the effect of denying equitable access to career and technical education, particularly to students in Greater Boston. The regulation forbids students from enrolling in ninth-grade Vocational Exploratory programs if their hometown district already offers an Exploratory program. This is true even if the hometown district doesn't offer a career major that the student really wants and another district does.</li> </ul>	<ul style="list-style-type: none"> <li>Minuteman School Committee</li> <li>Minuteman Administration</li> </ul>



The Problem	Potential Solution	Sponsors/Supporters
<p>There are no minimum standards for Ninth-Grade Vocational Exploratory programs.</p>	<ul style="list-style-type: none"> <li>Define in state law what is meant by an "Exploratory program." At a minimum, require that such programs be offered by the host community in the host community and that they include safety training and at least 300 hours of vocational classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Minuteman Administration</li> </ul>



**Legislative Priorities Supporting Vocational-Technical Education  
and Workforce Development in the Commonwealth**

<b>The Problem</b>	<b>Potential Solution</b>	<b>Sponsors/Supporters</b>
<p>Many of the regional-vocational technical high schools were built in the 1960s and 1970s at a time when there were substantial financial incentives to regionalize and to build regional schools. No such incentives currently exist.</p>	<ul style="list-style-type: none"> <li>• Authorize and direct the Massachusetts School Building Authority (MSBA) to add 20 percentage points to the reimbursement rates for capital construction projects at regional vocational technical high schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Massachusetts Association of Vocational Administrators (MAVA)</li> <li>• Alliance for Vocational Technical Education (AVTE)</li> <li>• Minuteman Administration</li> </ul>
<p>Major capital construction projects have been blocked by the actions of a single Town Meeting when Districts followed the “traditional” Town Meeting approval process. State law outlines a second approval option but Districts often must follow – and fail at – the “traditional”, more time-consuming approach first.</p>	<ul style="list-style-type: none"> <li>• Notwithstanding any state law or Regional Agreement to the contrary, give all regional vocational-technical school districts the option of securing approval for major capital construction projects by utilizing the district-wide referendum process outlined in M.G.L. Chapter 72, Section 16(n) rather than the more time-consuming process outlined in M.G.L. Chapter 71, Section 16(d).</li> </ul>	<ul style="list-style-type: none"> <li>• Alliance for Vocational Technical Education (AVTE)</li> <li>• Minuteman Administration</li> </ul>



The Problem	Potential Solution	Sponsors/Supporters
<p>There simply isn't enough state money to fund needed repair and replacement of aging regional vocational technical schools -- or to fund vocational schools' needs for instructional equipment.</p>	<ul style="list-style-type: none"> <li>Establish a bond program to fund the replacement and renovation of regional vocational technical high schools and to fund equipment purchases for Chapter 74-approved programs. Funding for capital construction projects would augment funding of the Massachusetts School Building Authority (MSBA).</li> </ul>	<ul style="list-style-type: none"> <li>Alliance for Vocational Technical Education (AVTE)</li> <li>Minuteman Administration</li> </ul>
<p>Under current MSBA rules, regional vocational-technical schools receive the same amounts per pupil for Furniture, Fixtures and Equipment (FF&amp;E) as schools that simply require classroom space.</p>	<ul style="list-style-type: none"> <li>For projects at regional vocational-technical schools, authorize and direct the Massachusetts School Building Authority (MSBA) to revise its regulations to increase funding for furniture, fixtures and equipment (FFE) from \$2,400 per pupil to \$5,000 per pupil to more accurately reflect the additional investment in equipment required to operate a vocational-technical high school. Current amounts are woefully inadequate.</li> </ul>	<ul style="list-style-type: none"> <li>Minuteman Administration</li> </ul>



The Problem	Potential Solution	Sponsors/Supporters
<p>Under current MSBA rules, regional vocational-technical schools are allowed the same square footage per student as non-vocational schools. Vocational education requires more space.</p>	<ul style="list-style-type: none"> <li>For projects at regional vocational-technical schools, authorize and direct the Massachusetts School Building Authority (MSBA) to revise its regulations to increase the allowable square footage to reflect at least the minimum requirements published by the Department of Elementary and Secondary Education for Chapter 74 vocational-technical programs.</li> </ul>	<ul style="list-style-type: none"> <li>Minuteman Administration</li> </ul>
<p>Under current MSBA rules, the state will not pay for space allocated for adult and continuing education even though delivery of such programs is part of the mission of regional vocational-technical high schools.</p>	<ul style="list-style-type: none"> <li>For projects at regional vocational-technical schools, authorize and direct the Massachusetts School Building Authority (MSBA) to revise its regulations to reimburse schools for construction costs related to adult and continuing education.</li> </ul>	<ul style="list-style-type: none"> <li>Minuteman Administration</li> </ul>



## Statewide Exploratory Framework Initiative

In September 2017 names were submitted to the DESE of educators interested in helping to develop an Exploratory Framework.

The Team was selected, which comprised of 35 educators from various CTE schools across the Commonwealth, the team included CTE Directors, CTE teachers, Guidance Counselors, Co-op Coordinators, Principals, MAVA Consultants and an Academic Dean. The Project Managers are Michelle Roche, CTE Director at Minuteman High School, and Justin Krantz, Principal of McCann Tech, and the administrator in charge of the project is Tom Hickey, Superintendent at South Shore VTHS.

Other schools involved are: Tri-County, Southeastern, Sliver Lake, Bristol-Plymouth, Essex Tech, Franklin Tech, Greater Lowell, Cambridge Ridge & Latin, Tantasqua, Leominster Center for Tech Ed Innovation, Blue Hills, Upper Cape, Newton North, Greater Lawrence, Whitter Tech, Assabet, Monty Tech, Somerville High, Worcester Tech, Greater New Bedford

Minuteman has two staff members on the Exploratory Frameworks committee because of Dr. Bouquillon's recommendations, Michelle Roche and Steve Sharek.

To date, the Team has met twice face-to-face, 9/30/17 and 1/16/18 and more often via technology, and currently there is a draft Exploratory Framework. Michelle and Justin presented the group's work at the General MAVA meeting in November, and surveyed the attendees (see survey results), and the group is planning to meet on Saturday, May 5<sup>th</sup> to review and revise for submission to the DESE.

Once the DESE has reviewed and commented the Framework will go out for public comment and may be available for comment this summer at the MAVA Connecting for Success Conference.



## Sharek, Steven

---

**From:** Susan Rossi <srossi@ssvotech.org>  
**Sent:** Thursday, September 7, 2017 1:37 PM  
**To:** angbatt@gmail.com; kberglund@sersd.org; jbernardo@slrsd.org;  
acaswell@bcahs.com; kconolemava@aol.com; jcroft@fcts.org;  
ADeane@valleytech.k12.ma.us; rdoucette@cpsd.us; Amy Dow;  
david.fiandaca@leominster.mec.edu; Gamache, Julieanne; sgoldstein@essextech.net;  
Carol Hartnett; djarvis@lpsvec.org; ckarakaedos@essextech.net;  
klazaro@dimanregional.org; JMcGuire@uppercapetech.org;  
Lisa\_McKinney@newton.k12.ma.us; macleod@tri-county.us; dnorkiewicz@glts.net;  
hriccio@essextech.net; jroot@dimanregional.org; drose@bptech.org;  
lryder@assabet.org; schmidt@montytech.net; Sharek, Steven;  
msousa@k12.somerville.ma.us; Susan.Sylvia@gnbvt.edu; tranterb@tantasqua.org; John  
Taylor; ltrudeau@assabet.org  
**Cc:** Tom Hickey; Roche, Michelle; jkratz0513@gmail.com  
**Subject:** Exploratory Frameworks Committee

Hello.

Below is a message from Tom Hickey regarding the Exploratory Frameworks Committee. Please confirm by return email to me that you are still interested in being involved with this committee.

Thank you!

*Susan Rossi*  
*Executive Assistant to the Superintendent*  
*South Shore Regional School District*  
*476 Webster Street*  
*Hanover, MA 02339*  
*781.878.8822 x417*

Thank you for your interest in being part of the Exploratory Frameworks Committee. Our kickoff meeting will be Saturday, September 30, 2017 at 9AM to 2PM at the Best Western in Marlborough. We will set a schedule for other meetings at that time.

The Exploratory Curriculum Framework needs to have clear standards to fulfill its intended purpose and it must be flexible enough to be applied to various programs and delivery systems. The response to this project was unbelievable and we expanded the size of the team as a result. We have teachers from almost every career cluster, from every region of the state and from various types of schools (comprehensive, academic regional, collaborative, regional vocational, and agricultural). In an effort to involve more colleagues, the stipend for participation in this project will be \$1200.



There is nothing that you need to bring for the meeting, but I would ask that you give some thought to different 'best practices' for Exploratory in your school, both in terms of lesson planning and in terms of program design.

The Project Managers for our initiative are Michelle Roche, Director of Career and Technical Education at Minuteman, and Justin Kratz, Principal at McCann Tech. I am grateful they are willing to lead a talented team of teachers, counselors and administrators.

We are thrilled you are willing to be part of the team and look forward to meeting with you on September 30th.

Sincerely,

Thomas J. Hickey, Ed.D.

Superintendent-Director  
Project Administrator

This email is being transmitted in accordance with the acceptable use policy of South Shore Regional School District and is subject to archival in compliance with federal regulations. The message and any files attached may contain confidential information. If this email was received in error please contact the sender immediately and do not distribute the information to any other person.

Please consider the environment when deciding whether to print this email.



## Sharek, Steven

---

**From:** Roche, Michelle  
**Sent:** Monday, September 18, 2017 11:34 AM  
**To:** Aaron Caswell ; Amy Dow; Andrea Deane; Angela Batt; Bruce Tranter; Carol Hartnett; David Fiandaca; Diane Rose; Dianne Norkiewicz; djarvis@lpmec.org; Heidi Riccio; Janis Gentile; Jen McGuire; Jill Bernardo; Jocelyn Croft; John Taylor; Julieanne Gamache; Kathy Conole; Katie Schmidt; Kimberly Berglund; Laura Ryder; Louis Trudeau; Mario Sousa; Mary-Ellen Macleod; Roy Doucette; Sandra Goldstein; Sharek, Steven; Susan Sylvia; Tom Hickey  
**Subject:** Exploratory Frameworks Survey

Good morning,

The link below will take you to the Exploratory Frameworks Committee Survey.

Please contact Michelle if you have a problem accessing the survey.

Michelle

<https://www.surveymonkey.com/r/2ZBRPWV>



## Sharek, Steven

---

**From:** Justin Kratz <jkratz0513@gmail.com>  
**Sent:** Thursday, November 2, 2017 11:25 AM  
**To:** angbatt@gmail.com; kberglund@sersd.org; jbernardo@sirsd.org; Aaron G Caswell; bclarke@essextech.net; kconolemava@aol.com; Jocelyn Croft; ADeane@valleytech.k12.ma.us; Rene Dion; rdoucette@cpsd.us; adow@ssvotech.org; david.fiandaca@leominster.mec.edu; Gamache, Julieanne; jgentile@lpvec.org; chartnett@bluehills.org; Tom Hickey; djarvis@lpvec.org; jkratz0513@gmail.com; JMcGuire@uppercapetech.org; Lisa McKinney; macleod@tri-county.us; dnorkiewicz@glts.net; Ellen Petroccia; Heidi Riccio; Roche, Michelle; drose@bptech.org; lryder@assabet.org; schmidt@montytech.net; Sharek, Steven; msousa@k12.somerville.ma.us; SuomalaP@worc.k12.ma.us; Susan.Sylvia@gnbvt.edu; tranterb@tantasqua.org; Taylor, John; ltrudeau@assabet.org  
**Subject:** Exploratory Framework Committee  
**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Good morning all,

We just wanted to touch base with everyone and see how things were progressing with your strand-specific work. If each group could send us an update on their progress and/or any draft work of where you are at it would be much appreciated. You can email it to either Michelle or Justin. We have to present at the MAVA meeting next week so please try to get back to us before then so we can give an accurate update. We'd also like to make sure you all know that if there's any support/help you are looking for please make sure to let us know so that we can facilitate it for you. Also, if you are running into any road-blocks please let us know that as well so we can assist. As a general reminder our next meeting is scheduled for January 6th at the Best Western in Marlboro again. Our goal for that day is to have each group have a draft of their strand ready to present to the group so that we can have large-group input on all the strands and then take that feedback to revise the drafts for final version and approval in March. We hope everything is going well for you all and please don't hesitate to touch base with us if you need any help with anything. Thanks!

Justin and Michelle

--

Justin R. Kratz  
Principal  
McCann Technical School





## Sharek, Steven

---

**From:** Roche, Michelle  
**Sent:** Tuesday, November 14, 2017 11:24 AM  
**To:** Brooks Clarke; David Fiandaca; Diane Rose; 'Patricia Suomala'; Louis Trudeau; Sharek, Steven  
**Cc:** Justin Kratz  
**Subject:** Progress check

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

Good afternoon Strand 3 Team,

I'm checking in with your group to find out how things are going.

A couple weeks ago Justin sent out an e-mail and asked if each group could send an update on their progress and/or a draft of work completed to this point. As of today, we have not heard back from you and we're wondering if there's something we could do to help with the process of completing this work.

One of the issues or challenges we're realizing now is that although most of the work can be completed via computer or technology, a group meeting can produce results much faster and easier. Justin and I met with one group a couple of weeks ago, which seemed to really help this group focus and they were able to get a great deal of work done in a few short hours. To that end, Justin and I would be more than happy to schedule and facilitate a meeting of this group if you feel it's needed prior to the January meeting of the entire Exploratory Frameworks Committee.

Please get back to us before Friday if you'd like us to set up a meeting for your group.

Thanks!  
Michelle

Michelle Roche  
Director of Career and Technical Education  
Minuteman High School  
781-861-6500 x7326  
mroche@minuteman.org



## Sharek, Steven

---

**From:** Roche, Michelle  
**Sent:** Friday, December 22, 2017 12:56 PM  
**To:** Aaron Caswell ; Amy Dow; Andrea Deane; Angela Batt; Brooks Clarke; Bruce Tranter; Carol Hartnett; David Fiandaca; Diane Rose; Dianne Norkiewicz; djarvis@lpvec.org; Heidi Riccio; Janis Gentile; Jen McGuire; Jill Bernardo; Jocelyn Croft; John Taylor; Julieanne Gamache; Kathy Conole; Katie Schmidt; Kimberly Berglund; Laura Ryder; Louis Trudeau; Mario Sousa; Mary-Ellen Macleod; Rick McKinney; Roy Doucette; Sandra Goldstein; Sharek, Steven; Susan Sylvia; Tom Hickey  
**Cc:** Justin Kratz; Tom Hickey  
**Subject:** Meeting reminder - January 6th

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

Happy Holidays everyone!

This is just a friendly reminder that we have a meeting scheduled for Saturday, January 6<sup>th</sup> at the Best Western in Marlboro, from 9 – 3.

Justin will send out a formal agenda next week, but be prepared to fine tune your work and present your strand to the larger group for comments. In addition to the Strand work, we will be asking you to include resources, so please be thinking about what resources can be added to the document that will be helpful to teachers working with exploratory.

Enjoy the time off and do something fun!

See you all on January 6<sup>th</sup>.

Please contact me or Justin if you have any questions.

Michelle

Michelle Roche  
Director of Career and Technical Education  
Minuteman High School  
781-861-6500 x7326  
mroche@minuteman.org



**9/30/17**

**Exploratory Committee Agenda**

- |             |   |
|-------------|---|
| 9:00-9:15   | Welcome and Introductions   |
| 9:15-9:30   | Review of the Committee's objective(s)                                |
| 9:30-10:00  | Dave Edmonds- DESE Office of Career, College, and Technical Education |
| 10:00-10:30 | Review of survey data and working time                                |
| 10:30-10:45 | Break   |
| 10:45-11:30 | Frameworks' placement on Bloom's Taxonomy (group work)                |
| 11:30-12:00 | Lunch   |
| 12:00-12:15 | Establish working groups and assignments                              |
| 12:15-1:30  | Working time for strand-specific groups                               |
| 1:30-2:00   | Reconvene to review the day and next steps                            |



#### Agenda 1/6

- 9:00-9:30- Convene and review objectives for the day.  
Share out survey results.
- 9:30-10:30- Work in strand-specific groups. (Product shared @ 11:00)  
Break time as needed
- 10:30-11:30- Review of completed strands
- 11:30-12:00- Lunch
- 12:00-1:00- Whole group input
- 1:00-1:30- Identification of needed resources and appendices (whole group)
- 1:30-2:45- Working groups to create resources and appendices
- 2:45-3:00- Reconvene/Next Steps



**QUESTION 1. What would you envision as the biggest advantage of having a freshman exploratory framework?**

1. New Hire
2. Providing an introduction to the programs offered in a particular school
3. Applying specific standards of what defines quality
4. To set minimum standards for programs and districts
5. Consistency statewide and minimum expectations established
6. A guideline to help ensure consistent trade to trade as well as school to school
7. Gives some systematic structure for exploratory
8. Statewide backing options and new ideas
9. Consistency within the school for each program
10. Consistency
11. Consistency throughout the programs
12. Helping new teachers who are developing programs
13. Shared best practices
14. Benefit for new teachers
15. Organization
16. Consistency within the building
17. A framework that allows schools to gauge which exploratory needs to include
18. It will ensure all exploratory teachers have a framework to build their exploratory, no guessing
19. Long overdue structure and standards on the front end
20. A guideline for all instructors

**QUESTION 2. What do you feel would be the most essential things for this framework to contain?**

1. Rubrics, step by step instructions, safety, OSHA!
2. A definition and benchmarks for establishment of what makes a framework
3. A way to share best practices/rubrics with all schools
4. Career reflections
5. Clear learning objectives and recommendations for assessment
6. Career pathway activities; employability skills; performance tasks that are relevant for grade 9 students
7. Ideas on how to better place students
8. Basic exposure that meets all programs
9. Career options & pathways
10. 1. Safety 2. Guidelines
11. Guidelines, not prescribed approaches
12. Deliverables
13. Safety, Career paths that are trade specific
14. A proposed assessment based on frameworks
15. Safety; Available resources for our programs
16. Properly tied existing framework elements to meaningful short and authentically assessable projects
17. Employability skills

**QUESTION 3. What would be your biggest concerns/worries about what a freshman exploratory framework might contain? (what would you really not want to see contained in the framework)**

1. Health is not product based; it is whole person!



2. Dictate how to implement standards
3. Universal scoring system
4. Language that would drive admission policy change
5. It's too prescriptive and narrow; Each teacher also needs to maintain autonomy
6. An academic component
7. Framework without ideas on how to use them
8. Resume building – too early for students – have not acquired skills yet
9. Prescribed programs
10. Too specific, needs to work for each student
11. Have to/Must
12. Assessments/Rubrics
13. A schedule
14. Concrete frameworks without wiggle room
15. Too many standards that could not be addressed in the time allotted for exploratory
16. Not sure
17. It can't be too dense, prescriptive or "one size fits all"
18. Too prescribed

**QUESTION 4. What's a best-practice in your exploratory program that you could share with other schools?**

1. Education games; Kahoot
2. Rubric/Visit all programs no matter student interest
3. Have good exploratory rubric that we could share
4. A cycle by cycle anonymous survey provided to Freshman students the following week. The shop teachers get the results before the next cycle begins. This allows them to implement change ASAP
5. Five full days in duration; rubric used to assess students equally; 7 programs explored by December
6. All instructors work to help students at the exploratory level to understand the numerous pathways, extensions of the trades and where it can take them
7. Ensuring that all students are exposed to all career pathways in the program – they need to understand that although the program may be called "Carpentry" there are multiple career pathways
8. Our rubrics with rethought ?????
9. Consistent rubrics for grading
10. Peer groups/Research/Share
11. Not a sales pitch, truthful representation of the program
12. Not at this time
13. Project based
14. Projects and assessments
15. Our rubric based on employability skills

**QUESTION 5. How do you feel we could ensure a freshman exploratory framework is a useful document for exploratory teachers?**

1. Too much to write!
2. General yet rigorous
3. Keep it simple
4. Mandate compliance
5. Feedback from those involved, Input, Discussion



6. To ensure the most optimal placement of students after exploring the programs
7. Access online, updated frequently. Do not launch and forget, revisit in a year
8. PD on how to use these frameworks
9. Accessible, fluid collaboration and sharing
10. Looks like you're headed in the right direction
11. Include samples/examples. New teacher toolkit type resource
12. Shared documents
13. By using it and collecting data
14. Best practices without being rigid
15. Brings an agreed upon set of standards
16. Make sure it's simple but substantive
17. To provide examples to instructors

**QUESTION 6. How do you feel a freshman exploratory framework could best protect the integrity of Ch. 74 programs?**

1. Provide minimums
2. Appreciate the emphasis on the what, not necessarily the how
3. To set minimum standards for programs and districts
4. Mandated compliance
5. Just by having one to follow as it is being drafted by those who "live" Ch. 74
6. Align with our frameworks for specific programs
7. Legitimacy of the programs and positive placement of students
8. Rigor and relevance
9. Structured "full" full circle exposure
10. Looks like you're headed in the right direction
11. Need to be hands on and include a project based outcome
12. By framing it out and creating competencies
13. Create collaboration and unity among Ch. 74 programs
14. Right now, different schools are all over the place as to what gets "done" in Exploratory
15. Limited standardization and minimum requirements will allow DESE to fend off low-rigor, imitative programs
16. Yes it keeps all programs consistent

**QUESTION 7. Do you have other questions or concerns about the exploratory frameworks?**

1. Grading? How? On what?
2. Will non-trade equity issues be included? Could we have pilot program to get feedback from teachers?
3. I personally believe an exploratory experience in a given program should indicate to a student whether or not they are potentially going to be any good at it. You can be passionate about a career, but in reality, not very good at it.
4. What is the best way to get teachers to grade legitimately?
5. Look forward to seeing the finished product. Would like to see it given to all schools through multiple presentation i.e.. MAVA – MVA
6. Too much/too little line
7. No
8. Not at this time
9. Keep up the good work – you have a good team
10. Excited for this initiative





April 10, 2018

Chair Karen Spilka  
Senate Ways & Means  
24 Beacon Street  
State House - Room 212  
Boston, MA 02133

Dear Chair Spilka:

I am writing to urge you to retain an amendment in the state's Bond Bill. The amendment, sponsored by State Senator Cindy Friedman of Arlington, would authorize \$1,400,000 for the design and construction of a photovoltaic overlay district on the parking lot of the "new" Minuteman High School. The amendment was included in line-item 1102-2017 of S.2300: <https://malegislature.gov/Bills/190/S2300>.

As you may know, Minuteman is currently building a new high school on land in the Minute Man National Historical Park, on the Lincoln side of our property, immediately adjacent to our current building. Since 2010, we have been working with the Town of Lincoln and its Green Energy Committee to develop opportunities for alternative energy use in our new building and in our region. The funding inserted in the Senate version of the Bond Bill reflects the opportunity identified by the Green Energy Committee to develop photovoltaic energy at the new school.

Using photovoltaic energy on this project would have several direct benefits. First, it would assist the Town of Lincoln in its efforts to actively pursue and utilize alternative energy sources within the town. Second, it would allow Minuteman students another opportunity to monitor and work on alternative energy as part of their curriculum. Third, adding photovoltaic energy to our project will help maximize our reimbursement rate from the Massachusetts School Building Authority (MSBA), which is committed to reimbursing Minuteman for about one-third of the overall project costs.

Minuteman's project history has been long and arduous. To make a long story short, Minuteman has now been in the Massachusetts School Building Authority (MSBA) pipeline longer than any other school in MSBA history. While construction is on time and on budget, the funds inserted in the Senate version of the budget through the efforts of Senator Friedman would help ensure the project's success and enable us to generate the greatest benefits for the Town of Lincoln, Minuteman students, and our region.

I urge your support for Senator Friedman's amendment. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Thank you for your consideration.

Very truly,

Edward A. Bouquillon, Ph.D.  
Superintendent



## EVIDENCE

### GOAL 3

- 3a. See Watertown Budget Finance Committee 9.25.17.
- 3b. See IMA Watertown Transportation 9.22.17.





# Watertown School Committee

30 Common Street Watertown, Massachusetts 02472-3492

Phone: 617-926-7700

Fax: 617-923-1234

---

John Portz, Chairperson  
Kendra Foley, Vice-Chairperson  
Guido Guidotti, Secretary  
Eileen Hsü-Balzer  
Mark Sideris  
Elizabeth Yusem

## AGENDA

### Meeting of the Budget & Finance Subcommittee

Monday, September 25, 2017

6:30 PM

Room 301, Administration Building

30 Common Street, Watertown, MA 02472

- I. Call to Order
- II. Roll Call
- III. Discussion and Action Items
  - a. FY19 Budget Calendar and Process for Setting Budget Priorities
  - b. Review of School Spending by Location
  - c. Minuteman Career and Technical High School
    - 1. Bus Transportation
    - 2. Process for Considering District Participation/Membership Options
- IV. Adjournment



## INTER-MUNICIPAL AGREEMENT REGARDING TRANSPORTATION

### Agreement Under G.L. Chapter 76, Section 12

Whereas the city of Watertown is currently not a member of the Minuteman Regional Vocational School District (hereinafter "Minuteman"), but whereas the school committee of said Municipality (hereinafter the "Watertown School Committee") desires to enable eligible students who reside in said community to attend Minuteman during the 2017 to 2018 school year (and through to the completion of the School's four year program consistent with paragraph 4 below), and whereas, as a matter of School Committee policy, Minuteman will accept no students from Watertown unless the school committee of said municipality commits to an Agreement of this sort under G.L. Chapter 76, section 12, and unless, as specified in paragraph 5 below, the student has been accepted via Minuteman's normal "Admissions Policy," the Watertown School Committee and Minuteman agree as follows:

1. This Agreement is intended to constitute an agreement between two school committees as authorized by G.L. Chapter 76, section 12.
2. The Watertown School Committee agrees that in addition to the per student tuition payment established consistent with G.L. Chapter 74, section 7C, and regulations attendant thereto, the Watertown School Committee or the Municipality will also pay to Minuteman during the year in question a "transportation fee". This transportation fee will be billed monthly in accord with our current billing schedule with our bus contractor and payable to Minuteman within 30 days. The fee is calculated based upon our daily route cost of \$400. We agree to transport up to 20 Watertown students and this represents approximately 33% of the capacity of our bus and would result in a daily charge of \$134 or approximately \$24,000 per year. The first monthly bill will be prorated to the first day of service and based on the daily rate of \$134. This transportation fee is subject to review as of June 1<sup>st</sup> of each year and adjusted based on the contract in effect between Minuteman and its bus contractor.
3. Minuteman will, at appropriate times, provide the Watertown School Committee and/or the Municipality with the names and identifying information of the Municipality's resident students who are enrolled in Minuteman.
4. Unless and until terminated consistent with paragraph 6 by one or both parties prior to April 1 of a given year, this Agreement will renew for an additional year at a time without limit. Regardless of whether this Agreement is terminated or renewed, any student who is enrolled in Minuteman pursuant to and during the life of this Agreement, and who continues to be in good standing at Minuteman, will be allowed to complete the four year program under the terms and conditions of this Agreement, contingent on the Watertown School Committee and/or Municipality paying the annual student tuition and transportation fee, and any other fees determined by regulations, statute or agreement.
5. This Agreement in no way guarantees the admission of a particular student, and it in no way modifies or affects Minuteman's normal "Admissions Policy", which is incorporated herein by reference.
6. This Agreement may be terminated as of June 30 of a given year upon a vote to terminate taken by the Watertown School Committee or by the Minuteman Regional School Committee, followed by a written notice of said vote delivered no later than April 1 of the given year to the Superintendent of Schools of the Minuteman Regional School District, if the termination decision is made by the Watertown School Committee, or to the Superintendent of Watertown Schools in the Municipality, if the termination decision is being made by Minuteman. It should be understood that one of the reasons on the basis of which Minuteman may terminate this Agreement is to preserve



INTER-MUNICIPAL AGREEMENT REGARDING TRANSPORTATION

student spaces for member communities or to reserve spaces for former Member communities which have committed to reserve a certain number of student spaces.

7. This Agreement will be effective upon the later date of execution noted below.

On behalf of the  
Watertown School Committee

Deanne Galdston  
Deanne Galdston  
Superintendent

[Signature]  
Signature

9/21/17  
Date

On behalf of Minuteman

EDWARD A. BOUQUILLON  
Edward A. Bouquillon PhD  
Superintendent-Director

[Signature]  
Signature

9/22/2017  
Date



## EVIDENCE

### GOAL 4

- 4a) See latest version (April 5, 2018) of draft enabling legislation: HD4737 An Act Authorizing the Minuteman Regional Vocational Technical School District to Lease Certain Land and Building
- 4b) See Update re Special Legislation.
- 4c) See Overview and Feedback to DESE on New Legislation
- 4d) See Hanscom AFB Partnership Agreement Press Release
- 4e) Engagement Letter from UMass Donahue
- 4f) Correspondence with Legislators, etc.



**From:** Kaufman, Jay - Rep. (HOU)  
**To:** Atkins, Cory - Rep. (HOU); Benson, Jennifer - Rep. (HOU); Garballey, Sean - Rep. (HOU); Garlick, Denise - Rep. (HOU); Hogan, Kate - Rep. (HOU); Naughton, Harold - Rep. (HOU); Rogers, Dave - Rep. (HOU); Barrett, Mike (SEN); Brownsberger, William (SEN); Eldridge, James (SEN); Ross, Richard (SEN); Rush, Mike (SEN); Tran, Dean (SEN); Friedman, Cindy (SEN); Kaufman, Jay - Rep. (HOU)  
**Cc:** Gordon, Amanda (HOU); Bunker, Catherine (HOU); Keenan, Derek (HOU); Mortimer, Tatum (HOU); Rainey, Courtney (HOU); Kilcoyne, Meghan (HOU); Arnott, Kira (HOU); Hunter, Rosie (SEN); Missouri, Peter (SEN); Hearn, Erin (SEN); Cushing, Ann K. (SEN); Rajadurai, Benjamin (SEN); Swanson, David (SEN); Stephens, Nicole (HOU); Bouquillon, Ed; David Horton; Ford Spalding; Matthew Tobin; Rozan, Elizabeth; Mahoney, Kevin  
**Subject:** Invitation to co-sponsor special legislation for Minuteman Regional Vocational Technical School  
**Date:** Thursday, April 5, 2018 5:00:52 PM  
**Attachments:** HD4737 - An Act authorizing the Minuteman regional vocational technical school district to lease certain land and buildings.docx

---

Colleagues,

Please accept in LAWS an invitation to co-sponsor HD4737 *An Act authorizing the Minuteman regional vocational technical school district to lease certain land and buildings.*

This enabling legislation would allow Minuteman to lease lands or buildings for periods of fifty years if they are consistent with the school's mission. Revenues earned from this would be used to pay down debt incurred in the building of the new facility. This language has been vetted by counsel. I've also attached a copy of the language for your perusal.

This legislation was filed on behalf of and with the consultation of Minuteman. We would appreciate your co-sponsorship and support because of your district's membership in Minuteman's school district.

Please reach out with any questions or concerns.

Warmly,

Jay and Cindy



# HOUSE . . . . . No.

---

## The Commonwealth of Massachusetts

---

PRESENTED BY:

*Jay R. Kaufman and Cindy F. Friedman*

---

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act authorizing the Minuteman regional vocational technical school district to lease certain land and buildings.

---

PETITION OF:

NAME:

DISTRICT/ADDRESS:

*Jay R. Kaufman*

*15th Middlesex*

*Cindy F. Friedman*

*Fourth Middlesex*



# HOUSE . . . . . No.

[Pin Slip]

## The Commonwealth of Massachusetts

In the One Hundred and Ninetieth General Court  
(2017-2018)

An Act authorizing the Minuteman regional vocational technical school district to lease certain land and buildings.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1           SECTION 1. Notwithstanding section 16 of chapter 71 of the General Laws chapter 196  
2 of the acts of 1984 or any other general or special law to the contrary, the Minuteman regional  
3 vocational technical school district, acting by and through its school committee, may lease or  
4 enter into any agreements for the use and occupancy of the land owned by the school district,  
5 taken for school purposes and described in orders of taking recorded in the Middlesex South  
6 registry of deeds as (i) book 12153, page 374, (ii) book 12162, page 430, (iii) book 12162, page  
7 433, (iv) book 12171, page 627, (v) book 12181, page 639, (vi) book 12317, page 338 and  
8 buildings and parts thereof for periods of up to 50 years for purposes consistent with the mission  
9 of the school district. The school district may enter into contracts for the design, construction,  
10 installation, operation, maintenance, and repair of buildings, structures, improvements, parking,  
11 and recreational facilities on land owned by the school district.

12           SECTION 2. The Minuteman regional vocational technical school district may establish a  
13 receipts reserved for appropriation account for any revenue generated from leases or other



14 agreements authorized by section 1. Monies from this account shall be appropriated by majority  
15 approval of the school committee for the school district. The account shall be used to offset the  
16 debt service payable on the financing of the design and construction of a new high school  
17 building and facilities project and the debt service payable on financing, or otherwise defray the  
18 costs of, the design and construction of any other capital improvements, renovations or repairs of  
19 the buildings and grounds of the school district, as determined by majority approval of the school  
20 committee for the school district.

21 SECTION 3. In the event of any conflict between this act and any other general or special  
22 law to the contrary, this act shall control.

23 SECTION 4. This act shall take effect upon its passage.



Correspondence re Special Legislation

**From:** Bouquillon, Ed  
**Sent:** Thursday, April 26, 2018 5:03 PM  
**To:** Stephens, Nicole (HOU) <Nicole.Stephens@mahouse.gov>  
**Cc:** Swanson, David (SEN) <David.Swanson@masenate.gov>; Fitzgerald, Sean (HOU) <Sean.Fitzgerald@mahouse.gov>; Mahoney, Kevin <k.mahoney@minuteman.org>; Sharek, Steven <SSharek@minuteman.org>  
**Subject:** Re: Update on Minuteman Language

Its a reasonable concern, but this is a distinctive effort, separate from MSBA. I can reach out to MSBA to discuss. We had a call from DESE and they were supportive of the legislation.

Ed

Edward Bouquillon PhD  
Superintendent-Director  
Minuteman Regional Vocational Technical School District  
758 Marrett Road  
Lexington MA 02421

Office: 781-861-6500 X7301  
Mobile 413-537-6451

---

**From:** Stephens, Nicole (HOU) <Nicole.Stephens@mahouse.gov>  
**Sent:** Thursday, April 26, 2018 4:24 PM  
**To:** Bouquillon, Ed  
**Cc:** Swanson, David (SEN); Fitzgerald, Sean (HOU)  
**Subject:** Update on Minuteman Language

Ed,

I wanted to give you an update. Unfortunately, we were unable to get the Minuteman language included in the House budget. We will continue the standard legislative route and will let you know when the bill has been assigned a committee and hearing date.

Rep. Kaufman did get some feedback from Representative Peisch, House Chair of the Education committee. She was concerned that the language would somehow impact Minuteman's current funding with the MSBA. Is this something we should be worried about?

Best,  
Nicole



**Nicole Stephens**

Legislative Director

Representative Jay Kaufman

Fifteenth Middlesex

Chair, Joint Committee on Revenue

State House RM 34

617-722-2320 x8543



**Minuteman Regional Vocational Technical School District**  
**Special Legislation**  
**A Quick Overview**

The Minuteman Regional Vocational Technical School District owns 65 acres of land on its campus in Lexington. Not all of it is being used for construction of the new school.

Working with Minuteman's Superintendent, Senator Cindy Friedman of Arlington and Representative Jay Kaufman of Lexington have put together legislation that would allow Minuteman Regional Vocational Technical School District to maximize the use of Minuteman property that will NOT be needed for construction of the new school or new athletic fields.

This special legislation would enable Minuteman to enter into long-term leases for uses of the property that are compatible with Minuteman's mission.

- Examples of what COULD be sited on District land: a satellite campus for a college or university, a research & development lab, a workforce development operation, or other facilities that are ancillary to the operation of a high school.
- Examples of what COULD NOT be sited on District land: condos, low-income housing, a hotel, a transfer station, or a power plant.

Why are long-term leases needed? Any institution investing in such a venture would want some measure of certainty. State law currently places severe limits on the length of leases we could offer. This would raise that limit to up to 50 years.

Funds generated by any long-term leases would go into a special account. The money would be used to reduce the amount of construction debt service paid by our member towns. It could not be used for operational expenses such as pay raises for employees.

*Note:* This special legislation would serve the region after the current Massachusetts School Building Authority (MSBA) project is completed. It is not part of the current MSBA project.

Senator Friedman and Representative Kaufman are currently trying to insert the special legislation into the FY 2019 state budget as an "outside section." We are hopeful that this effort will be successful.

The special legislation has been discussed with the Minuteman School Committee on multiple occasions.

The language of the special legislation has been reviewed by attorneys at the State House.

***For more information, please contact Dr. Edward Bouquillon, Superintendent,  
by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.***



**From:** Bouquillon, Ed  
**To:** Rozan, Elizabeth; Ham, Marianne  
**Subject:** Fwd: Call with Christine Lunch of DESE  
**Date:** Monday, April 23, 2018 11:36:33 AM  
**Attachments:** image003.png

---

Evidence for the superintendent's progress report

Sent from my Verizon, Samsung Galaxy smartphone

----- Original message -----

**From:** "Mahoney, Kevin" <k.mahoney@minuteman.org>  
**Date:** 4/23/18 10:49 AM (GMT-05:00)  
**To:** "Sharek, Steven" <SSharek@minuteman.org>, "Bouquillon, Ed" <e.bouquillon@minuteman.org>  
**Cc:** "Maglio, Jaculen" <j.maglio@minuteman.org>  
**Subject:** RE: Call with Christine Lunch of DESE

Yes, I spoke with Chris as well. Steve, she mentioned your conversation was very helpful.

The only follow-up questions she asked me were if we consulting with Counsel on the draft language, and I informed her that we had Special Counsel work with us, and we checked with both the AG and the IG. Chris verified that if DESE were asked, they would have also recommended special legislation.

She asked if there was any local opposition, [particularly Lexington], and approximately what size building may be ( I estimated maybe 250,000 sq. ft. max.).

Chris will review with Jeff Wulfson. Her thought is that DESE will likely not weigh in on this, but if Jeff thinks otherwise, she will let me know.

**Kevin F. Mahoney**  
*Assistant Superintendent of Finance*

**Minuteman High School**  
758 Marrett Road, Lexington, MA 02421  
T 781.861.6500 x7220  
F 781.863.1747  
[www.minuteman.org](http://www.minuteman.org)

---

**From:** Sharek, Steven  
**Sent:** Monday, April 23, 2018 10:19 AM  
**To:** Bouquillon, Ed <e.bouquillon@minuteman.org>; Mahoney, Kevin <k.mahoney@minuteman.org>  
**Cc:** Maglio, Jaculen <j.maglio@minuteman.org>  
**Subject:** Call with Christine Lunch of DESE  
**Importance:** High



Hi Ed and Kevin,

I just spoke with Christine Lynch of DESE. She was calling to learn about our special legislation which apparently is being attached to the State Budget (by Rep. Kaufman or Sen. Friedman).

She needed to get some basic information about our legislation for the person who handles legislation for DESE.

I gave her an overview from the 30,000-foot level, stressed the term **mission-compatible** several times and told her we are not planning to build condos or hotels, but something in the education/ workforce development/ R&D field. I explained that longer term leases are needed for anyone interested in investing money in such a project. I explained that any revenue would be used to address member communities' construction debt, not spend on a new car for the superintendent. I told her that Ed had met with Sen. Friedman and Rep. Kaufman and that the language had been vetted by Counsel at the State House. She said my explanation was "very helpful" and that the legislation sounded reasonable and she would pass along that information to her legislative person.

I think we are all set and DESE won't be an impediment here. However, ***if either of you think I missed something critical or want to further reassure Chris Lynch, here's her number: 781-375-6520. It seems like the budget is moving quickly – or at least the DESE legislative person wanted a quick turnaround on this -- so you would probably need to call her today, I think.***

Steve

Steven C. Sharek, Esq.  
Director of Outreach and Development



Minuteman High School

758 Marrett Road

Lexington MA 02421

Phone: 781-861-6500, ext. 7360

Fax: 781-863-1747

[ssharek@minuteman.org](mailto:ssharek@minuteman.org)





The Massachusetts Secretary of State's Office has determined that all electronic mail (e-mail) created or received by a public employee is a public record, subject to public access and disclosure.

This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system. E-mail transmission cannot be guaranteed to be secure or error-free as information could be intercepted, corrupted, lost, destroyed, arrive late or incomplete, or contain viruses. The sender therefore does not accept liability for any errors or omissions in the contents of this message, which arise as a result of e-mail transmission.



**For Release:**

May 7, 2018

**Contact:**

Steven C. Sharek

781-861-6500, ext. 7360

[ssharek@minuteman.org](mailto:ssharek@minuteman.org)

**Minuteman Regional High School and Hanscom Air Force Base  
Enter into Partnership Agreement**

LEXINGTON, MA – For the first time ever, Minuteman Regional High School and Hanscom Air Force Base have executed a formal agreement outlining how the two institutions will cooperate on education, research, and workforce development projects. The three-year agreement, formally known as an Education Partnership Agreement, was signed by the parties in April.

“Minuteman and Hanscom have been working together for many years and this agreement formalizes our long-standing relationship,” said Dr. Edward A. Bouquillon, Minuteman’s Superintendent. “We’re very pleased with the opportunities that this creates for our students, our staff, and the region.”

Dr. Bouquillon noted that Minuteman already is a member of the Hanscom Community Partnership Committee, a group that explores ways for the Air Force Base, area towns, and institutions to cooperate and leverage resources. In addition, Minuteman hosts an annual Hanscom Civilian Job Fair.

“This agreement is a direct result of our work on the Hanscom Community Partnership Committee,” said Col. Roman Hund, Hanscom AFB installation commander. “It’s the first such agreement that we’ve executed with one of the high schools in the region. We look forward to the opportunity to work with Minuteman for many years ahead.”

While the 11-page agreement is largely focused on general language promoting cooperation between the institutions, it also includes a few specific ways in which Minuteman and Hanscom have already committed to work together.

For example, the agreement states that Minuteman may continue to host the annual Hanscom Air Force Base Civilian Job Fair, will promote opportunities for Hanscom personnel to take part in after-school training programs at Minuteman, and will allow Hanscom personnel to use meeting rooms and space at Minuteman. For its part, Hanscom will post job opportunities on Minuteman’s Job Board, provide academic and career advice to Minuteman students, and collaborate with Minuteman on STEM education and workforce development programs.



Officials noted that Minuteman and Hanscom have also been actively exploring paid co-op jobs at the Air Force Base for Minuteman students, joint cybersecurity training for students and staff, and use of Minuteman's day care center by the children of Hanscom personnel.

The agreement also establishes a Hanscom-Minuteman Executive Committee that will meet at least twice per year to coordinate activities under the agreement.

Located in Lexington, Minuteman is an award-winning regional vocational technical high school providing its students with a high-quality career and technical education coupled with rigorous academics. A new Minuteman High School, on the Lincoln side of Minuteman's property, is currently under construction. Among other things, it will include state-of-the-art meeting/conference room space operated by Minuteman's Hospitality and Culinary Arts programs.

Hanscom Air Force Base is located off of Route 2A and I-95 in the towns of Bedford, Lexington and Lincoln. At the base, personnel acquire critical warfighting systems for the Air Force and other services. These advanced intelligence and connectivity systems enable U.S. warfighters to achieve global superiority. Hanscom programs include multiple radar, communication and intelligence systems, command and operations centers, network infrastructure and cyber defense.

###





## **Scope of Services – Contract**

### **Bid 18-02 – Campus Development Consulting Services**

This agreement dated March 21, 2018 between UMass Donahue institute (the “Consultant”) and Minuteman Regional Vocational Technical High School District (the “District”). The Consultant has successfully bid to provide campus development consulting services on an as-needed basis commencing April 1, 2018 until March 31, 2020 pursuant the proposal dated December 18, 2017.

#### **Scope of Services:**

The District is proceeding with a two (2) phased approach to move forward with the campus development. Due to the nature of the necessary approval processes, these phases may proceed concurrently, on independent timelines, or one phase only.

One phase is working with the Town of Lexington to create a partnership in the development of an athletic complex. Approval to advance will require approval by Lexington town meeting. Pricing for this work is based on a fully loaded rate. The detail of the hourly rates is included, and made part of this contract, as Attachment A, consisting of one (1) page.

The other phase is to develop the property with interested parties that share the mission of being “campus centric” and “mission compatible” that align with the purpose of the District, in terms of life-long learning, skills training and workforce development, and fitness and wellness to benefit our students, employers and the regional economy. Detail and pricing specific to this work is included, and made part of this contract, as Attachment B, consisting of seven (7) pages, and Attachment C, consisting of three (3) pages. To move forward, the District will first require passage of Special Legislation (currently filed) with the Massachusetts Legislature and enacted by the Governor. This phase will not move forward without the required special legislation.

The responsibilities of the Consultant are to assist and guide the District in developing a business model under these development opportunities, assist in the public procurement process in compliance with MA General Laws, and act as a liaison between the District and possible partners at various designated times of the campus development process.

Expected tasks are as follows:

- Develop a Request for Information (RFI) to determine developer interest, assess possible business models, and inform the structure of the eventual Request for Qualifications (RFQ)/Request for Proposals (RFP).
- Soliciting interested potential partners to submit Letters of Interest (LOI), RFQs or other similar process to access land use, qualification, financial structure, etc.



- Develop a formal RFP to specific proposals with respect to land use, facility design and capacity and financial structure for interested partners and developers to oversee the design and construction of the designated property.

Said tasks are not intended to be comprehensive and exclusive and tasks may be added or deleted as the process warrants. These tasks will be reviewed and agreed upon by the parties prior to commencement of each task. Additional details are included in the December 18, 2017 proposal and the email dated January 14, 2018 from the Consultant to the District (attached) as a follow-up to the interview meeting on January 9, 2018.

**Project Team:**

The Consultant will provide consulting services using the staff and hourly rate as identified in the proposal included, and made part of this contract, as Attachment B, consisting of seven (7) pages, and Attachment C, consisting of three (3). All additional professional staff members to the team will require a narrative of background and hourly staff rate.

All other financial terms are pursuant to the December 18, 2017 proposal.

**Termination of Contract:**

Either party can move to terminate the contract with 30 days written notice.

**Insurance Policies:**

During the Contract Period, the Contractor shall keep in effect comprehensive public liability and property damage for the following amounts and limits: \$500,000 for each occurrence, and \$1,000,000 for all damages in any one accident.

The contractor also agrees to maintain all insurance required by law for its employees, including disability, workers compensation and unemployment compensation.

**Authorized Signers:**

**For the District:**

  
 \_\_\_\_\_  
 Edward A. Bouquillon  
 Title: Superintendent-Director

Date: 3/27/18

**For the Consultant:**

  
 \_\_\_\_\_  
 Eric S. Heller  
 Title: Interim Executive Director

Date: 3/21/18



**Bid 18-02 – Campus Development Consulting Services**

**Attachment A**  
**Consisting of one (1) page**

**Staff Rates/Related Costs**

<b>Hourly Staff Rates</b>	<b>Hourly Rate</b>
Sharon Vardatira	\$140
Jackie Wise	\$110
Sonia Bouvier	\$110
Melanie Goodman (facilitation only, if needed)	\$150
Travel to and from Lexington (GSA mileage rate at time of travel plus travel time calculated at half the staff person's hourly rate)	<i>To be determined based on staff person traveling and point of origin</i>





December 18, 2017

Minuteman Regional Vocational Technical School District  
c/o Kevin F. Mahoney, Assistant Superintendent of Finance  
758 Marrett Road  
Lexington, MA 02421

Dear Mr. Mahoney:

I am submitting the enclosed proposal in response to Minuteman Regional Vocational Technical School District's Request for Qualifications for Campus Development Consulting Services (Bid 18-02). The University of Massachusetts Donahue Institute (UMDI) is proposing to advise, provide technical assistance, and facilitate meetings (as needed) to enable the District to:

- 1) Structure a procurement process to identify and engage private-sector and/or public-sector partners in the development project, taking into account the possible organization of the construction, ownership, and operation of the new facilities; and
- 2) Address legal considerations, including elements of legislation to enable the project as necessary. (Although UMDI does not bring legal expertise per se, as we are not lawyers, we have worked on crafting legislation and working in partnership with community partners, legislators, and lawyers to advance public policy and specific legislative priorities.)

Established in 1971, the UMass Donahue Institute is a public service, research, and economic development arm of the UMass President's Office. UMDI's mission is to apply theory and innovation to solve real world challenges and enable our clients to meet their goals. We serve clients in the public, non-profit, and private sectors across the Commonwealth and the U.S., as well as around the world. UMDI's Executive Director, Dr. J. Lynn Griesemer, serves as Associate Vice President for Economic Development of the University, and reports to the President through the Vice President for Economic Development. We maintain offices in Boston, Brockton, Hadley, Shrewsbury, and Springfield MA, as well as in Washington D.C.

UMDI is a knowledgeable and innovative provider of organizational development and capacity building in a variety of content areas, including community mobilization and sustainability; program and financial management; building public-private partnerships; needs assessment, feasibility studies, and program evaluation; and economic and public policy research. Over the past 45 years, UMDI has delivered consultation, training, and technical assistance to more than 750,000 managers, directors, educators, and community partners.

Nonprofit Funding & Fiscal Solutions (NFFS), one of UMDI's eight divisions,<sup>1</sup> will be working in partnership with UMDI's Business Development office to provide the requested Campus Development Consulting Services as follows:

---

<sup>1</sup> In addition to NFFS, UMDI's other seven business groups include: Head Start National Center on Program Management and Fiscal Operations (PMFO); UMass Civic Initiative; Applied Research & Program Evaluation (ARPE);



- UMDI's Business Development Specialist (Jackie Wise) and Business Development Director (Sharon Vardatira) will advise on the procurement process and identification of potential private- or public-sector partners.
- NFFS's Director (Sharon Vardatira<sup>2</sup>), with other NFFS staff/consultants as appropriate (Sonia Bouvier and/or Melanie Goodman), will support development of the District's public-private partnership entity. Depending on the needs identified by the District, this development could include advising on or helping the District and public-private partnership to:
  - 1) Facilitate the public-private partnership's creation of a shared vision
  - 2) Establish a clear and effective decision-making process
  - 3) Identify consistent and coordinated leadership
  - 4) Establish communications protocols and communications plan
  - 5) Negotiate equitable and reciprocal terms and structure
  - 6) Build a foundation of trust and transparency within the PPP Project and between the PPP Project and the wider community

Nonprofit Funding & Fiscal Solutions provides customized technical assistance, facilitation, coaching/mentoring, intervention, training, and related services to enable its public- and private-sector nonprofit clients to create cultures and systems that result in sustainable organizations/programs and stable infrastructure. As a critical feature of sustainability, effectively combining the strengths and resources of both the public and private sectors by building and supporting effective public-private partnerships is a core component of NFFS's services.

**Table 1: Selected UMDI projects demonstrating experience in areas related to those outlined for the Campus Development Consulting Services with an emphasis on Community Mobilization and Engagement and formation of Public-Private Partnerships**

Project / Dates	Focus of Work/Relation to Priority Areas
National Provider of Community Mobilization and Sustainability Capacity Building Assistance <sup>3</sup> FY 2016-2020	In 2016, NFFS was selected to serve as the National Provider of Community Mobilization and Sustainability Capacity Building Assistance for the U.S. Office of Adolescent Health (OAH). Through this \$2.9 grant, NFFS staff and consultants delivered training, technical assistance, planning, facilitation, and resource development focused on communications, community mobilization, sustainability planning, and implementation of sustainability strategies, including formation of public-private partnerships.

CareerWorks; Economic & Public Policy Research (EPPR); New England Head Start Regional Training & Technical Assistance; and Organizational Development & Learning Solutions

<sup>2</sup> Sharon Vardatira serves both as UMDI's Business Director and Director of Nonprofit Funding & Fiscal Solutions.

<sup>3</sup> Note that the current federal administration defunded all OAH Teen Pregnancy Prevention projects, including this one, in July 2017 due to the administration's "changing priorities." NFFS was commended for its role in this project.



Compassion Massachusetts 2007-2010	Three-year, federally-funded ACF Communities Empowering Youth Compassion Capital initiative focused on building the organizational capacity of faith- and community-based organizations (FCBOs) serving at-risk youth in two rural counties of Massachusetts. Included an initial community assessment designed in collaboration with the FCBOs, facilitation of a community-driven process to address each community's needs, and formation of public-private partnerships in each county to devise solutions. Resulted in increase in intra-community planning and collaboration, strengthened nonprofit sustainability, and collaborative resource development. The community collaborations strengthened through the project continue today.
Head Start Region I T/TA 2003-2020	UMDI has provided capacity building services in Region I (New England, including Massachusetts) continuously since 2003, with a focus on improving teaching practices; engaging families in their children's education; and building capacity related to organizational, management and fiscal systems. A major component of this assistance – Head Start's Parent, Family, and Community Engagement Framework – is a research-based approach to program change that shows how an agency can build local coalitions that include families, providers, and private/public partnerships to support children's learning and development.
Western Massachusetts Legislative Summit 2014	UMDI partnered with and supported the Hampshire Council of Governments to help develop an agenda for Western Massachusetts in advance of the deadline for submitting bills in 2015. UMDI helped to organize and support residents to convene to identify their most pressing issues as a means of informing new legislation. UMDI provided administrative and online marketing support and facilitated the community mobilization meetings.
Defense Financial Management Education and Training (FMET) Program 1997-2013	Related to UMDI's knowledge of financial management, procurement, and fiscal oversight of private- and public-sector entities, UMDI provided the Defense Finance and Accounting Service, the world's largest finance and accounting operation, with education and training services supporting their financial management operations, procurement, and fiscal oversight.
CareerWorks One-Stop Career Center 1999-2019	UMDI has operated CareerWorks, the Brockton, MA area One-Stop Career Center since 1999. The CareerWorks charter was recently renewed for five years (through 2019), the longest charter extension ever granted in the state. CareerWorks has been recognized by MA Dept. of Labor and Workforce Development as a "High Performing" One-Stop Career Center. A key feature of this work is convening local public- and private-sector employers and businesses in supporting employee-readiness and recruitment efforts promoted by CareerWorks.



Various, 1998-present	<p>NFFS staff and consultants have served over 130 nonprofits over this period, approximately half of whom have requested support in strengthening their community presence, establishing/building public-private partnerships, and coalition building. A <u>sampling</u> of Massachusetts-based nonprofit clients NFFS has recently worked with include Partnership for Youth (Greenfield); Community Adolescent Resource &amp; Education Center (Holyoke MA), Massachusetts Down Syndrome Congress (statewide); Amherst Media (Amherst); MA STEM Network (statewide); and Campaign for Military Families (statewide), to name only a few.</p> <p>UMDI has also recently worked with the following Massachusetts state, higher education, and K-12 entities:</p> <p><b><u>STATE &amp; LOCAL GOVERNMENT</u></b></p> <ul style="list-style-type: none"> <li>• City of Leominster</li> <li>• Hampden County Sheriff's Department</li> <li>• Massachusetts Department of Developmental Services</li> <li>• Massachusetts Department of Early Education and Care</li> <li>• Massachusetts Department of Elementary and Secondary Education</li> <li>• Massachusetts Department of Environmental Protection</li> <li>• Massachusetts Department of Higher Education</li> <li>• Massachusetts Department of Housing and Community Development</li> <li>• Massachusetts Department of Public Health</li> <li>• Massachusetts Education Reform Review Commission</li> <li>• Massachusetts Executive Office of Health and Human Services</li> <li>• Massachusetts Governor's Highway Safety Bureau</li> <li>• Massachusetts Office of Educational Quality and Accountability</li> <li>• UMassSafe</li> </ul> <p><b><u>PRE-K THROUGH 12 EDUCATION</u></b> (the following is a <u>sampling</u> of clients)</p> <ul style="list-style-type: none"> <li>• Agawam Public Schools</li> <li>• Amherst Public Schools</li> <li>• Boston Public Schools</li> <li>• Brockton Public Schools</li> <li>• Chelsea Public Schools</li> <li>• Clarke Schools for Hearing and Speech</li> <li>• Collaborative for Education Services</li> <li>• Frontier Regional School</li> <li>• Gateway Regional School District</li> <li>• Hampden Wilbraham Regional School District</li> <li>• Hampshire Regional School District</li> <li>• Holyoke Public Schools</li> <li>• North Andover Public Schools</li> </ul>
-----------------------	--



- Northbridge High School
- Smith Vocational and Agricultural High School
- Springfield Public Schools
- Wareham Public Schools
- Watertown Public Schools
- Worcester Public Schools

**HIGHER EDUCATION (the following is a sampling of clients)**

- Amherst College
- Boston University
- Bridgewater State University
- Commonwealth Medicine
- Elms College
- Endicott College
- Hampshire College
- Harvard Graduate School of Education
- Lesley University
- Massachusetts Institute of Technology
- Merrimack College
- Northeastern University
- Salem State University
- Smith College
- Springfield College
- Springfield Technical Community College
- UMass Online
- University of Massachusetts Amherst
- University of Massachusetts Lowell
- University of New Hampshire
- Worcester Polytechnic Institute

In addition to bringing considerable expertise and experience in community engagement and supporting public-private partnerships, UMDI has a reputation for delivering quality, fiscally responsible programs. As part of the University of Massachusetts, UMDI has access to credit, is able to act immediately to start up new programs or change an existing program's direction, and does not experience the type of cash flow irregularities that can be a challenge for smaller organizations. UMDI is included in an annual system-wide audit, including the A-133 audit required for recipients of federal funds, and has received no significant audit findings in either audit. In addition, individual awards are subject to periodic fiscal and programmatic reviews by our funders, and we have a strong record of positive reports.



### Staff Rates/Related Costs

Hourly Staff Rates	Hourly Rate
Sharon Vardatira	\$140
Jackie Wise	\$110
Sonia Bouvier	\$110
Melanie Goodman (facilitation only, if needed)	\$150
Travel to and from Lexington (GSA mileage rate at time of travel plus travel time calculated at half the staff person's hourly rate)	<i>To be determined based on staff person traveling and point of origin</i>

Other than travel and staff/consultant time, this budget does not include any out-of-pocket expenses; it assumes the District will pay for copying meeting materials, delivering materials to members (which will all be deliverable electronically), meeting space and refreshments, markers and newsprint, and access to equipment as needed.

### Staff/Contractor Expertise

Principal staff assigned to this project include Sharon Vardatira (UMDI's Director of Nonprofit Funding & Fiscal Solutions and Business Development Director), Jackie Wise (Business Development Specialist), and Sonia Bouvier (NFFS Project Manager). In addition, one of NFFS's consultants, Melanie Goodman, an expert in facilitating community partnerships, may be tapped to partner with Sharon Vardatira, to provide meeting facilitation.

- Sharon Vardatira, M.T.S., Director of NFFS, brings over 35 years of experience in nonprofit management and fund development, including as Development Director and Executive Director of several Boston-area nonprofits, convener and president of several statewide and national partnerships and coalitions, and national expert in community mobilization and sustainability. She also has deep expertise in nonprofit capacity building, strategic planning, business and board development, community-based asset mapping, convening public- and private-sector partnerships, and grant writing and grants management. Sharon will be the lead consultant for the District's Campus Development Consulting Services.
- Jackie Wise, M.P.A., UMDI Business Development Specialist, focuses on business development, opportunity vetting, prospect research, coordination of UMDI's response processes, grant writing, and oversight of subcontracted writers. She brings 15 years of experience working in both higher education and nonprofit settings, including overseeing the development of proposals to federal, state, and local funders, as well as private and community foundations. She also has experience overseeing financial compliance of local, state, and federal contracts and working on and leading audits. Jackie will advise the District on the structure and management of the procurement process to identify and engage private-sector and/or public sector partners in the development project.
- Sonia Bouvier, M.P.H., NFFS Project Manager, has over 25 years of experience working with federal, state and local public health and education programs and coalitions in the areas of planning, community engagement, program implementation, and evaluation. Prior to



joining the Institute, she was the founding director of a nationally-recognized health-access program for uninsured individuals. Sonia is certified in Technologies of Participation and, as needed, will support meeting facilitation and development of the District's public-private partnership.

- Melanie Goodman, LICSW and Masters in Human Service Administration, NFFS Consultant, is certified in mediation, trustee leadership development, and as a facilitator/trainer with the Institute for Cultural Affairs. In addition to being an experienced organizational planner, program developer, and community organizer, she conducts frequent presentations and trainings, and provides ongoing consultation to both public- and private-sector agencies. Areas of expertise include: strategic planning; group facilitation; and community collaboration. If needed, Melanie will partner with Sharon Vardatira to provide PPP Project meeting design and facilitation.

**Resumes of all Staff/Consultants Committed to the Contract:** See attached.

We are proud of the reputation UMDI has earned for excellence, collaboration, and innovation in working with public-private partnerships, and are excited at the prospect of working with the District to support the PPP Project.

I am happy to discuss any of this in more detail. Please don't hesitate to contact me for additional information.

Sincerely,



Sharon M. Vardatira  
Director  
Cell: (413) 687-1006  
Work: (413) 545-6615

Attachments: Staff and consultant resumes



**Attachment C**  
**Consisting of three (3) pages**

Hi Ed and Kevin,

Just following up on our meeting this past Tuesday with a few promised items. Specifically, a ballpark estimate for the work, as well as names of two additional individuals for the proposed UMDI team.

With respect to the estimate, we took into consideration the structure of the PPP Project as described by you on Tuesday and as outlined in the 11/6/2015 memo from Peter Kochansky and Peter Corbett. That said, however, we also realize that, as newcomers to this project, we have very likely made a number of assumptions that may not necessarily reflect your view of how this will happen – so please feel free to let us know how the structure as you envision it differs from what we have summarized, below, and we will adjust our estimate accordingly.

As we currently understand it, by the end of 2018, your goal is to have identified the following:

- 1) Private-and/or public-sector partners to inform the development of portions of land that will not be occupied by the new school building (PPP-designated land)
- 2) Public and/or private-sector entities to lease/locate on this land
- 3) A development partner to oversee the design and build of the PPP-designated land

If selected to support this work, UMDI's role would be to facilitate the process by which these entities are identified. This includes serving as an objective third party responsible for writing the bid solicitation documents (RFIs, RFQs, etc.), managing the vetting process, convening and facilitating meetings of key stakeholders as needed, and providing technical expertise to inform decision-making. UMDI's technical expertise related to this project includes: bid solicitation design and implementation (RFI, RFQ, LOI, and RFP processes); determining economic impact and feasibility of land use income projections; cost-benefit projections; grants management; and development and facilitation of public-private partnerships.

Based on our conversation, we understand that you anticipate completing this process in three distinct phases:

**Phase 1: Request for Information (RFI)/Pre-RFQ Stage.**

The goal during this stage is to gather information from entities that may have an interest in the designated PPP land. This could take the form of a Request for Information (RFI) process to determine developer interest and inform the structuring of the eventual RFQ/RFP process. Following the RFI process, RFI respondents (and other key stakeholders?) may be invited to participate as a group in setting priorities for the PPP land development.

**Phase 2: Submission of a Letter of Intent (LOI) or Request for Qualifications (RFQ).** This is the first stage in directly soliciting entities interested in leasing the PPP land. All parties interested in locating on this land will be asked to submit a Letter of Intent (or RFQ) describing their proposed approach and structure, as well as a summary of proposed land uses, financial structure, etc.

Note: As an alternative to announcing two separate solicitations (Phase 2 RFQ/LOI and Phase 3 RFP), Minuteman could consider one RFP announcement with a required initial LOI. Based on an objective scoring structure reflecting priorities established in Phase 1, a sub-set of LOI applicants would then be selected to submit a full RFP. In this way, only invited applicants would be eligible to submit a full RFP. Regardless of how Phase 2 is structured, the LOI/RFQ would serve to narrow the field of potential PPP partners to those that best meet the stipulated criteria, including mission centric focus aligned with MRVTSD, qualifications, and potential value of the proposed land use.

**Phase 3: Formal Request for Qualifications (RFP).** Once firms are qualified through the LOI/RFQ process, the District will issue a formal RFP defining the specifications, selection criteria, and priorities



**Attachment C**  
**Consisting of three (3) pages**

for development. Qualified respondents will be asked to provide a high level of detail with respect to land uses/tenant mix, financial structure, project valuation, facility design and capacity, etc.

**Developer Solicitation:** Although we did not discuss this specifically, we assume that at some point Minuteman may need to issue an RFP to solicit a development partner to oversee the design and build of the PPP-designated land.

If selected to support this work, the first order of business for UMDI will be to confirm each of these steps with MRVTSD and establish a timeline for completing each phase within the next 12 months.

**Staff/Contractor Additions**

Given the potential need for additional expertise with respect to determining economic impact and feasibility of land use income projections, as well as cost-benefit projections overall, we are proposing to add the following individuals to the team proposed in our 12/18/2017 bid.<sup>1</sup> These individuals will be tapped as needed throughout the duration of the contract period.



Branner Stewart, Senior Research Manager with UMDI's Economic and Public Policy Group, is a certified planner and member of the American Institute of Certified Planners (AICP). He specializes in regional economic analysis, transportation planning, economic impact analysis, and strategic planning for economic development. Before joining the Institute, Mr. Stewart was employed by Cambridge Systematics, Inc, where he led economic and demographic work on state and regional projects, including assignments in California, New York, Texas, Florida, Georgia, North Carolina, Colorado, and New England. Prior to this, Mr. Stewart served as the economic research manager for the Texas Department of Economic Development where his work focused on strengthening the state's international linkages and improving its manufacturing capacity. Mr. Stewart received his masters of science in community and regional planning from the University of Texas at Austin and his bachelor's of arts in Spanish from Colby College.



Rebecca Loveland, M.R.P. specializes in industry analysis and economic development projects, managing research activities for MassBenchmarks, and leading a variety of industry and regional studies. Ms Loveland has considerable economic and community development experience in public and private settings.

Ms. Loveland received her master's in regional planning in economic and community development planning from the Department of Landscape Architecture and Regional Planning at the University of Massachusetts Amherst and her bachelor's of arts in anthropology from Smith College.

In addition to Branner and Rebecca, UMDI has engaged the services of an external consultant, Kenneth Rocke, on several projects in the past, including a Smith-Voc study conducted by UMDI. Given the confidential nature of the Minuteman's PPP project at the current time, we have not reached out to explore his potential interest in partnering with UMDI on this work or how he might add value to this project, but he does bring expertise in school district fiscal analysis; regionalization studies; interest-based negotiation; leadership training; organizational development; and technical curriculum development. We are happy to explore the possibility of formalizing a partnership with Mr. Rocke to advance the PPP project if MRVTSD feels he would bring important additional expertise.

---

<sup>1</sup> UMDI's 12/18/2018 bid included Sharon Vardatira, Jackie Wise, Melanie Goodman, and Sonia Bouvier. (See bid for resumes and bios.)



**Attachment C**  
**Consisting of three (3) pages**

**Bid Estimate**

The following bid is based on our very preliminary understanding of this project, as outlined above. Thus, this is a preliminary bid estimate and non-binding. The projections presented here could increase or decrease depending on a variety of factors, including the extent to which MRVTSD supports administrative functions and logistics, the intensity and frequency of meeting attendance or facilitation by UMDI, and the degree to which proposal vetting requires UMDI to be involved in deep analysis (cost benefit, feasibility of land use income projections, etc.). While we have allocated some advisory time to the vetting process, we have not included a full economic impact research component. Such an addition would significantly increase the projected time/cost.

Phase/Function	Projected Hours (UMDI)	Average Hourly Rate	Total
Phase 1 – Includes preparation/writing and management of RFI process; preliminary vetting of applicants; plus 15 hours of additional advisory and/or meeting time	95-120	\$130 (Range is from \$110-150)	\$12,350- \$15,600
Phase 2 – Includes preparation/writing and management of LOI/RFQ process; preliminary vetting of respondents; plus 15 hours of additional advisory and/or meeting time	100-130	\$130 (Range is from \$110-150)	\$13,000- \$16,900
Phase 3 – Includes preparation/writing and management of RFP process; preliminary vetting of proposals; plus 30 hours of additional advisory and/or meeting time	95-120	\$130 (Range from \$110-150)	\$12,350- \$15,600
Developer solicitation - Includes preparation/writing and management of RFP process; preliminary vetting of proposals; plus 10 hours of additional advisory and/or meeting time	60-80	\$130 (Range is from \$110-150)	\$7,800- \$10,400
Travel to and from Lexington (GSA mileage rate at time of travel plus travel time calculated at half the staff person's hourly rate)	<i>To be determined based on staff person traveling and point of origin</i>		
Total (not inclusive of travel)	350-450		\$45,500- \$58,500

Hopefully this provides all the information you need in advance of you January 16<sup>th</sup> meeting. Please contact me for anything else.

Have a good day!

Sharon





**MINUTEMAN**  
ASPIRE ACCELERATE ACHIEVE

August 25, 2017

Secretary Rosalin Acosta  
Executive Office of Labor and Workforce Development  
One Ashburton Place – Suite 2112  
Boston, MA 02108

Dear Secretary Acosta:

On behalf of the Minuteman Regional Vocational Technical School District, I want to congratulate you on your recent appointment as Secretary of Labor and Workforce Development. Your job is an important one for the Commonwealth and its citizens.

Minuteman High School is one of 26 regional vocational-technical high schools in Massachusetts. As Superintendent, I believe that schools such as Minuteman are partners to state government in workforce and economic development. Working together, we can help fill the Skills Gap and improve the lives of our citizens and the economy.

Minuteman has been fortunate to receive strong public support – and financial assistance – from the Baker Administration, the Governor's Workforce Skills Cabinet, and the Massachusetts School Building Authority (MSBA). We are now in the process of constructing a new \$144.9 million high school directly adjacent to our existing facility which was built in the 1970s. The new school, designed for just over 600 students, will offer 16 career and technical education programs housed in two Career Academies. The MSBA is contributing about \$44 million to help offset the construction costs; the Workforce Skills Cabinet is supporting us with almost \$1 million more to equip a new Advanced Manufacturing program.

During the past two years, Minuteman has been visited by Lt. Governor Karyn Polito, State Treasurer Deborah Goldberg, and a host of educational groups from across the country and the world. I think they have been impressed with what they saw.

On behalf of my faculty and staff, I would like to invite you to visit our school, talk to our faculty and students, and tour the nearby construction site. If our student-run restaurant is open on the day you visit, I would also be honored to treat you to lunch.

Please have your office contact my assistant, Jackie Maglio, to work out a mutually beneficial date and time. You can reach her by e-mail at [j.maglio@minuteman.org](mailto:j.maglio@minuteman.org) or by phone at 781-861-6500, ext. 7291.

Thank you in advance for your consideration. I hope to hear from you soon.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director



**From:** [Bouquillon, Ed](#)  
**To:** [Ham, Marianne](#)  
**Cc:** [Rozan, Elizabeth](#)  
**Subject:** Evidence?  
**Date:** Tuesday, May 8, 2018 11:46:09 AM

---

---

**From:** Ash, Jay (SEA) [mailto:[jay.ash@state.ma.us](mailto:jay.ash@state.ma.us)]  
**Sent:** Thursday, May 3, 2018 12:33 PM  
**Subject:** Thank you

Good Afternoon,

On behalf of the Baker-Polito Administration, I want to thank you for participating in our Economic Development Summit on Tuesday, May 1<sup>st</sup>, 2018 at the DCU Center in Worcester.

When we began planning this summit, we knew we wanted to give folks a platform to tell their story. Every day I witness the great work that is happening across the Commonwealth from Westfield to Malden and in between. But not everyone has the opportunity to visit every community or small business or makerspace, and the summit was a chance to bring the best of Massachusetts to them. Together we can learn from each other and grow together. Share best practices and uncover new opportunities.

I was also pleased to see so many people adopting #MAecodev online and sharing their experience. Let's keep it up and continue the conversation.

I want to thank you for the time and effort you took to make it out to Worcester for the summit. Your input, expertise, and passion were invaluable and I look forward to our continued work together.

Sincerely,

Jay



**From:** Maglio, Jaculen  
**To:** Ham, Maryanne; Rozan, Elizabeth  
**Subject:** FW: Minuteman Vocational Technical Special Legislation  
**Date:** Tuesday, May 8, 2018 2:06:50 PM  
**Attachments:** [Overview of the Special Legislation re Campus Development.docx](#)  
[4a, HD4737 An Act authorizing the Minuteman District to lease land and buildings.pdf](#)  
[image001.png](#)  
[image002.png](#)

---

---

**From:** Bouquillon, Ed  
**Sent:** Wednesday, May 2, 2018 8:16 AM  
**To:** Jay.ash@state.ma.us  
**Cc:** Maglio, Jaculen <j.maglio@minuteman.org>; Rozan, Elizabeth <e.rozan@minuteman.org>  
**Subject:** Minuteman Vocational Technical Special Legislation

Jay

Good to see you yesterday in Worcester. I have known Alec (OIC) for 35 years. Great to hear about their progress!

Attached is electronic copy of what I handed you regarding our special legislation. Our intent is to be able to attract public/private/community based partnerships to our campus **after the MSBA project is completed.**

Our location ((exit 30B off 128/95) and on a public transportation route!) is simply too compelling to ignore the opportunity. Our purpose is to work with partners that are mission compatible and campus centric; that is, - they want to be here with all the partners that are here. A commitment to innovation and synergy in workforce development and economic opportunity is mandatory.

We are working with *Goulston & Storrs* to outline the process and have procured the UMASS Donahue Institute to help us through the development of sustainable partnerships. We will be requesting a "letter of interest" from potential partners later this summer.

Happy to talk more about it at your convenience.

Best Regards

Ed

**Edward A Bouquillon PhD**  
**Superintendent-Director**



**MINUTEMAN**



A REVOLUTION IN LEARNING: Prepare for College and Life | Learn from the Experts | Make a Fresh Start | Be More Than Just Another Student | Experience The Modern American High School | Believe In Yourself

[www.minuteman.org](http://www.minuteman.org)

758 Marrett Road, Lexington, MA 02421

T 781.861.6500 x7301

F 781.863.1747

C 413.537.6451

This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system. E-mail transmission cannot be guaranteed to be secure or error-free as information could be intercepted, corrupted, lost, destroyed, arrive late or incomplete, or contain viruses. The sender therefore does not accept liability for any errors or omissions in the contents of this message, which arise as a result of e-mail transmission.



**Minuteman Regional Vocational Technical School District**  
**Special Legislation**  
**A Quick Overview**

The Minuteman Regional Vocational Technical School District owns 65 acres of land on its campus in Lexington. Not all of it is being used for construction of the new school.

Working with Minuteman's Superintendent, Senator Cindy Friedman of Arlington and Representative Jay Kaufman of Lexington have put together legislation that would allow Minuteman Regional Vocational Technical School District to maximize the use of Minuteman property that will NOT be needed for construction of the new school or new athletic fields.

This special legislation would enable Minuteman to enter into long-term leases for uses of the property that are compatible with Minuteman's mission.

- Examples of what COULD be sited on District land: a satellite campus for a college or university, a research & development lab, a workforce development operation, or other facilities that are ancillary to the operation of a high school.
- Examples of what COULD NOT be sited on District land: condos, low-income housing, a hotel, a transfer station, or a power plant.

Why are long-term leases needed? Any institution investing in such a venture would want some measure of certainty. State law currently places severe limits on the length of leases we could offer. This would raise that limit to up to 50 years.

Funds generated by any long-term leases would go into a special account. The money would be used to reduce the amount of construction debt service paid by our member towns. It could not be used for operational expenses such as pay raises for employees.

*Note:* This special legislation would serve the region after the current Massachusetts School Building Authority (MSBA) project is completed. It is not part of the current MSBA project.

Senator Friedman and Representative Kaufman are currently trying to insert the special legislation into the FY 2019 state budget as an "outside section." We are hopeful that this effort will be successful.

The special legislation has been discussed with the Minuteman School Committee on multiple occasions.

The language of the special legislation has been reviewed by attorneys at the State House.

***For more information, please contact Dr. Edward Bouquillon, Superintendent,  
by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.***



**From:** Kaufman, Jay - Rep. (HOU)  
**To:** Atkins, Cory - Rep. (HOU); Benson, Jennifer - Rep. (HOU); Garballey, Sean - Rep. (HOU); Garlick, Denise - Rep. (HOU); Hogan, Kate - Rep. (HOU); Naughton, Harold - Rep. (HOU); Rogers, Dave - Rep. (HOU); Barrett, Mike (SEN); Brownsberger, William (SEN); Eldridge, James (SEN); Ross, Richard (SEN); Rush, Mike (SEN); Tran, Dean (SEN); Friedman, Cindy (SEN); Kaufman, Jay - Rep. (HOU)  
**Cc:** Gordon, Amanda (HOU); Bunker, Catherine (HOU); Keenan, Derek (HOU); Mortimer, Tatum (HOU); Rainey, Courtney (HOU); Kilcoyne, Meghan (HOU); Arnott, Kira (HOU); Hunter, Rosie (SEN); Missouri, Peter (SEN); Hearn, Erin (SEN); Cushing, Ann K. (SEN); Rajadurai, Benjamin (SEN); Swanson, David (SEN); Stephens, Nicole (HOU); Bouquillon, Ed; David Horton; Ford Spalding; Matthew Tobin; Rozan, Elizabeth; Mahoney, Kevin  
**Subject:** Invitation to co-sponsor special legislation for Minuteman Regional Vocational Technical School  
**Date:** Thursday, April 5, 2018 5:00:52 PM  
**Attachments:** HD4737 An Act authorizing the Minuteman regional vocational technical school district to lease certain land and buildings.docx

---

Colleagues,

Please accept in LAWS an invitation to co-sponsor HD4737 *An Act authorizing the Minuteman regional vocational technical school district to lease certain land and buildings.*

This enabling legislation would allow Minuteman to lease lands or buildings for periods of fifty years if they are consistent with the school's mission. Revenues earned from this would be used to pay down debt incurred in the building of the new facility. This language has been vetted by counsel. I've also attached a copy of the language for your perusal.

This legislation was filed on behalf of and with the consultation of Minuteman. We would appreciate your co-sponsorship and support because of your district's membership in Minuteman's school district.

Please reach out with any questions or concerns.

Warmly,

Jay and Cindy



# HOUSE . . . . . No.

---

## The Commonwealth of Massachusetts

---

PRESENTED BY:

*Jay R. Kaufman and Cindy F. Friedman*

---

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act authorizing the Minuteman regional vocational technical school district to lease certain land and buildings.

---

PETITION OF:

NAME:

DISTRICT/ADDRESS:

*Jay R. Kaufman*

*15th Middlesex*

*Cindy F. Friedman*

*Fourth Middlesex*



# HOUSE . . . . . No.

[Pin Slip]

## The Commonwealth of Massachusetts

In the One Hundred and Ninetieth General Court  
(2017-2018)

An Act authorizing the Minuteman regional vocational technical school district to lease certain land and buildings.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1           SECTION 1. Notwithstanding section 16 of chapter 71 of the General Laws chapter 196  
2 of the acts of 1984 or any other general or special law to the contrary, the Minuteman regional  
3 vocational technical school district, acting by and through its school committee, may lease or  
4 enter into any agreements for the use and occupancy of the land owned by the school district,  
5 taken for school purposes and described in orders of taking recorded in the Middlesex South  
6 registry of deeds as (i) book 12153, page 374, (ii) book 12162, page 430, (iii) book 12162, page  
7 433, (iv) book 12171, page 627, (v) book 12181, page 639, (vi) book 12317, page 338 and  
8 buildings and parts thereof for periods of up to 50 years for purposes consistent with the mission  
9 of the school district. The school district may enter into contracts for the design, construction,  
10 installation, operation, maintenance, and repair of buildings, structures, improvements, parking,  
11 and recreational facilities on land owned by the school district.

12           SECTION 2. The Minuteman regional vocational technical school district may establish a  
13 receipts reserved for appropriation account for any revenue generated from leases or other



14 agreements authorized by section 1. Monies from this account shall be appropriated by majority  
15 approval of the school committee for the school district. The account shall be used to offset the  
16 debt service payable on the financing of the design and construction of a new high school  
17 building and facilities project and the debt service payable on financing, or otherwise defray the  
18 costs of, the design and construction of any other capital improvements, renovations or repairs of  
19 the buildings and grounds of the school district, as determined by majority approval of the school  
20 committee for the school district.

21 SECTION 3. In the event of any conflict between this act and any other general or special  
22 law to the contrary, this act shall control.

23 SECTION 4. This act shall take effect upon its passage.





**MINUTEMAN**  
ASPIRE ACCELERATE ACHIEVE

July 31, 2017

Senator Cindy Friedman  
State House – Room 413-D  
Boston, MA 02133

Dear Senator Friedman:

On behalf of the School Committee, faculty, and staff at Minuteman High School, I want to extend my congratulations to you on your election as State Senator. You obviously worked hard to achieve such an overwhelming result.

As you know, Minuteman just started construction on a new \$144.9 million school which is scheduled to open in the fall of 2019. In the new school, students will learn in two Career Academies designed to promote collaboration and innovation. The Academies will encompass a total of 16 career programs, including two brand new ones: Advanced Manufacturing and Multi-Media Engineering (Technical Theater).

We are thrilled with the prospects of finally getting a new school. We were only able to move forward with this initiative after years of difficult, painful, often public, struggles. Among other things, we were forced to reconfigure the District membership, change the way District costs are allocated, secure a change in state vocational regulations, reduce the school size, and win approval for bonding through a special district-wide election in all our member towns. In short, it has not been easy.

Our new District now includes ten member towns: Acton, Arlington, Belmont, Bolton, Concord, Dover, Lancaster, Lexington, Needham, and Stow. We have a new school committee leadership team: David Horton of Lexington as chair, Sue Sheffler of Arlington as vice-chair, and Pam Nourse of Acton as secretary.

We have come a long way, especially over the past year or so, due to the leadership of some outstanding town and state leaders (including your predecessor, the late Sen. Ken Donnelly). However, our work is not completed yet and we will need your help – and the help of your colleagues – to enable us to move forward with some important public-private partnerships to more fully develop our campus.

I know that you are probably very busy settling into your new position right now, but I would like to invite you to meet me at Minuteman to discuss our construction project and the future of the school. I will also be inviting you and the area delegation to a Legislative Breakfast, probably on a Friday morning in September or October.



In the meantime, if you would like to arrange a visit, please have your office contact my assistant, Jackie Maglio, at [j.maglio@minuteman.org](mailto:j.maglio@minuteman.org) or by phone at 781-861-6500, ext. 7291.

Once again, congratulations of your election. I look forward to working with you in the months and years ahead.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director

cc: David Horton, School Committee Chair





July 13, 2017

State Senator James B. Eldridge  
State House – Room 320  
Boston, MA 02133

Dear Senator Eldridge:

It was very nice meeting with you at the State House this week to talk about the Minuteman High School building project and some legislative changes that would support high quality career and technical education. I will be meeting with my Superintendent colleagues over the summer regarding some of the issues we discussed. I will update you after these meetings, as the solution(s) may have a positive impact on not only the three other vocational technical high schools you represent, but the Commonwealth as a whole.

Some of the critical issues we discussed:

Massachusetts School Building Authority (MSBA) regulations. While talking about the Minuteman building project, I mentioned that the MSBA currently permits a single (per-student) reimbursement rate for vocational-technical high schools in its “Furniture, Fixtures and Equipment (FFE)” category. This rate is the same for elementary, middle school, and traditional academic high schools. In my view, the rate for vocational-technical schools should be at least twofold this rate due to the extraordinary costs of purchasing and maintaining the technical equipment needed to operate our programs. I also spoke of the need to revamp the MSBA regulations to allow the agency to reimburse schools for capital costs associated with the training of post-graduate students. I’m not certain about the process to revise MSBA regulations, but I believe there is a willingness to do so on the part of many.

Public-Private Partnerships. Once the new building is completed, the old one will be demolished, leaving many valuable acres of property that could be developed with help from the private sector for uses that are compatible with Minuteman’s educational mission. To accomplish that goal, Minuteman will need to be able to enter into long-term agreements to formalize these partnerships. Special legislation will be required. We will be asking for your support, and the support of the entire delegation.

New Programming. In addition to our new Advanced Manufacturing and Multimedia (Technical Theatre) programs, we reviewed the expansion of agricultural programs, including offering an Animal Science program in collaboration with the Minute Man National Historical Park.

Students from Boxborough and Sudbury. You asked about students from Boxborough and Sudbury, two of the towns in your legislative district (but which are no longer in my school district as of July 1, 2017). As I said, I think the students from Boxborough will continue to have unbiased access to Minuteman because the town is a member of the Acton-Boxborough School



District and Acton remains a Minuteman member town. Like you, I have deep concerns about students from Sudbury and whether they are going to have any meaningful access to vocational-technical education. From what I was told today, those students (and parents) are being counseled to apply to Assabet, even though Assabet has no space for them. These Sudbury students are on a waiting list, with little hope of being enrolled. Minuteman has space for Sudbury students at this particular time. However, as our applications continue to increase, it is likely that Sudbury students will have no access as a result of the Town's vote to withdraw from the District.

State Regulations that Deny Access to Minuteman as other vocational high schools. I mentioned that regulations issued by the Board of Elementary and Secondary Education in February of 2015 have dramatically reduced the number of students applying to Minuteman from five cities: Boston, Cambridge, Medford, Somerville, and Waltham. These cities banded together as the so-called SOLVED Collaborative to "solve" the "Minuteman problem." These urban superintendents and DESE came up with a regulation to "solve" the problem that is now impacting young people across the Commonwealth. 6.03 CMR 4.03(6)(b)(1) forces nearly all "out-of-district" students to stay in their hometown schools even if the Chapter 74 approved state program they want is **not offered** in their hometown district:

*Ninth grade students who reside in cities and towns that offer an approved exploratory program shall attend the exploratory program provided by the district of residence; provided however, that students may apply for non-resident admission for the purpose of exploring specialized agriculture and natural resources programs designated by the Commissioner and not available in the student's district of residence.*

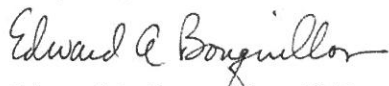
According to the state's interpretation of that regulation, the "hometown" exploratory program need not even be offered in the student's actual "hometown." It can be run in an entirely different community, as long as the exploratory program is technically "offered" by the student's hometown district. In this region, these ersatz exploratory programs are run by the SOLVED Collaborative.

Bottom line: State Chapter 70 aid in those urban districts was perceived as being reduced because dozens of their students, many of them of color, disabled, and economically disadvantaged, were applying to Minuteman to enroll in what they and their parents saw as high-quality career and technical education programs. The urban superintendents "solved" the problem.

In my opinion, this *solution* is discriminatory and effectively denies access to a "free and equitable vocational education", which is a basic right of all kids in the Commonwealth. This regulation needs to be rescinded by the Board of Education or overturned by the Legislature or the courts.

Thank you for your time and attention at the meeting. I look forward to working with you in the months and years ahead.

Very truly,



Edward A. Bouquillon, PhD  
Superintendent-Director

PS: If possible, I would appreciate a copy of the picture we took with the Groundbreaking shovel to be used on our social media.





April 23, 2018

Representative Cory Atkins  
State House – Room 195  
24 Beacon Street  
Boston, MA 02133

Dear Representative Atkins:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





April 23, 2018

Senator Michael Barrett  
State House – Room 416  
24 Beacon Street  
Boston, MA 02133

Dear Senator Barrett:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





**MINUTEMAN**  
ASPIRE ACCELERATE ACHIEVE

April 23, 2018

Representative Jennifer Benson  
State House – Room 22  
24 Beacon Street  
Boston, MA 02133

Dear Representative Benson:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





# MINUTEMAN

ASPIRE ACCELERATE ACHIEVE

April 23, 2018

Senator William Brownsberger  
State House – Room 504  
24 Beacon Street  
Boston, MA 02133

Dear Senator Brownsberger:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





**MINUTEMAN**  
ASPIRE ACCELERATE ACHIEVE

April 23, 2018

Senator James Eldridge  
State House – Room 320  
24 Beacon Street  
Boston, MA 02133

Dear Senator Eldridge:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





April 23, 2018

Senator Cindy Friedman  
State House – Room 413D  
24 Beacon Street  
Boston, MA 02133

Dear Senator Friedman:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





**MINUTEMAN**  
ASPIRE ACCELERATE ACHIEVE

April 23, 2018

Representative Sean Garballey  
State House – Room 540  
24 Beacon Street  
Boston, MA 02133

Dear Representative Garballey:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





April 23, 2018

Representative Denise Garlick  
State House – Room 33  
24 Beacon Street  
Boston, MA 02133

Dear Representative Garlick:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





April 23, 2018

Representative Kate Hogan  
State House – Room 130  
24 Beacon Street  
Boston, MA 02133

Dear Representative Hogan:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





April 23, 2018

Representative Jay Kaufman  
State House – Room 34  
24 Beacon Street  
Boston, MA 02133

Dear Representative Kaufman:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





April 23, 2018

Representative Harold Naughton, Jr.  
State House – Room 167  
24 Beacon Street  
Boston, MA 02133

Dear Representative Naughton:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





April 23, 2018

Representative David Rogers  
State House – Room 36  
24 Beacon Street  
Boston, MA 02133

Dear Representative Rogers:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





April 23, 2018

Senator Richard Ross  
State House – Room 419  
24 Beacon Street  
Boston, MA 02133

Dear Senator Ross:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director





# MINUTEMAN

ASPIRE ACCELERATE ACHIEVE

April 23, 2018

Senator Michael Rush  
State House – Room 511C  
24 Beacon Street  
Boston, MA 02133

Dear Senator Rush:

As you consider the Commonwealth's operational budget for fiscal year 2019, I write seeking your support for an increase in the state reimbursement rate for regional school district transportation.

Each day, schools actually begin their work before students walk through the doors of the school building. Our work begins with the safe and efficient transportation of students; it ends the same way. Given the costs of fuel, logistical management, and vehicular maintenance, funding this essential function is a considerable challenge for regional schools responsible for transporting students across multiple communities. With the majority of students from our 10-member towns taking the bus, regional transportation funds are a vital revenue stream for our local-taxpayer-funded budget.

As you know, M.G.L. Chapter 71, Section 16C calls for the state to reimburse regional school districts "to the full extent of the amounts expended" for transportation. Although this 100% reimbursement rate was first crafted as an incentive to form regional school districts, the annual reimbursements have historically fallen far below 100%. As a result, regional school districts have had no choice but to reluctantly but regularly offset this shortfall by imposing additional assessments on their member towns.

In an era of ever-increasing health insurance rates and pension obligations, shortfalls in regional transportation reimbursements place an undue burden on regional school districts' member communities and residents. Along with my colleagues in regional school districts across the state, I urge you to consider lessening this financial hardship by supporting a minimum regional transportation reimbursement of 80%.

Thank you for your consideration and for your continued support of high quality vocational-technical education. If you have any questions, please contact me by e-mail at [e.bouquillon@minuteman.org](mailto:e.bouquillon@minuteman.org) or by phone at 781-861-6500, ext. 7301.

Very truly,

Edward A. Bouquillon, PhD  
Superintendent-Director