

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON PUBLIC SCHOOLS
COMMITTEE ON TECHNICAL AND CAREER INSTITUTIONS

Fifth-Year Focused Visit

May 5-7, 2014

Minuteman High School
758 Marrett Road
Lexington, MA 02421

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INTRODUCTION

Minuteman High School is located off route 128 in Lexington, Massachusetts. The school is adjacent to the Minuteman National Park and is located in an area of above average home values and a large number of high tech businesses and industry.

Minuteman High School recruits from 16 member towns and takes students from an additional 34 towns. The additional towns have added to an increase in enrollment as well as an increase in the number of schools sending students to Minuteman High School.

The student enrollment at the time of the last decennial was a total of ~~683,698~~ students, grades 9-PG. Currently the student enrollment at Minuteman High School is ~~786,781~~ students, grades 9-PG. The student population is predominately white 86% and the minority population is 14%. The female population is 32%.

There are 21 trade offerings at Minuteman High School.

The most recent decennial evaluation of the school took place in March 2009, when a team of educators assembled by the New England Association of Schools and Colleges visited the school to conduct an extensive evaluation of the school and its programs. That team compiled commendations and recommendations for the staff at Minuteman High School to review and address consistent with NEASC policies and procedures. Following review by the commission on Technical and Career Institutions, a vote was taken by the commission to continue accreditation with Two-Year Progress Report due in February 2011, and a Focused Visit to take place in the spring of 2014.

In preparation for the Fifth-Year Focused Visit, the staff at Minuteman High School prepared a thorough report detailing the status of each recommendation contained in the 2009 evaluation report, as well as in the 2011 Two-Year Progress Report. The Fifth-Year Visit took place in the spring of 2014 and was conducted by a team of three evaluators assembled by the Commission on Technical and Career Institutions. The team conducted its evaluation through the thorough review of documents submitted in the report, interviews with administrators and other key personnel in the school, representatives of the student body, and many faculty members.

The Focused Visiting Committee visited all shop areas and briefly observed the conduct of classes and the general appearance and layout of each teaching area. The team interacted with faculty and students throughout the visitation. This tour and other observations throughout the visit were sufficient for the team to gain insight into general maintenance, cleanliness, and operation and organization of most instructional programs.

The Focused Visiting Committee is grateful for the hospitality extended by the students and staff at Minuteman High School and for the courtesy and cooperation extended during the visitation. Physical accommodations and workspace were appropriate, and students and members of the school staff extended the team every possible courtesy.

SIGNIFICANT CHANGES AT MINUTEMAN HIGH SCHOOL

The Fifth Year Focused Visit Report identified the following significant changes to the school since the decennial:

School name changed to Minuteman High School.

The following trades have closed or in process, or changed name: Business and Office Technology, Collision Repair, Graphics closed replaced with Design and Visual Technology, Drafting closing June 2014, Electro-Mechanical has been renamed Robotics and Automation, Computer Programming renamed Programming and Web Development and Hospitality and Engineering are separate CTE trades.

Post Graduate Programs in Automotive and Cosmetology will be designated post-secondary in the fall of 2014.

DISPOSITION OF VISITING COMMITTEE RECOMMENDATIONS

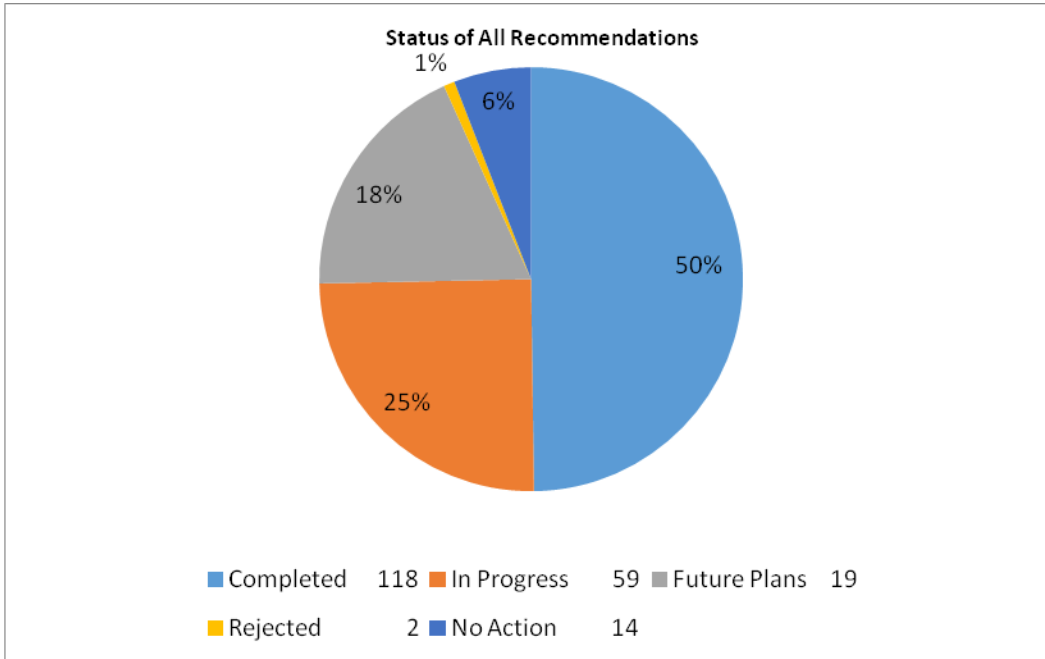
Action Items Analysis by Status Category

Educational Component	Completed	In Progress	Future Plans	Rejected	No Action	Total per Component
1. Philosophy & Goals	2	1				3
2. School & Community Relations	1	1				2
3. Educational Programs	2	4				6
4. Art	1	3			1	5
5. English	3	1				4
6. Mathematics	3	2				5
7. Physical Education	4		2		2	8
8. Science	2	1	2			5
9. Social Studies		3				3
10. Special Education	5					5
11. World Languages	1		1			2
12. Auto Technology	1		5			6
13. Biotechnology	2	1			2	5
14. Business & Office Technology	PROGRAM CLOSED					
						0
15. Carpentry	1	3				4
16. Collision Repair	PROGRAM CLOSED					
					4	4
17. Design and Visual Communications	Formerly Graphic Communication					
	4		2		2	8
18. Cosmetology	2	1	1			4
19. Culinary Arts	8		4	1		13
20. Drafting	2				1	3
21. Early Childhood Education		4	1			5
22. Robotics and Automation	Formerly Electro Mechanical					
	2	3				5
23. Electrical	2					2
24. Engineering	1	2				3
25. Environmental Technology	2		3			5
26. Health Occupations	4		1			5
27. HVAC-R	3	1				4
28. Landscaping/Horticulture	1	1	6			8
29. Plumbing	3		1			4
30. Retail-Marketing Education	3	1		1		5
31. Telecommunications	3	1				4

Focused Visit Evaluation Report

32. Welding	2	1	2			5
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Educational Component	Completed	In Progress	Future Plans	Rejected	No Action	Total per Component
Post Graduate Programs						
33. Automotive Technology	3		1			4
34. Cosmetology	3		2			5
35. Dental Assisting	1	3	2		1	7
36. Educational Media Services	2		2		1	5
37. Student Services	5					5
38. Student Records	1	1	1			3
39. School Staff	2	1				3
40. School Administration	2	1				3
41. Finance & Business	3	1				4
42. School Facilities	25	13	5			43
43. School Atmosphere	1	4				5
Totals by Category	118	59	44	2	14	237
Percentage of Total	50%	25%	18%	1%	6%	100%



DISPOSITION OF COMMISSION RECOMMENDATIONS

1. Address all health and safety recommendations detailed throughout the report.

The school is actively involved in phase II (feasibility) of the Massachusetts School Building Authority (MSBA) funding procedure. Their grant or district funding will be used to complete significant renovations and upgrades to the entire campus and facilities. In the meantime the school continues to address all recommendations related to safety and health that can be resolved outside the MSBA framework. As of this writing a number of recommendations are in progress or planned for the future. What follows is a list of completed projects.

- A system-wide analysis was conducted and an implementation plan was created to address and correct exit/entry problems, safety and security concerns, energy conservation, and pest control and infestation.
- All padlocks have been removed from egress doors.
- A professional structural analysis has been conducted of all interior alterations to ensure compliance with all applicable regulations and codes.
- Evacuation plans have been revised, and corrected maps have been posted throughout the facility.
- Exit signage as required by code has been installed.
- The hoist has been removed from the structural member in the Welding shop.
- The absence of asbestos has been documented.
- Fire extinguishers and fire blankets, as well as proper signage, have been placed where appropriate.
- The outdoor basketball court and condemned bleachers have been dismantled and removed.
- Damaged out building have been dismantled and removed.
- Outdoor electrical items (including, but not limited to outlets, light poles, and luminaries) have been repaired or replaced.
- Broken rain gutters have been repaired or replaced.
- Abandoned water and gas lines outside near the Collision Repair area have been removed.
- Chain-link fencing attached to stairwell handrails has been removed.
- Drinking water lines have been inspected for lead, and they have been replaced as necessary.
- Machine guards have been installed as needed.
- Lighting throughout the Trades Hall has been upgraded.
- Labeling of all outside doors ~~have~~has been completed
- Bumper guards at loading dock have been replaced
- Softball back stop has been repaired
- Two classrooms, formerly “open bays,” have been enclosed to enhance instructional delivery

2. Continue to work toward funding and implementing the facility renovation project.

The staff and administration have conducted a thorough self-assessment not only for the NEASC five-year focus, but also to apply for funding from the Massachusetts School Building Authority (MSBA). The school is currently in the midst of a Feasibility Study, which is the third step in the MSBA process. As part of this study they have submitted a Preliminary Design Plan for review by the MSBA. This represents their best efforts to plan a comprehensive rehabilitation and reinvention of their facilities to satisfy the educational needs of the students and the numerous commitments the school has made to their various other constituencies.

The school's proposal details various solutions to the problems currently posed by the facility and explanations related to how the improvements will improve the educational programs and curriculum delivery. Included in this proposal is the revised Educational Program Plan which has been submitted for DESE approval and will provide students with the most relevant and effective training for careers and education. Also included in this process toward MSBA approval is the work of the school's regional agreement task force which has proposed a revised regional agreement to allow a more efficient interaction between the school's member communities to the benefit of the students. If the school does not secure MSBA funding, plans are being developed to find alternative means to effect these changes through the Minuteman budget process.

Building Project Process

Minuteman entered Module 3 (Feasibility Study) of the MSBA prescriptive process on June 13, 2012.

An Operations Project Manager (Skanska) was selected in December, 2012, and a Design Team (Kaestle Boos) was selected in April, 2013.

An Education Program Plan Task Force was established to help the School Committee better understand the educational program options for the School Building project. They met from July-September, 2013, developing a set of questions for the experts to address. Their recommendations were approved by the School Committee on October 8, 2013, and incorporated into the Preliminary Design Program.

With approval from the School Committee, the OPM submitted the Preliminary Design Program to MSBA on November 11, 2013.

The projected date for MSBA Board approval of the Schematic Design/Final Program is September, 2014, to align with the District's need to receive feedback from 16 member communities on the draft amendment to the Regional Agreement. The final schematic design to be voted on by all member towns June 2014, ~~with an enrollment of 640 students. The 640 figure has yet to be made final.~~

The year 2015 constitutes presentations to member towns of final design and enrollment figures for Minuteman. OPM certifies to MSBA that final schematic design was reviewed, completed and within budget. Building project is added to town meeting warrants. In 2016 final presentations begin to member towns with member communities voting in the spring of 2016.

3. Develop and implement new and additional strategies to recruit students to take advantage of the excellent educational opportunities available.

This marks the fourth year of new and additional recruiting strategies in response to the Decennial recommendations. The focus during this time has been to increase the in-district population. Significant amount of time has been spent by the school rebuilding relationships with their sixteen member communities.

The typical presentation is 45 minutes; some schools offer more time, and some offer less. The presentation consists of a fifteen minute power point, with the Assistant Principal speaking. After this, Minuteman students each give a brief overview of why they chose Minuteman, what their career major is, what activities they participate in, and how they are doing academically. They wrap up with a brief explanation of what their future plans are (college or career), and explain how Minuteman has helped them shape those goals. The presentation concludes with a Q&A session. Students are strongly encouraged to attend a tour of the school with their middle school classmates and teachers. The dates of open house and other opportunities to see the school are distributed.

Subsequently, interested eighth graders are welcomed at one of two tour days in November. Typically, nine middle schools attend on one date, and the other nine middle schools on the other date. Those who attend the tour are also given another packet of information which promotes the shadow days as well as the open houses (November & January). The open house is typically well received by both in-district and out-of-district students. The school also cross references the students who attend the open house in order to include them on an “interested” list along with the tour students. These interested students continue to receive valuable information about the opportunities at Minuteman. In December, those students who don’t participate on the tour or attend an open house receive a recruiting packet, which is sent to their home.

Minuteman continues to receive a fair amount of out of district applicants; however, the number of eligible programs that the larger town or cities (Boston, Cambridge, Medford, Somerville, and Waltham) can apply for is very limited. At one time, the students from these towns were eligible to enroll in one of eleven programs. Now they are eligible for only five.

Minuteman does not actively recruit in out-of-district towns; however, if people attend an open house or call to shadow at the school, the school will do our best to accommodate them. Out-of-district students are only allowed to shadow a career major for which they are eligible. Although the applications from these towns have diminished a bit, due to the limited programs, it is still a concern of parents who live in these communities, as to why their children cannot take any trade program they want. Due to the Chapter 74 regulations, their home town Superintendent has the final say on whether a student will actually attend Minuteman.

4. Continue to work toward greater integration between academic and vocational/technical program instructors.

The school has put into place department-based professional development and all-staff common planning time, which is allotted through delayed opening or early-release days. Academic and vocational integration activities and their subsequent documentation are school wide goals for all academic and CTE teachers. The common planning time slots allow each academic department

and CTE cluster to plan and collaborate as needed on integrated activities. This system has been deemed successful, and it will continue.

SCHOOL AND COMMUNITY / PHILOSOPHY AND GOALS

The Team reviewed the materials presented in the School and Community section of the 2009 Decennial Evaluation Report. The report indicates the 16 member towns of Minuteman High School are considered to be some of the most affluent towns within the Commonwealth of Massachusetts; which shows the parallel trends of parents working as professionals, low minority population (Asian is predominate) and higher levels of education. Because of these statistics, Minuteman High School has long battled an “image” problem which has led to low enrollment in prior years from member towns and becoming a school where the percentage of special education students is currently at 47%.

How Minuteman has been perceived in the community has led to a name change from Minuteman Career and Technical High School at the time of the decennial to Minuteman High School its current name. Minuteman over the years to attract additional students has accepted many students from towns that are not members. This has increased overall enrollment as well as minority enrollment. (Not sure what this means; it is misleading. It should probably read: out-of-district enrollment.) -This situation has created some problems with member towns as well as those towns who are non- members. Member towns want their students served, non-member-town municipalitiess do not want their students to attend Minuteman as they view it as a fiscal burden. Many families that are out of district want their children to attend Minuteman for reasons such as lack of technical program not available in their town or no room in their local technical school. With the national focus on the importance of a technical education, Minuteman has developed into ~~been put in a position of~~ a technical school where one wants to send their child.

Minuteman has made great strides in increasing the enrollment in member towns through a new recruitment plan which concentrates on those towns in particular. With the new renovation project coming slowly to fruition, and the new capacity of the school downsizing likely to be smaller, this will satisfy many of the member towns worries about enrollment of out of district students.

The school has a good relationship within the community. Aside from providing production work or hospitality services, the school has an active community education program that offers a variety of courses anywhere from academic enrichment, technology, music, cooking to name a few. The community education program also offers courses in the summer that area aimed towards students such as the staycation program, study skills or enrichment programs. These courses attract students from grade 1-12.

The Visiting Team reviewed the school’s statement of philosophy and believes the document continues to be relevant. The philosophy and goals are published in the student handbook and website. Some classrooms also had the philosophy and goals statement posted.

The school’s mission statement is published and is displayed the cafeteria.

SCHOOL STAFF AND ADMINISTRATION

The Visiting Team found the school staff and administration to be competent, knowledgeable and dedicated to their school. It was evident that the staff had a very good rapport with their students, especially as evidenced from interviews with the students.

Communication between the staff and the administration has improved since the decennial visit which has contributed toward a good school climate. Examples include: the Principal's Newsletter, the Superintendent's outreach, and the addition of a professional position dedicated to the improvement of internal and external communications.

PLANT AND EQUIPMENT / SCHOOL FACILITIES

The Visiting Team informally toured and visited trade, academic classrooms, outside facilities and observed various programs and activities. The school facility is “tired”. A renovation is needed and immediately, but the process the school is required to take and still needs to take is long and tedious.

Final vote on actual school renovation project to go forward is June 2016, all member towns have to be in agreement with going forward with the renovation. That being said, the school needs to prioritize facility issues and address them with safety being top priority. Among the issues the Team felt strongly about needing to be addressed are the following:

School Roof-The team noticed in numerous areas where a hose has been taped to plastic and drips into a sink or a container; in areas such as the gymnasium, and robotics. The main support beam in the gymnasium, plaster is falling off. Students reported that the roof leaks all the time and they feel mold is growing in the panels.

Bathrooms-The Visiting Team in response to students concerns examined the bathroom facilities throughout the building. Some bathrooms need some updating related to aesthetics and replacing of toilets.

Athletic Fields- Even though the school has repaired the tennis courts, water still runs under them as there are cracks that make it an uneven surface. There are also noticeable depressions on the surface. Students reported that the athletic fields are uneven.

Clutter –In many areas of the building there is clutter. This is evidenced in the common trade areas. In Culinary the staff has created storage for broken items, old items or outdated items. The problem is the process to do away with items has become cumbersome as reported by the staff.

Fire Alarm-Students reported the fire alarm resembles the school bell, and they always hesitate to differentiate the difference.

SUMMARY

The Focused Visiting Committee recognizes the seriousness of purpose and dedication to students of the school which is displayed by all staff members. Recommendations contained in the evaluation report have been addressed with professionalism and to date nearly 50% have been completed with most of the remainder in progress.

The committee agrees to the following outline of compliance with Commission standards:

COMPLIANCE TO THE COMMISSION'S STANDARDS OF MEMBERSHIP

E = Exceeds

M = Meets

N = Needs Improvement

1. School Philosophy and Goals

MEETS

- 1.1 The school has a separate, clearly stated philosophy which is approved by the staff, administration, and governing board; supported by definite, stated goals; and designed to meet the individual needs of students and their communities.
- 1.2 The philosophy and goals have been cooperatively developed with students, staff, administration, and community participation and are subject to periodic review.
- 1.3 Institutional philosophy and goals are subject to continuous review to ensure relevance.
- 1.4 The Philosophy and Goals are stated in the school's publications.

2. School and Community Relations

MEETS

- 2.1 The school has a planned program of school and community relations to promote appropriate communications and interaction.
- 2.2 The professional staff is encouraged to establish communication links with the community, business, and industry.
- 2.3 The community participates in program and curriculum development through a formal advisory program.
- 2.4 An effective program to inform individuals of the educational opportunities available at the school is implemented.
- 2.5 The school's program reflects the effective, continual use of community resources, including agencies, organizations, individuals, facilities, and business/industry.

- 2.6 There are opportunities for parental involvement at the school.
- 2.7 The school provides bridging services between business/industry and the K-14 school program.

3. Educational Program

MEETS

CURRICULUM

- 3.1 The school offers a carefully planned curriculum which is consistent with its mission and which reflects the needs of students, the community, and business/industry.
- 3.2 The school offers a carefully designed technology plan which is consistent with its mission and its curriculum plan; this includes but is not limited to a vision, goals, schoolwide objectives, administrative plans, professional development, instructional technology integration, and planned steps to accomplish the goals.
- 3.3 Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)
- 3.4 The program design guarantees that every student regardless of gender, race, ethnicity or disability is offered a quality education.
- 3.5 To ensure that an integrated program is operational and that program objectives are met, adequate time is provided in the following areas: Applied Academics, Technical Education, Student Services, Student Support Services, Student Activities, English as a Second Language, and Bilingual Education.
- 3.6 Curriculum design creates opportunities for the student to understand educational expectations and to receive recognition for achievement, and gives guidance to improve performance.
- 3.7 Technical programs are competency-based education identifying specific duties and tasks.
- 3.8 The program design provides for identification of expected student performance and learning outcomes in applied academic and technical programs.
- 3.9 The equipment used in the technical and in the academic programs adequately supports and enhances all aspects of the educational program, and is maintained to ensure an environment that is healthy and safe for all.
- 3.10 Co-curricular activities are provided to enhance the students' leadership skills, self-esteem, and career awareness.

- 3.11 The school encourages innovative and experimental programs designed to serve the needs of students and to contribute to the school's stated mission.
- 3.12 Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

INSTRUCTION

- 3.13 The design of the instructional program reflects the mission of the school.
- 3.14 Strategies provide for the integration of academic and technical instruction.
- 3.15 Teachers fully utilize available technology in their planning, teaching, and data collection, analysis and reporting.
- 3.16 The application of computers is integrated within the technical and academic instruction program.
- 3.17 Learning resources required to implement the instructional program are available and utilized.
- 3.18 Faculty and staff demonstrate creativity and initiative and use a variety of resources in the delivery of instructional programs.
- 3.19 Instructional materials address a variety of learning styles and ability levels.
- 3.20 All technical programs provide safety instruction, instruction in hazardous chemical awareness (material safety data sheets), and written and applied safety testing.
- 3.21 Individual Education Plans are implemented and maintained on file for each special needs student.

EVALUATION

- 3.22 Student assessment measures have been established and utilized to measure the attainment of expected performance levels.
- 3.23 An evaluation of the assessment of student performance is reviewed periodically to measure student achievement, to improve curriculum, and to impact planning and instruction.
- 3.24 A systematic program review is conducted periodically to guarantee effective program design.

4. Educational Media Services

MEETS

MISSION

- 4.1 The institution makes available the library and information resources necessary for the fulfillment of its mission.
- 4.2 The published mission and objectives of the library are consistent with those of the institution.

OUTCOMES ASSESSMENT AND PLANNING

- 4.3 The library continuously and systematically evaluates its effectiveness by identifying outcomes consistent with its mission, gathering data to measure those outcomes, and using that data to improve library resources, instruction, and services.
- 4.4 The library's outcomes assessment process reflects and contributes to institutional planning.
- 4.5 The institutional outcomes assessment plan includes components outlining the role of the library and information resources in maximizing student learning and institutional effectiveness.

TEACHING AND LEARNING

- 4.6 The library staff is integrally involved in the teaching and learning of the institution.
- 4.7 The institution provides opportunities and demonstrates that library staff and faculty collaborate to: ensure that materials and services support curricula/curriculum frameworks; integrate information literacy into the learning process; assess the effectiveness of teaching and learning; and use information gathered to develop a plan for curricular and instructional improvement.
- 4.8 The library provides orientation and instruction in the use of resources which develop skills enabling users to become lifelong learners with the ability to locate, select, evaluate, organize, apply, and present information effectively.

RESOURCES AND ACCESS

- 4.9 The institution ensures that students use library resources as an integral part of their education.
- 4.10 Resources and services are readily available to the learning community wherever programs are located or however they are delivered.
- 4.11 These resources (i.e. collections, technology, and services), owned by the institution or guaranteed through formal written agreements, are appropriate in quality, level, scope, diversity, quantity, and currency to support and enrich the institution's mission.

- 4.12 Cooperative relationships and access to external resources are encouraged as a means of complementing rather than substituting for the institution's own adequate and accessible collection and services.
- 4.13 In addition to curriculum support, the library provides materials that support faculty teaching and the intellectual, cultural, and personal development of the community.
- 4.14 Faculty, staff, students, and administration participate, through formal and informal means, in the development, assessment, and improvement of library services and collections.
- 4.15 The library has a written policy governing the selection and deletion of all materials.
- 4.16 The institution demonstrates that the library's hours of operation meet the information needs of students, faculty and staff.

STAFF

- 4.17 The institution demonstrates that staff size is appropriate to serve effectively the learning community.
- 4.18 Library staff is credentialed and/or professionally and educationally qualified to support the teaching and learning mission and goals of the institution.
- 4.19 The institution clearly defines the responsibilities of library personnel and provides evidence that opportunities for ongoing professional development are pursued by staff.

FACILITY AND ENVIRONMENT

- 4.20 The institution provides accessible facilities with a welcoming atmosphere that encourages inquiry, study, and learning among students, faculty, and staff.
- 4.21 The physical layout includes multiple-use space accommodating individual and group study.
- 4.22 The overall size of the library supports the teaching and learning of the institution, including space for efficient use of collections, staff operations, storage, and administrative and educational technology.
- 4.23 The library facility and equipment is up-to-date, properly maintained, repaired in a timely manner, and secured.

FINANCIAL SUPPORT

- 4.24 The institution provides sufficient and consistent financial support for staff, collection development, instructional resources, and the maintenance and enhancement of facilities, technology, and equipment.

4.25 The library staff participates in the development of the institution's annual budget.

5. Student Services

MEETS

ADMISSIONS

- 5.1 Written policy outlines the process for determining student enrollment allotments from participating high schools.
- 5.2 Written policy identifies enrollment criteria for the registration of students.

GUIDANCE

- 5.3 The school has the following comprehensive personal services available and accessible: academic counseling, career counseling, career placement, personal counseling, and referral to outside agencies.
- 5.4 An assessment system is available to assist students with the identification of career aptitudes and interests.
- 5.5 A systematic student follow-up is implemented to produce specific feedback on the instructional program.

HEALTH AND SAFETY

- 5.6 Provision is made for adequate student health services: emergency care is readily available; health records are maintained on file; a referral process is available for health services; and faculty and staff are informed of the health conditions of their students when appropriate.
- 5.7 Students, faculty and staff are trained to assist with emergency situations.
- 5.8 A written crisis intervention plan has been developed and is in effect.
- 5.9 Reasonable accommodations are made to ensure the personal health and safety of students, faculty and staff.

AUXILIARY

- 5.10 Student transportation is designed to ensure that students will arrive and depart from the school with minimum loss of time on task.

NOTE: For Secondary Schools with Postsecondary Students, see Standard 12: Postsecondary Programs 12.6 - 12.18

6. Student Records

MEETS

- 6.1 An adequate system of student record-keeping is in place.
- 6.2 The student records and permanent files are safely maintained and archived in accordance with applicable law or regulation.
- 6.3 Individual student files are current and include records of attendance, technical competency attainment, academic achievement, test results, Individual Education Plan, and safety test documentation.
- 6.4 An adequate system is in place for the reporting of grades.
- 6.5 An adequate system is in place for the timely reporting of attendance.
- 6.6 Student health records are securely maintained.
- 6.7 Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.
- 6.8 Confidentiality is maintained in accordance with state and federal guidelines.
- 6.9 Alumnae and alumni files are maintained in accordance with applicable policy or regulations.

7. School Staff

EXCEEDS

- 7.1 The school has a professional development program for instructional, support and administrative staff.
- 7.2 Staff members have high ideals, an understanding of youth, and a desire to continue professional growth.
- 7.3 The school staff is sufficient to support the educational program and includes the following areas: academic, administration, cafeteria, clerical, custodial/maintenance, educational technician, ESL, bilingual, guidance, health, library/media, security, SPED, technical, technology support, and others as indicated by student needs and the school's mission.
- 7.4 The school staff works together to attain the goals of the school.
- 7.5 Faculty and staff meet state and local certification requirements.
- 7.6 A system which meets state and local requirements for evaluation of faculty and staff is in place.
- 7.7 Opportunities are provided for the continuous development of the instructional staff, and professional development is encouraged.

7.8 The school provides a structured orientation program for all new staff members.

8. Administration

MEETS

8.1 The administrative organizational structure is effective in carrying out the philosophy and goals of the school.

8.2 An adequate administrative staff manages all aspects of the school.

8.3 The administrative staff provides competent leadership, vision, and clear direction.

8.4 An appropriate degree of autonomy and authority exists within the organizational structure for school administrators to provide the necessary leadership.

8.5 The director, although accountable to a higher authority, is the responsible head and professional leader of the school.

8.6 The governing board maintains current written policies and procedures that are readily available to all personnel and to the public.

8.7 A system is used to evaluate the performance of the administration.

8.8 A written school improvement plan with measures of accountability has been implemented.

8.9 Students are provided opportunities for student government/leadership.

8.10 The school's calendar is coordinated with each of the participating high schools and designed to ensure minimal disruption of the school's educational program.

9. Finance and Business Operations

MEETS

9.1 The financial resources of the school are capable of sustaining a sound educational program consistent with its stated philosophy and goals.

9.2 Fiscal management of the school is consistent with its stated philosophy and goals.

9.3 The instructional staff participates in the development of the annual instructional budget.

9.4 The instructional staff is informed of the instructional budget to support his/her educational programs.

9.5 Efficient procedures for the requisitioning of materials and equipment are maintained and exercised.

9.6 Records of all funds collected and disbursed in connection with any part of the school's program are kept in an accurate and systematic form.

- 9.7 Funds collected are properly safeguarded.
- 9.8 Adequate funds have been appropriated to support the Student Activity program.
- 9.9 The governing board and the administration exercise control over all financial operations. An appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school funds.
- 9.10 Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.\

10. School Facilities

NEEDS IMPROVEMENT

- 10.1 The school site supports and enhances all aspects of the educational program and is maintained to ensure a safe, sanitary, and attractive environment to support educational activities.

The school has an accommodation plan to support the increasing electrical and wiring needs of the network infrastructure and its technological peripherals.
- 10.2 The school plant supports and enhances all aspects of the educational program and is maintained to ensure a safe, sanitary, and attractive environment to support educational activities.
- 10.3 A planned and adequately funded program of building and site management ensures the replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility.
- 10.4 A long-range maintenance plan has been developed to protect the financial investment of the site and buildings.
- 10.5 The school's plant is effectively and efficiently ventilated, heated, and lighted.
- 10.6 The physical plant and facilities meet all applicable federal and state laws and are in compliance with fire, health, and safety regulations (proper documentation is on file indicating the school's compliance in these areas), and is accessible to persons with disabilities.
- 10.7 Sufficient care is given to the cleanliness and orderliness of the school building and grounds to engender staff, students and community pride in the school.\

11. School Atmosphere

MEETS

- 11.1 The school develops a culture of learning which contributes to effective educational programs.
- 11.2 Student morale demonstrates pride in achievement and reflects a school unified in spirit.

- 11.3 Staff morale demonstrates pride in achievement and reflects a school unified in spirit.
- 11.4 A safe and secure environment is evident for all students and staff members.
- 11.5 The school encourages multicultural diversity to provide educational opportunities for its student body.
- 11.6 The school fosters and encourages activities which involve interaction between students and staff.
- 11.7 A system of open communication ensures that all students and staff members are informed and have opportunities for input.

12. Postsecondary Programs

MEETS

- 12.1 The curricula for all students enrolled in day divisions are competency based and directly related to institutional objectives. Instructional programs offered in career fields requiring licensure or certification are designed to prepare students for those requirements.
- 12.2. The curricula for all students enrolled in evening divisions are competency based and directly related to institutional objectives.
- 12.3 Procedures are in place to measure the accomplishment of stated institutional goals.
- 12.4 Existing programs are reviewed on a semi-annual basis by the Advisory Committee. Procedures are implemented for all proposed programs to be reviewed and recommended by the Advisory Committee.
- 12.5 A written agreement exists for programs requiring the use of outside facility affiliations. The agreement shall address the use of the facility, the role of school personnel, the expectations of affiliated students, the expectations of the host facility, a clarification of liability issues, and an indication of transportation provisions.
- 12.6 Each institution provides an environment which fosters academic success and intellectual and personal growth by offering appropriate student support services and co-curricular activities. Student support services begin with the recruitment and admission of students, continue throughout the academic experience, and include placement and career counseling activities prior to completion of the program. Follow-up studies are conducted on a periodic basis.
- 12.7 Each institution's recruitment and admissions policies ensure that the qualifications and interests of the students recruited are compatible with the institution's mission and the accepting program's focus. The institution's admissions policies are published and admissions practices are consistent with those policies.

- 12.8 Student financial aid policies and opportunities are published and the institution's process of awarding financial aid is in keeping with the published process. Financial aid policies and practice meet state and federal regulations and are subject to periodic audits.
- 12.9 The institution provides appropriate and effective orientation for new students. Counseling services are available at the institution or by referral for personal and emotional needs of students. Career counseling, placement services and transfer counseling are available for students.
- 12.10 The institution continually monitors the learning needs of its student population and provides services to meet those needs. Those services may include but are not limited to: basic skills training, remedial preparation or course work, academic program supplementary services such as tutoring or mentoring, counseling on personal and/or educational problems. Academic skills development programs are also available.
- 12.11 Academic retention policies and standards for continuation need as much attention as recruitment policies. Standards for satisfactory academic progress and continued enrollment are clearly stated, publicized and uniformly applied. Academic advising and counseling is available for students to help them assess their personal education goals and determine their compatibility with the objectives of their academic program. Such services may be available through the faculty or the academic support services. The diversity of student educational goals is recognized in all institutional policies on retention and continuation.
- 12.12 The institution fosters the intellectual and personal development of each of its students through the co-curricular activities it provides in keeping with its mission and objectives. The institution supports opportunities for student development and the growth of student leadership. If consistent with its mission and purposes, the institution provides opportunities and facilities for student recreation and athletics. Such activity supports institutional educational objectives.
- 12.13 Institutions state and publish statements of student rights and responsibilities that include clearly stated expectations for student behavior. Student conduct policies clearly state the institution's due process procedures and specify possible sanctions. Student rights and responsibilities policies include a procedure to address complaints against the institution or institutional personnel.
- 12.14 Health, wellness and safety education appropriate to the learning community are provided through seminars and student services. The institution provides a safe learning environment and information on security is clearly stated and readily available. Continuing policies and procedures for security and safety are monitored for effectiveness.
- 12.15 If the institution provides residences for students, residence-life policies and procedures support the institutional mission and are clearly stated, well publicized, readily available and fairly and consistently administered.

- 12.16 The institution has established policies regarding information maintained in student records, their access, and maintenance. Records of health, admission criteria and student performance are maintained with full protection assured for that information over time. Records of graduate performance including employment and continued education are kept in sufficient detail to serve as a major source of information concerning program effectiveness. Adequate security and respect for the confidentiality of student records are observed.
- 12.17 All student support services and co-curricular activities are available to students no matter where the student is enrolled in the institution's programs.
- 12.18 The institution periodically and systematically evaluates the appropriateness, adequacy and effectiveness of all student services. Information obtained through this evaluation is used to improve the effectiveness of the student services.
- 12.19 The institutional record of formal complaints which relate to compliance with the accreditation standards and which are filed through the grievance process within the institution or with NEASC or with the U.S. Department of Education during the review period must be included in all institutional assessments, analyses and self-studies for CTCI accreditation. The records and incident files shall be available for verification.

COMMENDATIONS AND RECOMMENDATIONS

The Focused Visiting Team has agreed on the following commendations:

- An effective recruitment plan that uses a variety of strategies to inform students about career and college pathways that Minuteman High School offers.
- The school has made a concerted effort to address common planning time and professional development opportunities through the use of early release days and delayed openings.
- The staff has very good rapport with the students which makes for a conducive environment for teaching and learning.

The Focused Visiting Team has agreed on the following recommendations:

- The school needs to address facility issues immediately that affect health and safety, and prioritize facility issues that need to be addressed prior to renovation project that will begin the earliest in late fall 2016.
- The school needs to address issues of bullying beyond a speaker program. A training plan for all students should be implemented so all students receive the same message about bullying. The speaker program is relatively new. It should be noted here that an anti-bullying curriculum was written and implemented beginning with the 2011-2012 school year.