

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMISSION ON PUBLIC SECONDARY SCHOOLS



REPORT OF THE VISITING COMMITTEE

Georgetown Middle/High School

Georgetown, Massachusetts

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STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Georgetown Middle/High School to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty (60) days of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Georgetown Middle/High School in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting team.

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INTRODUCTION

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. Those Standards are:

Teaching and Learning Standards

Mission and Expectations for Student Learning
Curriculum
Instruction
Assessment of Student Learning

Support Teaching and Learning Standards

Leadership and Organization
School Resources for Learning
Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Evaluation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Georgetown Middle/High School, a committee of eight members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included parents and community members.

The self-study of Georgetown Middle/High School extended over a period of twenty months from June, 2004 to January, 2005. The visiting committee was pleased to note that students, parents, and community members joined the professional staff in the self-study deliberations.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, Georgetown Middle/High School also used questionnaires developed by The Global Institute at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of 14 evaluators was assigned by the Commission on Public Secondary Schools to evaluate Georgetown Middle/High School in light of the school's mission statement and the Commission's Standards for Accreditation. The Committee members spent four days in Georgetown, Massachusetts, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students, and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented teachers and administrators, diverse points of view were brought to bear on the evaluation of Georgetown Middle/High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- shadowing of 14 students
- over 60 hours of classroom observation
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the team's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of Georgetown Middle/High School.

OVERVIEW OF FINDINGS

Quality of the Self-Study

The self-assessment completed by the professional staff of Georgetown Middle/High School was clear and well structured and indicated that the staff understood the self-assessment process. The findings of the staff provided insight for the committee and assisted in the preparation of the final report. Each indicator was addressed and rated with significant documentation by the staff. Consequently, the visiting committee was able to come to an understanding of the strengths and needs of Georgetown Middle/High School prior to the visit. The quality of submitted student work was excellent, with many examples of student work from across the curriculum. The visiting team was pleased with the materials provided for review before the team's arrival at the school and with the ability of the school to procure and make available other information during the four-day visit.

Discussion of Significant Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Teaching and Learning at Georgetown Middle/High School

Georgetown Middle/High School (GMHS) developed its mission statement and expectations for student learning through a reflective process that accurately represented the culture and goals of the school. As a result of their work, the students, teachers, and administrators at GMHS are in strong agreement that these documents accurately represent the school's core values and beliefs. The visiting team repeatedly found the essence of the mission statement in the activities of the members of the school community. Although the school is in the early stages of the implementation of these documents, the careful attention used in their development will assist the school as it continues with their practical application.

The curriculum at GMHS offers its students a comprehensive and diverse array of learning experiences. The visiting committee was pleased to find that students at GMHS have the opportunity to engage in a variety of learning activities at the school and within the community. Also, the school demonstrates a commitment to the ongoing process of curricular review and development. Through the utilization of common planning time, the faculty regularly engages in professional discussion related to the revision and refinement of curriculum. In the area of curriculum, it will be important for the school to continue its development of district-wide

articulation. Also, the curriculum will benefit from the support of its needs in the area of technology and professional development.

The teachers at GMHS provide their students with a diverse array of instructional strategies. The faculty places an emphasis on providing students with instruction that matches their individual needs. By meeting regularly with their peers, teachers are able to share their thoughts about lesson plans and instructional techniques. The results of this collaboration are evident in student work that emphasizes creative approaches to soliciting critical thinking and problem-solving. Although the teachers work hard with the resources that they have, limited technological resources make it difficult to integrate technology into their lesson plans. Also, GMHS's staff of young, qualified teachers would benefit from adequate professional development to assist in their growth as educators.

Teachers use a variety of strategies which includes tests and quizzes, student-directed learning, group work, projects, and portfolios. The student work provided for the team to review was comprehensive and provided a clear picture of the type of work produced by the students. This collection of work demonstrated not only the variety of strategies used to assess learning, but also the value of the staff's collaborative approach to developing and implementing assessment strategies. One of the major undertakings of the school in preparation for the visit of the team was its development of rubrics for each of the learning expectations. As the ongoing process of assessing the students' success with the expectations for student learning continues, it will be important for the school to continue its practical application of these rubrics.

Support of Teaching and Learning at Georgetown Middle/High School

The leaders of GMHS are universally respected by the members of the school community. The principal is the clear leader of the school. Through his efforts and those of his leadership team, GMHS has embedded the vision, values, and goals of the school throughout its daily operation. The principal provides leadership in the building and the community by maintaining a vision, direction, and focus for student learning. In addition, he promotes leadership from other members of the school community. Other administrators and faculty members have the opportunity to contribute to the decision-making process of the school. Their combined leadership has created a positive, respectful, and supportive school climate. In the area of leadership, it will be important for the school to investigate formal programs that facilitate students' relationships with adult members of the school community. In addition, the district will find it increasingly difficult to provide the principal with autonomy without securing appropriate funding sources.

The lack of appropriate funding has forced the school's leadership team to find temporary solutions to many of the school's concerns, particularly in the area of technological needs. Without necessary funding, the school's leadership team will encounter increasing difficulty in fostering the school's alignment to the mission statement and expectations for student learning.

The student support services at GMHS are dedicated to assisting in the students' education. The guidance department provides a variety of services that help to meet the diverse needs of students. The members of the health services are a valuable resource to the students. The special education department works closely with other members of the school community to ensure that

all students have appropriate opportunities for learning. As with other groups in the GMHS community, there is a high degree of collaboration between the members of student support services. Also, students and teachers report that they appreciate the ability to work in the media center despite its technological deficiencies. By fully funding the media center's resources, the school will be able to expand its educational capabilities beyond that of merely an effective work space.

GMHS has worked diligently to establish a variety of partnerships with community organizations and businesses in an effort to expand its students' educational opportunities. In addition, the school has received valuable support from its parents, particularly in funding the school's audiovisual carts, textbooks, and enrichment activities. However, GMHS requires additional community support to fund adequately its educational programs. The school is in need of a comprehensive technology plan to address its deficiencies in this area. GMHS is currently severely limited its ability to incorporate technology into the school's curriculum, instruction, and assessment. Computer labs, which in some cases are comprised of another school's discarded computers, insufficiently meet the needs of teachers and students. Additional funds are also needed in order to fund the update and replacement of building equipment. The visiting committee agrees with the school's assessment that, as it continues to implement its mission statement and expectations for student learning, it will require additional funding in order to meet the needs of its students.

Georgetown School and Community Profile:

Georgetown, Massachusetts is a small suburban town of approximately 8,000 people located approximately 30 miles north of Boston. Community members often supplement recreational and consumer needs through visits to surrounding cities such as Newburyport, Haverhill, Danvers, and Peabody. In the year 2000, the median household income was \$76,260, significantly above the state average. According to a report by the Northeast Center for Healthy Communities, Georgetown's median family income is on an upward trend growing to \$79,649 in 2003. Currently, most of the labor force is employed outside of the town, helping to build an employment rate of 96%. Approximately 5.5% of the families in the entire Georgetown school district are classified as below the poverty level, based on the number of students who qualify for the Free and Reduced Lunch Program.

Business and industry in and around Georgetown range from small family owned businesses including antique stores, to an organ manufacturing company as well as various manufacturing and engineering companies. Georgetown is also the home to larger utility companies, telecommunication construction and development companies, and a corporate office for a national company, UFP Technologies.

A combination of state aid, property taxes, excise taxes and miscellaneous resources are the allocation sources of public school funding for the town of Georgetown. Of the \$17,000,000 total revenue collected by the Town of Georgetown, \$8,982,855.00 was allocated to the schools. In FY06, of the \$18,000,000 town revenues, 51.8% (or \$9,320,600) was allocated to the schools to help fund district spending of \$11,683,499. The remaining 20% (\$2,362,899) of the FY06 district spending is generated through various grants, school choice, the special education circuit breaker, food service, pre-school tuition, kindergarten extended day program fees, athletic Fees and sporting event gate receipts.

The total student population of the Georgetown School District is currently at 1,573 individuals, based on the enrollment figures as of 10/03/05. The Perley Elementary School educates students at the preschool level through grade one, the Penn Brook School houses students in grades two through five, and the Georgetown Middle/High School provides placement for grades six through twelve.

Of Georgetown's 453 high school age students, 37 attend non-public schools, which is 8% of that population. During FY03, Georgetown's average per pupil expenditure for regular education was \$5,677.00. This amount was 16.3% less than the Massachusetts state average for expenditures per pupil of \$6,779.00. During FY04, the per pupil expenditure for regular education was \$5,002.00 which was 28.6% lower than the state average of \$7,001.00.

Georgetown Middle/High School Profile:

The current enrollment of the middle/high school is 800, with 416 in the high school, grades 9-12, and 384 students in the middle school, grades 6-8. The ethnic composition of the student body is mostly homogenous where 94% is Caucasian, and 6% is a mixture of Hispanic, Black, Asian, and American Indian, Hawaiian and Pacific Islander. Over the past 10 years, there has been a slight increase in non-Caucasian students because of the option for school choice attracting students from other towns. Also, the school enrollment figures have steadily increased to the point where the district is researching the building of a new middle school.

There are currently 67 teachers employed at the middle/high school. The average attendance rate for teachers for FY04 at this school was 93%. A full-time teacher is responsible for 5 classes a day, with an average student load of 100 students. The current average

teacher/student ratio in the middle school is 1:24. In the high school, the average teacher/student ratio is 1:20. Music performance classes have an average class size of 49 students, which is not included in the above calculations. Specifically, the percentage of classes with 30 or more students has risen from .42% in FY03 to 3.26% in FY06. An even greater increase can be seen in the percentage of classes with 25 or more students, which has risen from 7.92% in FY03 to 25.12% in FY06. Furthermore, the larger classes continue to increase based on the Staff Utilization Report of October 2005.

Georgetown Middle/High School has a 7-period day, with two long blocks and five short blocks which rotate daily in a 6-day schedule. In the middle school, a three level system is used in math classes only. In the high school, a four level system is used to group students into Level I-III and advanced placement for major class subjects including math, science, history, English and world language. Both middle and high school offer co-taught classes for the special education student population. Most departments throughout the school are given common planning time. The schedule allows for the middle school teams to meet 5/6 days and high school teams to meet 3/6 days.

The current population of the Georgetown Middle High School FY06 includes 55 students from other communities (6.9%) attending the school through school choice. The majority of the student population matriculates from the single town elementary school, Penn Brook School, which houses grades 2-5. The average daily student attendance rate was 94.81% in FY05. In that same year the student dropout rate was .4%.

Georgetown students are recognized for both academic and non-academic achievement in a variety of ways. Academic awards include induction into the National Honor Society, recognition of National Merit Scholars, MCAS Scholars, Junior Book Awards to the top 10% of the Junior Class, and scholarships and awards received from colleges and universities of accepted students. At Georgetown Middle/High School students receive recognition for achievement in academics, clubs, sports, and the arts through Student of the Month Awards, leadership positions in extra-curricular activities and sportsmanship awards. Students who achieve all A's in all subjects are placed on the High Honor roll and students who achieve all A's and B's are placed on the Honor Roll. In the middle school, students earn Royal Recognition awards through academics, character, and service. The top 10 eighth grade students in each department are recognized quarterly, and four students are chosen for the Eighth Grade Wall of fame. The school holds annual end-of-the-year awards ceremonies for both seniors and underclassmen recognizing achievement in each of the academic areas as well as clubs and sports. Seniors are also recipients of various scholarships from organizations in the school and local community area.

In the past three years, 2003-05, the Georgetown SAT median scores have improved and are higher than both the state and national mean. In 2005, Georgetown's students scored 1073 as compared to the state score of 1047 and the national score of 1028. Georgetown has maintained a significantly high percentage of students scoring in the advanced and proficient levels on the MCAS English language arts and math exams since the MCAS became a graduation requirement for the class of 2003. In 2004, 100% of the grade 10 students taking the MCAS passed the English language arts exam. These results can be compared to 89% passing English at the state level. Ninety-six percent (96%) of the grade 10 Georgetown students passed the Math MCAS, which is significantly higher than the state average of only 85% passing. Of these students, 72% scored in the Advanced or Proficient category in Math and 92% scored in the Advanced or Proficient category for English. In 2005, 98% of the grade 10 students taking the MCAS passed

the English Language Arts exam. These results can be compared to 90% passing English at the state level. Ninety-seven percent (97%) of the grade 10 Georgetown students passed the Math MCAS, which is significantly higher than the state average of only 86% passing. Of these students 79% scored in the advanced or proficient category in math and 83% scored in the advanced or proficient category for English.

The following percentages reflect the number of students who took the advanced placement exams in 2004-05 and received passing scores: Calculus (82%), English (100%), Spanish (57%), and U.S. History (71%) and Government and Politics (70%). Almost all Georgetown scores for advanced placement exams in 2005 were above the national and state average.

Beyond standardized testing, student performance at Georgetown Middle/High School is also assessed in various forums as well as with the use of school-wide rubrics based on the school's mission statement. In the art department, middle and high school students have opportunities to participate in the Boston Globe Scholastic Art Awards competition, the Art All-state competition and the High School Congressional Art Exhibit. Vocal and instrumental students audition to participate in Massachusetts Music Educators Music Festivals and attend various adjudicated music festivals. The drama club attends regional festivals of student-directed performances. The annual spring Arts Jam is a culmination of student work in art, music, drama, and dance. There are many opportunities for students to enter essay and poetry writing contests through the English department as well as participation in the annual science fair and the Boston University Engineering Competition facilitated by the science department. Both middle and high school students participate in Academic Decathlon team competitions with area schools. Finally, the middle school has begun student-led conferences where students present portfolios of their work to their parents.

Currently at Georgetown Middle/High School, 11.5% of the student body is enrolled in special education courses. During FY05, in the middle school, 21.7% of the seventh grade and 41.0% of the eighth grade were enrolled in Level I Math. In the high school, Level I and advanced placement courses are offered in English (30.5% enrolled), science (42.5% enrolled), math (32.4% enrolled), world languages (2.1% enrolled) and social studies (24.2% enrolled).

The class of 2005 graduated 98 students. Seventy-three (73%) of the graduating class went to a four-year college, 15% went on to a community or junior college, 11% went directly to the work force, and 1% entered the military.

Georgetown students may opt to apply to Whittier Vocational High School or Essex Agricultural High School if they wish to pursue an alternative program of studies. Georgetown High School has begun to participate in the Massachusetts Colleges Online Distance Learning Program. Business or industry partnerships with Georgetown Middle/High School are primarily facilitated through the GMHS School to Career Internship program. The program unites classroom instruction with supervised paid/unpaid internships during a student's senior year. The Tomorrow's Teachers Program has been designed for students in grades 11 and 12 to participate in classroom-based activities, exposing students to the fields of childhood, elementary, middle, and high school education. Beyond Georgetown's participation with Massachusetts Colleges Online, there are the following partnerships: City Lab with Boston University and Suffolk University's Sawyer School of Management and their Center for Entrepreneurial Studies and the management of a new school store.

Recent school initiatives include the ongoing process of revising curriculum each school year, the incorporation of school-wide rubrics into each academic area, yearly review of the

program of studies and the student handbook, and the addition of a computer research course for all 9th graders to better prepare students for research and writing beyond high school. At the middle school level, student-led conferences have been implemented to increase the parent population involved in conferences and raise student participation in the conference process. Teachers guide students in grades 6-8 to create a portfolio of cross-subject work. Expectations for student learning such as problem-solving, effective communication in verbal and written form, and active participation in the learning process are all addressed in this process.

Although there are no formal service requirements at Georgetown Middle/School, it is encouraged and recommended through the many opportunities for community service within various clubs including National Honor Society, peer leaders, Builders Club, student council, Civil Rights team, and SADD.

Georgetown Middle/High School Mission Statement:

Georgetown Middle/High School, in partnership with families and the community, is dedicated to the fostering of academic excellence, civic responsibility, and social awareness in its students. We strive to provide students with a strong foundation of knowledge and skills; to initiate a lifelong quest for learning; to maximize individual potential; and to produce ethical, involved citizens who respect themselves and others and work for the betterment of humankind.

Georgetown Middle/High School Expectations for Student Learning:

1. Students will write with clarity, coherence, and persuasion.
2. Students will critically read primary and other source documents, scientific and technical texts, as well as works of literary and artistic merit.
3. Students will communicate effectively through various forms of independent and collective expression.
4. Students will use technology as an active tool of research and presentation.
5. Students will understand the diversity inherent in our democratic society.
6. Students will apply the skills of creative problem-solving.
7. Students will take an active part in the learning process.



TEACHING AND LEARNING STANDARDS

**MISSION AND EXPECTATIONS
FOR STUDENT LEARNING**

CURRICULUM

INSTRUCTION

ASSESSMENT OF STUDENT LEARNING

Teaching and Learning Standard

1

Mission and Expectations for Student Learning

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
3. The school shall define school-wide academic, civic, and social learning expectations that:
 - are measurable;
 - reflect the school's mission.
4. For each academic expectation in the mission, the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

CONCLUSIONS

The Georgetown Middle/High School Mission Statement and Expectations for Student Learning were developed by the school community and approved and supported by the professional staff, the school committee, and the school council. The process to review the school's mission statement began in the 2004-2005 school year as part of the school's self-study. In November 2004, a committee consisting of nine teachers, two parents, and one student drafted the initial mission statement. This committee presented the draft to the principal, department heads, faculty members, and a liaison from the New England Association of Schools and Colleges in order to solicit input. After making revisions to the document, the committee presented the mission statement and expectations for student learning to the faculty and school committee who unanimously adopted them. The committee then communicated the document to the school community by posting it on the school website and publishing it in the school newsletter. The school introduced the students to the mission in school-wide assemblies at the start of the 2005-2006 school year. The principal formally introduced the mission to parents at the fall open houses. The mission statement and expectations for student learning are printed and posted on attractive posters and displayed in all common areas and classrooms. They are also included in the student and faculty handbooks, posted on the school's website, and referenced in the course overviews. Students have been made aware of the mission statement and expectations

through assemblies, class discussions and teachers' assignments. For example, in all English classes, students were given a copy of the mission statement and expectations for student learning and asked to write an essay using personal examples to demonstrate their understanding and application of either the mission statement or expectations. Although the mission statement is relatively new, staff members and students can articulate the underlying values and beliefs upon which it is built, enabling it to become a living document within the culture of the school. As a result of a comprehensive and inclusive process, the entire school community is aware of and committed to a mission statement that will guide teaching and learning at Georgetown Middle/High School. (self-study, student work, school administrators)

The mission statement represents the fundamental values and beliefs held by the school community about teaching and learning. It is written in clear and succinct terms that capture the essence of the school's values and beliefs. The school, in partnership with families and the community, strives to foster an environment of academic excellence, civic responsibility, and social awareness. The mission statement and expectations for student learning emphasize real-life, life-long application of knowledge by encouraging students to become proficient as critical thinkers, problem solvers, and communicators. The foundation for these values and beliefs can be found in a collaborative and reflective culture among the professional staff members. Teachers view their role as supportive of student learning and celebrate the success of their students in academic, civic, and social realms. As a result, the Georgetown Middle/High School's Mission Statement accurately reflects the school's fundamental beliefs about student learning. (self-study, standard committee, observation)

The school defines school-wide academic, civic, and social learning expectations that reflect the school's mission and, for the most part, are measurable. There are seven expectations for student learning that define what students should know and be able to do. Five are identified as academic, one is civic, and one is social. The written expectations are designed to be rigorous and apply to all students across grade levels and academic abilities. The expectations are consistent with the mission in that they support academic excellence, civic responsibility, and social awareness. The school further defines the meaning of these expectations through comprehensive four-point rubrics. Students are familiar with these rubrics and thus are fully aware of what is expected. For the 2005-2006 school year, each expectation for student learning was adopted by at least one academic department to ensure that all expectations are addressed. Therefore, the school is assured that the expectations for student learning are fully integrated throughout the curriculum, extra-curricular activities, and the culture of the school. (students, standard committee, student work)

The four-point rubrics developed by the entire faculty in small cross-curricular committees establish a targeted level of successful achievement. Each academic expectation clearly defines the criteria needed to demonstrate proficiency. While teachers are familiar with these rubrics and they provide a common terminology of measurement, there is little evidence of consistent implementation across all academic areas. Furthermore, although clearly defined levels of performance exist for each academic expectation, the school has yet to develop a means to assure that all students are meeting proficiency in each of the five academic expectations. (self-study, department heads, standard committee)

Georgetown Middle/High School has indicators by which it assesses progress in achieving school-wide civic and social expectations. The indicators for the social and the civic expectation are detailed within four-point rubrics. All departments have accepted responsibility for addressing the social expectation that "students will take an active part in the learning process." In order to assess the students' achievement of these indicators, the school relies upon a variety of data including such information as attendance rates, disciplinary incidents, drop-out rates, student eligibility, and number of students involved in athletic and extra-curricular activities. It also considers the students' engagement in clubs, activities, and community service activities in order to measure achievement of the expectations. Though this data provides some insight into students' accomplishment of the social and civic expectations for student learning, it does not provide a comprehensive understanding of the students' achievement of the indicators. Therefore, at this early stage in the implementation of the school-wide expectations for student learning, Georgetown Middle/High School cannot yet ensure that all students have achieved success with each of the expectations' indicators. (school administrators, teachers, Data Wall)

The mission statement and expectations for student learning, although new, have begun to guide the procedures, policies, and decisions of the school and are clearly evident in the culture of the school. For example, the school committee has presented a budget increase of 13.4% district-wide to support the programs consistent with the

mission, particularly in the area of technology. The principal has begun discussion of the implementation of a community service graduation requirement to assure that all students meet the civic and social expectations. New service clubs such as the Key Club have been proposed and currently await funding. This will allow for greater participation in these activities by the student body. The climate of the building is safe, orderly, respectful, positive, and clearly focused on teaching and learning. The students and staff express pride in Georgetown Middle/High School. A mutually respectful relationship exists between and among students and staff. The existence of a mission statement based on commonly held values and beliefs and that drives the decision-making process in the school, creates an environment conducive to teaching and learning and one that should make the entire community proud. (school committee, administrators, observation)

The school has established a process for review of the mission and expectations for student learning and collects data to evaluate whether the mission and expectations continue to meet the needs of teachers and students. A January faculty meeting is dedicated to the review of the mission and expectations for student learning. Concerns raised at this meeting are then followed up at departmental meetings. For example, in January 2006, the music department expressed concerns relative to one of the rubrics. As a result, the principal will be convening a mission revision committee to address this concern. A variety of formal assessment data, such as Massachusetts Comprehensive Assessment System (MCAS) scores, SAT, and advanced placement test scores, is distributed and reviewed by departments, as well as displayed on the Data Wall. This data is used to evaluate the effectiveness of the schools' mission-driven efforts. Teachers and administrators recognize that they are in the early stages of mission review and revision. Although they may not currently employ a comprehensive procedure for the improvement of the mission, their dedication to the process will help them to ensure the appropriateness of their document. (self-study, school administrators, teachers)

COMMENDATIONS

1. The inclusive and reflective process used to develop a mission statement and expectations for student learning that will be used to guide the teaching and learning process at Georgetown Middle/High School
2. The efforts by the professional staff to integrate parts of the mission statement and expectations for student learning into specific lessons and assignments
3. The commitment by the school to inform students, parents, and the community of the new mission statement and expectations for student learning
4. The alignment of the mission statement and expectations with the core values and beliefs of the school community
5. The role that the mission statement plays in establishing a safe, orderly, respectful, and positive climate
6. The existence of a mission statement which drives the decision-making process in the school and creates an environment conducive to teaching and learning
7. The establishment of a formal review process enabling the mission statement to remain current and meet the changing needs of the school and community

RECOMMENDATIONS

1. Continue the development of the process to assess students' achievement of the academic expectations to provide data for a comprehensive review of the mission
2. Identify and employ other forms of data in order to assess the students' achievement of the civic and social expectations for student learning

Teaching and Learning Standard

2

Curriculum

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
 - prescribe content;
 - integrate relevant school-wide learning expectations;
 - identify course-specific learning goals;
 - suggest instructional strategies;
 - suggest assessment techniques including the use of school-wide rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
 - be appropriately integrated;
 - emphasize depth of understanding over breadth of coverage.
6. The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.
8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

CONCLUSIONS

In order to ensure that the academic learning expectations can be accurately assessed, each curriculum area within Georgetown Middle/High School (GMHS) has identified the school-wide learning expectations for which it is responsible. All the departments recognize their collective responsibility to address each of the learning expectations. For instance, all disciplines have adopted the expectation that students will take an active part in the learning process. In addition, each department takes specific responsibility for individual expectations. These expectations are delineated by school-wide rubrics which offer a specific list of indicators of student achievement. Also, these rubrics provide a performance criteria with a four-point rating scale that corresponds to different levels of achievement (advanced, proficient, needs improvement, below minimal standards). These expectations are being integrated into classroom activities. They are not only visible within the building but also are published regularly in documents such as the student handbook and the program of studies. As a result of this adoption of learning expectations, the school ensures that there is a specific group responsible to assess the students' achievement of the academic expectations. (self-study, teachers, course overviews)

There is evidence of the alignment and the growing significance of the connection between the school's mission statement and the expectations for student learning and the school's curriculum guides. Their commitment to the mission and expectations extends beyond the adoption of learning expectations by individual disciplines. Throughout their high school career, students at Georgetown Middle/High School participate in a prescribed core curriculum that provides them with an opportunity to practice and achieve each of the learning expectations. The teachers at GMHS make efforts to adapt this curriculum to individual learning needs. This is exemplified by the special education department's services such as one-to-one aides, small group testing, extended and oral testing, and co-taught small learning environments. Students may also achieve the school's curriculum in alternative settings such as approved summer school courses and distance learning opportunities. Consequently, the curriculum ensures that all of the students have sufficient opportunities to practice and achieve each of their expectations. (self-study, program of study, students)

The written curriculum at GMHS prescribes content, integrates the school-wide learning expectations, identifies course-specific learning goals, suggests instructional strategies, and suggests assessment techniques that utilize the school-wide rubrics. With the development of a new mission statement and the corresponding student learning expectations, the staff is currently involved in the revision of the curriculum. This process is creating course overviews which link educational materials with content, assessment activities with state frameworks, and all aspects of the curriculum with student learning expectations. In addition, the curriculum documents spell out successful instructional strategies for each course with an emphasis placed on student-led instruction; the document also includes such methods as lecture, independent and group research, the use of technology, laboratory experiences, discussion and evaluation, cooperative grouping, presentations and performances, and other successful strategies. The curriculum document also suggests assessment activities that address the course-specific expectations as well as the school-wide learning expectations within a department. Assessments include quizzes, tests, oral presentations, cooperative projects, portfolios, artistic work and performances, and oral exams. Despite these accomplishments, teachers at GMHS recognize that the establishment of a written curriculum document is an ongoing process that will require additional amendments as the school continues its process of adopting and integrating the school's mission statement and expectations for student learning. (self-study, course overviews, student work)

GMHS's curriculum engages students in inquiry, problem-solving, and higher order thinking skills. The curriculum also provides opportunities for authentic application of knowledge and skills. Across the curriculum, students are involved in various activities that include but are not limited to writing persuasive essays, answering open-ended questions, writing research papers, and acting out simulations. Further, in science, students infer, predict, wonder, hypothesize, and experiment. In the visual arts classes, they learn to describe, analyze, interpret, and judge their work. Authentic application of knowledge and skills is evidenced by the school newspaper (*The Blueprint*), public chorus and band performances, student attendance at school committee meetings, the school store, and participation in history day at Salem State College. Students are provided with opportunities to engage in active learning and authentic application of knowledge and skills. (self-study, observation, student work)

The teachers at GMHS make efforts to ensure that the school's curriculum is appropriately integrated. One area in which this occurs is at the middle school level where teachers are involved in interdisciplinary planning and course work. By utilizing a middle school team approach, the curricula and class offerings have numerous examples of formal and informal interdisciplinary units and lessons, as when, science and social studies classes work together when studying vertebrates. Also, the books read in literature classes relate to the geography, culture, and customs being taught in social studies courses. Whereas the middle school teachers rely on this type of interdisciplinary work, at the high school level interdisciplinary assignments are conducted on a less formal basis. Although the high school offers a computer research class to all ninth graders, there are limited examples of interdisciplinary courses as a formalized part of the high school curriculum. There are, however, examples of the interdisciplinary projects at the classroom level. (self-study, student work, teachers)

Overall, the curriculum and instructors at GMHS value depth of understanding over breadth of coverage. In the classroom, students are engaged in activities designed to immerse them in the concepts being studied through inquiry-based projects and instructions. For instance, in world language classes, students have the opportunity to work collaboratively in role-playing activities that provide them with a chance to apply their learning in a practical manner. Also, the computer research class is based upon a student-centered project that ties together the subject matter of the business and social studies departments. In addition, in English classes students learn about Greek drama through a student-centered project and presentation format. Another way that GMHS demonstrates a commitment to depth over breadth is through its reliance on essential questions to guide instruction. This takes place in a variety of ways ranging from the alternative program's use of daily themes to the English department's use of essential questions to guide the study of literature. Many of these strengths derive from the skill and communication of the teachers and administrators at GMHS. Teachers profess that they rely more on discussions with their peers than the curriculum documents to inform their curricular decisions. They also recognize that the curriculum document will continue to gain significance as it is further aligned with the mission statement and expectations for student learning. (self-study, student work, teachers)

GMHS provides opportunities for all students to extend learning beyond normal course and campus offerings. Students have the opportunity to enroll in distance learning courses which are offered on-line in conjunction with area colleges. Under the "Tomorrow's Teacher" Program, juniors and seniors may learn about the teaching profession by working as assistants in local elementary and middle schools. The school-to-career program combines classroom instruction on skills necessary for career success with real life work experiences through supervised internships. Beyond the classroom, students may choose to participate in the sports program or in over thirty extracurricular activities. All sixth grade students spend five days at Camp Kieve in Maine engaged in environmental studies and leadership training. Also, the social studies department takes students to Washington every year to participate in a civics education program. Ample opportunities exist to extend student learning beyond the normal school day. (self-study, teachers, student/parent handbook)

There is curriculum coordination and articulation between and among all academic areas within GMHS. One of the district's attributes is the continuum of the curriculum from grades six through twelve. Weekly and monthly meetings take place at the team and departmental levels. In addition, course subject areas have common planning time scheduled to meet every other day. Despite this, the coordination and articulation of curriculum from the sending schools to GMHS is not yet formalized. Teachers report that they hope to create opportunities for district-wide articulation that mirror the work completed between grade levels at GMHS. Also, teachers report that although the media services are always readily available, they are not formally integrated into the curriculum. (self-study, teachers, observation)

The dedicated staff is creative in the implementation of curriculum despite the lack of updated technology, instructional materials, textbooks, and other resources. The science and the unified arts departments are concerned about the shortage of consumable materials. Textbooks and paperbacks are limited and need to be updated. Furthermore, the school's computer labs are insufficient to meet the needs of the student population; only two labs are available for school-wide use, and most of their computers are outdated. The administration, through cooperation with teachers and parent groups, has made efforts to provide teachers with roving technology units that aid the delivery of curriculum, but these mobile units do not satisfy the technological deficiencies of the school. This is also evident in the media center which the teachers are more apt to use for its work space than for its resources. Another area of concern for teachers is that the school population and class sizes have increased while staffing has not. This is of particular concern because, despite this growth, there has not been any reduction in programs or course

offerings. As a result, teachers express concern that they bear an increasing burden of growing class size and reduced instructional space. (self-study, teachers, students)

The teachers at GMHS are all involved in the five-year revision of the school's curriculum. High school teachers have the opportunity to meet every other day to discuss curriculum while middle school teachers meet weekly as teams and monthly as departments. High school departments have used the results from the Massachusetts Comprehensive Assessment System (MCAS), SAT scores, and advanced placement test results to derive curriculum, while the middle school examines the results of the common mid-term and final examinations. School-wide rubrics to assess academic expectations are in their infancy; therefore, they have not yet been fully employed to evaluate and revise curriculum. (self study, department heads, teachers)

GMHS commits contractual time and personnel to the development, evaluation, and revision of curriculum. The leadership structure ensures that a thorough and in-depth curriculum review takes place on a regular basis. The superintendent and director of curriculum and instruction work closely with the principal who consults with the department heads, team leaders, and faculty members to oversee the development and revision of curriculum. Teachers who do not share a common planning time, such as the specialists and middle school teachers, have an equivalent amount of time to work on their curriculum with guidance from the monthly staff and department meetings and informal meetings with their department head. Contractual time and personnel are committed to the development, evaluation, and revision of the curriculum. (self-study, teachers, department heads)

At the present time, the school does not offer sufficient, ongoing professional development activities to all teachers in response to identified curriculum needs. In the past three years, professional development activities have been impacted by cuts in funding. The professional development activities do not support the development and implementation of the curriculum. Faculty members have individual opportunities for professional development, but the system does not have a focused, identified professional development plan that addresses the curriculum needs of the district. Without adequate funds for professional development, curriculum revision, evaluation, and assessment will not be possible. (self-study, teachers, school committee)

COMMENDATIONS

1. The adoption of individual learning expectations by specific academic disciplines
2. The developing alignment and growing significance between the mission statement and expectations for student learning and the school's curriculum
3. The ongoing revision of the curriculum to provide a comprehensive guide of learning activities, goals, instructional techniques, and assessment strategies
4. The wide range of learning experiences prescribed by the curriculum
5. The curriculum's strong emphasis on depth of learning rather than breadth of coverage
6. The wide range of opportunities for students to extend their learning beyond the classroom
7. The involvement of the professional staff in curricular revision and development

RECOMMENDATIONS

1. Continue in the process to align the curriculum with the school's mission statement and expectations for student learning
2. Expand formal interdisciplinary programs at the high school level
3. Ensure there is effective curricular coordination and articulation with sending schools in the district
4. Provide sufficient technological resources to support the implementation of curriculum
5. Provide sufficient, ongoing professional development to all teachers in response to identified curricular needs

Teaching and Learning Standard

3

Instruction

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. Instructional strategies shall:
 - personalize instruction;
 - make connections across disciplines;
 - engage students as active learners;
 - engage students as self-directed learners;
 - involve all students in higher order thinking to promote depth of understanding;
 - provide opportunities for students to apply knowledge or skills;
 - promote student self-assessment and self-reflection.
3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.
6. Technology shall be integrated into and supportive of teaching and learning.
7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.
8. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.

CONCLUSIONS

Teachers at Georgetown Middle/High School (GMHS) employ instructional strategies that are mostly consistent with the school's mission and expectations for student learning. Teachers use instructional strategies that promote active involvement in class, emphasize the importance of effective communication, and encourage creative problem-solving. In addition, teachers promote the use of technology as an active tool of research and presentation despite a lack of appropriate technological resources. While the teachers employ instructional practices that are consistent with the values of the mission statement, they are unable to fully meet the ideals of the mission without appropriate technology. (self-study, observations, teachers)

Teachers at GMHS use instructional strategies that personalize instruction, engage students as self-directed learners, develop critical thinking skills, provide opportunities for students to apply knowledge, and promote student self-assessment and self-reflection. Teachers personalize instruction using differentiated instruction, the co-teaching model, and one-on-one assistance. About 75% of the students feels comfortable going to their teachers for help, and 84% of teachers uses after-school study groups as one way of personalizing instruction. Teachers often develop strategies to engage students as critical thinkers and self-directed learners. For example, social studies teachers use debates and role-playing, while science classes use laboratory experiments. Additionally, some teachers use such approaches as peer editing and personal assessment of portfolios, as well as individual and group projects in order to help students take ownership of the learning process. Authentic assessment is evident in the weekly newspaper produced by journalism class. Self-assessment and self-reflection are especially evident in project work. Also, connections across disciplines are developed through the middle school's teaming approach which allows teachers to design extensive interdisciplinary activities and units. Although there is less formal interdisciplinary work at the high school level, the instructional strategies used by teachers allow the school to meet the school's expectations for student learning. More traditional examples of instruction are also evident at GMHS. While teachers at the middle school level often used active learning strategies, teachers at the high school level employ more traditional approaches to instruction such as lectures, desk work, and teacher-directed activities. By continuing to employ instructional strategies that promote the students' active involvement in the learning process, the teachers can more fully meet the ideals of the mission statement and expectations for student learning. (student work, self-study, survey information)

Teachers at Georgetown Middle/High School frequently seek informal feedback from students and colleagues as a means of improving instruction. The school culture embraces staff collegiality; ninety-seven percent of staff members agrees that they discuss instructional practices with colleagues on an informal basis. Eighty-three percent of teachers reports using students for feedback, while 51.4% of students reports being asked by teachers for input. Although some teachers use a formal process to receive students' feedback, the teachers often request this information informally. Teachers report that they rely on students and their colleagues for input more often than they utilize parents' feedback. Twenty-eight per cent of parents believes that teachers seek their input regarding instruction. One way that middle school parents are asked for feedback is through the student-led portfolio conferences. Teachers report that they often seek informal input from colleagues and students to make adjustments to instructional practices. By augmenting their informal feedback with a formalized process aimed at acquiring students' and parents' perspectives, Georgetown Middle/High School will further its alignment of instructional strategies with its mission statement. (self-study, observations, Endicott survey)

Teachers at Georgetown Middle/High School are very knowledgeable in their content areas, knowledgeable in current research, and reflective about their practices. All teachers at GMHS have teaching licenses, 49 hold a master's degree or above, and another ten are currently enrolled in a master's degree program. Additionally, 57 of 59 teachers are categorized as "highly qualified" under No Child Left Behind standards. The department meeting schedule allows department chairs to inform teachers of professional development opportunities; some departments frequently discuss content-specific issues and instructional practices. Of the teachers surveyed, 97% indicate that they discuss instructional strategies with colleagues in team, department, faculty, or mentor meetings. All professional staff members are required to maintain an individual professional development plan (IPDP). This document allows teachers to reflect on their past and future goals. Discussions with teachers show that they regularly reflect on their instructional practices and make adjustments accordingly. The school culture encourages teachers to be self-reflective and to seek current best practices. The teachers' level of expertise and willingness to reflect on their practices help them to provide learning experiences to suit the needs of all learners. (self-study, teachers, school leadership team)

Discussion of instructional strategies is part of the professional culture of Georgetown Middle/High School. Of the GMHS staff, 96.7% says that they discuss instructional strategies with colleagues, with 44% responding that these discussions are frequently or always a significant part of the professional culture. Set periods exist within the block schedule for team and department meetings: four days of the six-day rotation, and three days of the six-day rotation, respectively. These meetings afford middle school teachers the opportunity to discuss grade and team coordination, while high school teachers have the opportunity to discuss department-specific instructional and logistical issues. These scheduled times which are allocated for professional discussions about instructional practices support teachers' efforts to improve strategies, although middle school teachers request more departmental meeting time and

high school teachers request additional time for interdisciplinary planning. The discussions help the teachers improve their teaching strategies, allowing more students to meet the goals of the mission statement and expectations for student learning. (self-study, teachers, observation)

Although the Georgetown Middle/High School community recognizes the importance of technology in improving and enhancing teaching and learning, the current technology at the school does not support teachers' needs and efforts. Current use of technology is mainly limited to the use of overhead projectors, multi-media carts, and DVD players. Common uses of software include PowerPoint presentations, Internet research, and word-processing. Of the parents surveyed, 45.3% feels that their students have access to technology in the classroom. Although business and unified arts department classes have access to technology that is more modern than the technology available to the rest of the school, even these programs are inadequately provisioned. Two computer labs, located in the media center and used by the rest of the school, are antiquated, over subscribed, and limited in space and resources, thus frustrating the efforts of teachers to integrate technology in a way that supports instruction. These limitations on resources and technological availability are inconsistent with the school's expectations for student learning. (Endicott survey information, panel presentations, facilities tour)

The school's professional development program is not consistently guided by identified instructional needs, and it provides limited opportunities for teachers to develop and improve their instructional strategies. Fifty-nine percent of the staff feels that offerings are inadequate in the area of instructional strategies. Limited money is allocated for tuition reimbursement and professional development. Consequently, teachers are not able to participate in as many professional development opportunities as they would like. A professional development committee is in place, but it became inactive with onset of the New England Association of Schools and Colleges self-study process. Seventy-five percent of school committee members says that teachers have the opportunity to take advantage of professional development in the area of instruction. However, the budget does not support offerings that meet the perceived instructional needs of staff members. (teachers, self-study, school leadership team, school committee)

Teacher supervision and evaluation processes are used to improve instruction for the purposes of enhancing student learning and meeting student needs. Two formal observations which include pre- and post-observation conferences are performed for non-professional status teachers: one by the department head, the other by an administrator. Professional status teachers are observed every other year. Seventy-one percent of GMHS teachers agrees that input from supervisors evaluating their teaching plays an important role in improving their instruction. A mentoring program allows for bi-weekly meetings between new teachers and veteran staff members and also requires a fall and spring observation. Teachers report that scheduled team and department meetings are valuable sources of feedback. New teachers find formal supervision especially useful and expresses interest in finding more opportunities to get feedback. Since 46.5% of the staff members has non-professional status, evaluation processes are especially important in helping new staff become comfortable with effective instructional practices to enhance student learning and meet student needs. (self-study, teachers, Endicott survey)

COMMENDATIONS

1. The wide use of a variety of instructional methods to promote the active participation of students, critical thinking, and creative problem-solving
2. The frequency of team and department meetings that are aimed at improving instruction
3. The use of informal feedback concerning instructional strategies from both students and teachers
4. Consistent personalization of instruction by teachers to support student learning
5. The recognition of the importance of technology in supporting and improving instructional strategies
6. The strategies employed by the highly qualified staff to diversify instruction

RECOMMENDATIONS

1. Formalize the process for acquiring instructional feedback from students and parents
2. Provide sufficient technology resources to allow faculty to fully integrate technology into the teaching and learning process
3. Provide and fund professional development programs, guided by identified instructional needs, which focus on improvement of instructional strategies

Teaching and Learning Standard

4

Assessment of Student Learning

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity, teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
8. The school's professional staff shall communicate:
 - individual student progress in achieving school-wide academic expectations to students and their families;
 - the school's progress achieving all school-wide expectations to the school community.

CONCLUSIONS

Georgetown Middle/High School's (GMHS) mission statement and expectations for student learning is a new document that is at the beginning stages of acceptance in the school culture. The school has done an effective job of posting the mission statement in every classroom and in other prominent places within the school. Student expectations in the mission statement are aligned with the Massachusetts Department of Education guidelines. School-wide rubrics for each of the academic expectations identified in the mission statement have been developed and disseminated to all teachers. The use of these school-wide rubrics is still in its early stages, but through the use of generous amounts of common planning time, the school's adoption and implementation of the school-wide rubrics is making progress. Assessing the adequacy of these rubrics is an ongoing process. In addition, the data collected from the routine use of these rubrics will impact the assessment of the appropriateness of the curriculum offered at the school. (self-study, meetings with teachers, panel presentation)

Georgetown Middle/High School currently measures its success in meeting civic and social expectations for student learning by analyzing student membership in clubs, honor societies, sports, and other extracurricular activities. The high level of student membership in groups such as the National Honor Society, the Builder's Club, Peer Leaders, and Future Teachers suggests that Georgetown Middle/High School provides students with an opportunity to

achieve the school's social and civic expectations. In addition, the school uses data on student attendance, behavior, and school-wide recognition programs to inform the community of their students' achievement. This information provides some insight into the students' ability to adhere to the disciplinary code. While this information helps the school to obtain a sense of their students' achievement, there is currently no formal procedure to measure this with precision. Without the collection of social and civic data on all students beyond clubs, sports, and behavioral statistics, Georgetown Middle/High School will have difficulty ensuring that all students have opportunities to fulfill the school's mission requiring achievement in civic and social expectations. (self-study, teachers, students)

Teachers at Georgetown Middle/High School have developed course expectations, goals for learning, and grading expectations. Because implementation is at an early stage, these goals are not yet fully linked to school-wide expectations across all content areas. Teachers clarify course-specific learning goals by posting and sharing class rubrics and providing scoring guides for assignments, giving the students clear goals for their classes. Also, they provide checklists, letter grading scales, and syllabi. Through these efforts, students are generally aware of the criteria for formal and informal classroom assessment. The faculty shows many examples of effective assessment of course-specific learning goals, and some attempts have been made to connect these more frequently to the school-wide learning expectations. Teachers express interest in further connecting their assessment goals and the school-wide academic expectations. As they continue their efforts to clarify the linkage of school-wide expectations to their course-specific learning goals, teachers at Georgetown Middle/High School will aid their students in seeing the relevance of the school's mission statement and expectations for student learning. (students, student work, teachers)

Teachers base their classroom assessment procedures on clearly stated expectations for student learning. School-wide rubrics are beginning to be implemented in all departments. Foreign language rubrics have been developed for each level of foreign language instruction. Social studies rubrics are being developed collaboratively in each of the following areas: research skills, writing skills, reading comprehension, and common learning outcomes. Science teachers are currently reworking existing rubrics to reflect the expectations for student learning. The English department uses the school-wide rubric for writing assignments. Also, course-specific rubrics are generally in use for informal and formal classroom assessment. Through their increasing use of uniform school-wide rubrics for the assessment of classroom assignments, teachers will allow for commonality across disciplines in ensuring that students meet the learning expectations identified in the mission statement. (self-study, teachers, student work)

Teachers use a variety of classroom assessment strategies to measure student knowledge, skills, and competencies in content areas. Most departments use traditional tests, quizzes, and homework to assess student performance; they augment this with project, performance, and portfolio assessments. Social studies teachers assign term papers and host debates. English classes use rubrics and peer editing. The art department uses ongoing assessment in the form of portfolios, exhibitions, and peer critiques. They require students to keep files of their work to assess their improvement over time. Teachers take more time in class to discuss grading and allow more time for students to self-assess their work by modeling self-assessment by critiquing work in front of the students. Music teachers assess students' commitment, dedication, and skill through their performances in a variety of venues such as parades, festivals, and concerts. The science department uses labs, webquests, and engineering projects. Eighty-three percent of students says that teachers use a variety of assessment methods. In addition, a survey of the faculty shows that teachers use the following strategies to assess student growth over time: performance assessment, authentic assessment, portfolios, exhibitions, skits, plays, demonstrations, objective tests, and peer editing. As a result of the variety of assessment strategies used, teachers are able to determine accurately their students' level of achievement. (department heads, student work, Endicott survey)

Teachers have time built into their schedule to meet regularly for department and team meetings. Departments meet every other day at the high school and middle school teams meet four out of six days. As a result of these meetings, teachers are able to share student work and the results of student assessments for the purpose of revising curriculum and improving instructional strategies. Math, English, and science teachers review results from the Massachusetts Comprehensive Assessment System yearly. The math department has switched the order in which 6th grade units are covered in order to improve MCAS scores. The science department determined which topics were covered most often so that the teachers could more adequately prepare students for the exam. Another example of this collaboration occurred when the business and computer science teachers reviewed final papers written in computer research and discovered that students had not mastered the research skills of cited works and parenthetical citations. As a result, instructors will teach these topics in smaller units and have students practice these skills before they write their final paper. The math department has dealt with concerns that students had not mastered computing with

fractions and changed the amount of calculator use to provide students with practice and assessments that include work with fractions. They also found that calculus students had not mastered certain trigonometry/unit circle facts and added trigonometry units in the Honors Algebra II course. The world language department created common assessment midterm and final exams at all levels. The English department created a midterm and final exam with a common format so that students will be required to respond to different forms of questions. These assessments reflect the common goals of the department while allowing teachers to select the material. As a result of these efforts, and the collegial support of formal meetings the faculty has improved the process of curriculum revision and the development of effective instructional strategies. (self-study, teachers, department chairs)

Although teachers have the opportunity to collaborate during department meetings, there are no formal professional development programs at Georgetown Middle/High School that provide opportunities for teachers to collaborate in developing assessment strategies. Any professional development in assessment is done on an informal basis or through college courses taken by individuals. The school does not have a plan for initiating a professional development program to assess student performance or curricular efficacy. Teachers have repeatedly expressed concern with the district's professional development program. The priorities of the school district's professional development program are not aligned with the school mission and learning expectations. The district's professional development plan is inadequately funded, and there are limited plans to increase funding to allow for professional development programs focused on assessment of students or curriculum. As a result, the staff is frustrated in its efforts to make adjustments and improvements to the school's assessment needs. (department chairs, teachers, school committee)

Achievement of school-wide academic expectations is communicated to the families and to the school community in several ways. There is much communication of individual student progress to students and their families. Progress reports and reports cards are distributed on a quarterly basis. Many teachers report that they call and/or e-mail parents frequently. Newsletters to parents include information about the mission, standardized test results, sports, and social activities. The middle school uses the process of student-led conferences twice each year. Through these methods, the school has set up a protocol for keeping students and parents informed of academic achievement and the achievement of the expectations articulated in the mission. As they continue their efforts to implement the school-wide academic expectations, they will be able to use these means to share this information with the school community. (self-study, parents, panel presentation, teachers)

COMMENDATIONS

1. The provision and use of common planning time to assist in the adoption and implementation of school-wide rubrics
2. The strategies employed by teachers to base classroom assessment procedures on clearly stated expectations for student learning
3. The methods used by the faculty to determine student progress and achievement through the establishment of departmental rubrics
4. The wide variety of assessment strategies used by faculty members
5. The collaboration amongst department members to assess and revise assessment strategies
6. The variety of ways of reporting student progress to students and their families

RECOMMENDATIONS

1. Identify additional sources of data to assess and establish benchmarks to measure school progress and to set goals for high levels of achievement of the civic and social expectations
2. Ensure that for each learning activity teachers shall clarify to students the relevant school-wide and course-specific rubrics
3. Expand the use of school-wide rubrics for classroom assignments in order to assist students in meeting the learning expectations identified in the mission
4. Provide professional development opportunities that are specifically related to assessment of student learning



SUPPORT STANDARDS

LEADERSHIP AND ORGANIZATION

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

Support Standard

5

Leadership and Organization

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices, which supports student learning and well-being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.
7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.
10. The professional staff shall collaborate within and across departments in support of learning for all students.
11. All school staff shall be involved in promoting the well-being and learning of students.
12. Student success shall be regularly acknowledged, celebrated, and displayed.
13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
14. The school board shall support the implementation of the school's mission and expectations for student learning.

CONCLUSIONS

The principal of Georgetown Middle/High School (GMHS) has sufficient authority and autonomy within his building. The superintendent and school committee support his initiatives and work collaboratively toward securing a budget which will support their educational objectives. Although the district has been successful in obtaining financial support through grant writing, fund raising, and debt exclusion requests to fund critical items and programs at various times in the last few years, the district's funding remains at a level far below the state average per pupil expenditure. While these adjunct funding methods help to provide the principal with the funds he requires to lead the school, they do not allow for stable and adequate funding of the operating budget. Without stable and adequate funding, the principal will find it difficult to implement the mission statement and expectations for student learning. (self-study, administrators, school committee)

The principal's leadership and vision for the school provides a positive influence on the faculty and support staff. The students see him as an approachable and competent leader. He is a very visible figure in the school who often employs a hands-on approach to some of the school's most significant challenges. For instance, in his efforts to meet the technological needs emphasized in the school's learning expectations, he has dedicated a great deal of effort to compensate for the school's technological needs. By seeking funding for portable computer stations, he helped the students and teachers obtain a greater access to technology. Another distinguishing trait of the principal's leadership is his communication of the vision of the school to parents, students, faculty, staff members, and the community. This will be especially critical in the next few years as the district considers the building of a new middle school, a restructuring of grade levels, and the upgrading of the high school facility. Communication of how these changes will support the school's mission statement and expectations for student learning will be crucial. (self-study, administrators, school committee, teachers)

Teachers and administrators other than the principal provide leadership essential to the improvement of the school. The principal relies on his administrative team to assist him with all aspects of the leadership of the school. He appropriately delegates responsibilities to his two assistant principals. The assistant principal at the high school works closely with the principal and takes on a leadership role in addition to his duties with student management and faculty supervision. The assistant principal at the middle school also takes on a number of responsibilities and is viewed by the teachers and students as the leader of the middle school. Department heads are also involved in leadership roles such as conducting teacher observations, interviewing new teachers, creating new courses, reviewing curricula and the handbook, and mentoring teachers. They serve as liaisons between the teachers in their departments and the administration, especially in the development of the budget. Teachers also provide the school with leadership. In addition to their efforts to prepare for the school self-study, teachers, like all members of the school community, are involved in activities outside of normal classroom time such as coaching, band, chorus, peer leadership, National Honor Society, Students Against Destructive Decisions, drama, dance club, arts jam, and civil rights team. Their diverse range of participation leads to a sense of strong leadership within the structure of Georgetown Middle/High School. (school leadership team, teachers, administrators)

The organization of the school and its educational programs promote the school's mission and expectations for student learning. Curriculum guides are a work in progress. The middle school team structure helps to ensure that the intellectual and emotional needs of all students are met. Teams meet regularly in conjunction with the guidance counselors to plan common curricula, to discuss concerns about students, and to examine teaching strategies. The high school is organized by departments which are afforded common planning time to share ideas, discuss curriculum, and work on strategies for equipment use and classroom space. Though the adoption of the mission statement and expectations for student learning took place only recently, the school's efforts to create and to emphasize these aims and objectives have effectively integrated them to school community. (self-study, school leadership team, observations)

Student grouping patterns reflect the academic diversity of the student body. One example of this is found in special education where instructional strategies include an inclusion model for the majority of special education students as well as a co-teaching instructional model. The majority of elective courses has no leveling and fosters the concept of heterogeneity. The organization at the high school provides course offerings commensurate to the needs of the student population, including classes offered at the advanced placement level as well as levels one, two, and three in

most departments. Students are encouraged to take the highest level of courses that will challenge them. (self-study, teachers, parents)

Some teachers, especially at the middle school, feel that the schedule supports the school's curriculum, instruction, and assessment; however, they also believe that the schedule is driven by the needs of the high school. At the high school, the schedule is designed to provide students with a variety of learning options. The provision of these options is limited by the school's need for more teachers and instructional space. Without appropriate staffing and facilities, the school cannot fully support a diverse program of studies. This issue is compounded by the number of singleton courses that are offered in order to accommodate student requests, causing a scheduling problem by creating high numbers of course preparations for teachers. Some teachers express concern that in its efforts to provide a comprehensive education to its students, the school may be limiting its overall effectiveness. Other teachers see the current schedule as the school's most effective means to meet the needs of the students. (teachers, self-study, school leadership team)

Administrators other than the principal, department heads, and teachers feel they are involved in the regular decision-making process of the school. Whether during the budget process, the hiring of new teachers, or making curricular and instructional decisions, the teachers and department heads all feel as though they are an important part of the process. Students and parents also feel they are given a voice in the school's decision-making process and mention their involvement in the committees that prepared the school's self-study as evidence of this collaboration. The school council involves parents in the decision-making process by seeking their input through regular meetings of the council and school staff. Also, there is a student council that is actively involved in the decisions of the school at the student level. The assistant principals meet with students on a regular basis to address concerns within the school. In addition, the school regularly seeks feedback through surveys, parent/student informational nights, and back to school nights throughout the school year. As a result this collaborative approach, there is an atmosphere of participation, responsibility, and ownership at Georgetown Middle/High School. (self-study, students, parents)

The majority of the teachers at Georgetown Middle/High School reports that they have a student load that allows them to meet the learning needs of individual students. The principal and department heads coordinate during the development of the master schedule to determine what courses to offer as they attempt to keep class sizes manageable. However, in some courses, class sizes now exceed thirty students, and teachers are becoming concerned that meeting the needs of individual students is more difficult. Additionally, the increase in class offerings over the last few years impacts the number of different courses for which teachers are required to prepare. As a result of this added responsibility, teachers report that they have difficulty maintaining the quality of instruction. (self-study, teachers, school leadership team)

There is no formal program through which each student has an adult member of the school community who personalizes each student's educational experience, knows the student well, and assists each student in achieving the school-wide expectations for student learning. Teachers, guidance counselors, special education staff and support staff members and administrators at Georgetown Middle/High School believe that they know their students well and do not believe there is a need for a formal program that would personalize the educational experience of each child. With the high parental involvement in school programs, significant teacher participation in after school activities, and the size of the school population, the administrators and other members of the school leadership team believe there is a sense of community at Georgetown Middle/High School that precludes the necessity for a formal advisory program. Nevertheless, without such a program, there is no guarantee that each student has been given the personal attention that would guarantee the successful achievement of the expectations for student learning. (parents, students, school leadership team)

Collaboration within the school takes place within the departments. In the middle school, the team concept exemplifies this collaboration. The teams meet nearly every day to plan cross-curriculum units, share teaching and assessment techniques, and discuss student concerns. At the high school, as well, teachers have sufficient time to work together on a departmental basis. Although all departments in the high school have common planning time every other day, there does not appear to be active encouragement for them to collaborate across the curriculum. They use their common planning time to develop curriculum, review the results of the Massachusetts Comprehensive Assessment System (MCAS), and discuss student progress. The willingness of the professional staff to work together within and among departments helps Georgetown Middle/High School to meet the school's mission statement and expectations for student learning. (self-study, teachers, school leadership team)

The staff of Georgetown Middle/High School is involved in creating a community that promotes student success. This is evidenced by a high college placement rate, high graduation rate, success in MCAS assessments, increasing SAT score averages, and the large number of extracurricular offerings. The support of the administration and the caring attitude of all staff members for providing the best educational opportunities possible are obvious elements of the school culture. Facilities are attractive, and the displays of student accomplishments foster a sense of responsibility and pride in ownership. There is a sense that the entire staff is promoting the well-being and learning of all students. (self-study, parents, school leadership team, observations)

Student success is regularly celebrated, displayed, and acknowledged at Georgetown Middle/High School. Student art work, projects, and achievements are displayed throughout the school. In addition, the Wall of Fame, the college admissions board outside the guidance department, and the main bulletin board recognize student success on a regular basis. A student newsletter that praises student achievement is circulated in school in addition to a regularly published honor roll in the town newspaper. Students are honored at yearly awards assemblies and proudly place their banners and trophies in the gymnasium. There is a strong sense of student pride and ownership in the school. (facility tour, self-study, student shadowing)

The school climate is strongly positive at Georgetown Middle/High School. Students, staff members, and administrators clearly take pride in what they do. There are examples of students' successes on every bulletin board in every classroom and unoccupied space throughout the school. Students report that they feel safer than ever with the addition of an on-campus school resource officer, security cameras, and a new security door. Parents also expressed their satisfaction with the steps the principal has taken to update school safety policies and establish rules that foster respectful conduct. The school leadership team notes that new students are quickly welcomed as members of the Georgetown Middle/High School community. A sense of community and respect characterizes the students' relationship with the faculty. The establishment of a caring and encouraging learning environment is evidenced by an average daily attendance rate of ninety-five percent. In addition, eighty-five percent of the teachers acts as club advisors or coaches after school. This not only shows a strong sense of pride and ownership by the school community but also results in a positive school climate. (self-study, facility tour, parents, student shadowing)

The school committee's recent adoption of the school's mission statement and expectations for student learning demonstrates its support for its implementation. The committee has embraced the new mission statement and expectations for student learning by putting forth an increase in the budget for the ensuing fiscal year. This increase should address some of the concerns regarding increased student enrollment, technology, and facilities needs which will occur over the next few years. The committee's approach to this year's budget has the potential to establish a more dependable method of funding rather than the debt exclusion method used in the past. The decisions and plans of the school committee foster a positive working relationship between the committee, administration, and the town. (self-study, school committee, school leadership team)

COMMENDATIONS

1. The principal's cooperative and collaborative relationship with the superintendent and school committee
2. The principal's effective leadership in establishing the school's vision for student learning
3. The strong leadership of teachers, guidance counselors, support staff, and administrators other than the principal directed toward school improvement
4. The inclusion of students, parents, and all members of the school staff and school community in the decision-making process
5. The provision of common planning time which allows for teacher collaboration
6. The dedication of all school staff members to the well-being and growth of their students
7. The visible and genuine celebration of student success and achievement
8. The positive climate and respectful student behavior resulting in a sense of pride and ownership in the school

RECOMMENDATIONS

1. Establish a reliable funding source that will help to support the autonomy of the principal
2. Continue the implementation of the mission statement and expectations for student learning

3. Ensure that the school schedule is driven by the school's mission and expectations for student learning and supports the effective implementation of the curriculum, instruction, and assessment
4. Ensure that all teachers have a student load that enables each teacher to meet the learning needs of individual students
5. Develop a formal, ongoing program through which each student has an adult member of the school community in addition to the guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning

Support Standard

6

School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

1. The school's student support services shall be consistent with the school's mission and expectations for student learning.
2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
4. All student support services shall be regularly evaluated and revised to support improved student learning.
5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.
7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
 - individual and group meetings with counseling personnel;
 - personal, career, and college counseling;
 - student course selection assistance;
 - collaborative outreach to community and area mental health agencies and social service providers;
 - appropriate support in the delivery of special education services for students.

Health Services

9. The school's health services shall provide:
 - preventive health services and direct intervention services;
 - appropriate referrals;
 - mandated services;
 - emergency response mechanisms;
 - ongoing student health assessments.

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.
13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

CONCLUSIONS

The student support services at Georgetown Middle/High School (GMHS) demonstrate a commitment to students' academic and personal growth that is consistent with the school's mission statement and expectations for student learning. The collaborative spirit of the guidance department, health providers, library/media specialist, and special education department contributes to a cooperative culture of teaching and learning. The guidance counselors meet regularly with students to provide them with a variety of services. The school nurse is a valued member of the school community, and the special education department responds to individual learning needs. In these ways, the student support services demonstrate a commitment to the values of the mission statement and expectations for student learning. (school support staff, observations, teachers)

The student support services at GMHS provide a variety of services in their efforts to help all students achieve the school's expectations for student learning. The guidance counselors meet with students to assist with course selection, personal counseling, post high school planning, special education services, and group counseling. In conjunction with the guidance department, the full-time social worker and the school resource officer work with individual students on a daily basis. The school nurse maintains communication regarding student health issues. The media center provides a welcoming environment to participate in the learning process. In addition, the special education department determines alternative education programs for students in need of academic accommodations. As a result of these efforts, the student support service providers have established a collaborative culture that is focused on students' needs. Nevertheless, a lack of resources inhibits the school's ability to ensure that all students will have the opportunity to reach their academic goals. Some of the challenges faced by the school include a high student to counselor ratio, a lack of technological resources and limited integration of media services into curriculum and instruction. These conditions challenge the school's ability to meet the needs of all students. (self-study, school support staff, observations)

The student support services staff at GMHS utilizes a collaborative approach with professional staff and community organizations to address the diverse needs of students. Teachers report that guidance counselors and the school

social worker are readily available to discuss students' needs. The student assistance team, which is comprised of building administrators, guidance counselors, the social worker, and school nurse, meets weekly to discuss at-risk students and identify their needs. Similarly, middle school teachers meet by team with the middle school guidance counselor to identify their at risk students. When appropriate, the guidance department forwards this information to the special education department. In addition, every six weeks, a representative from the district attorney's office meets with administrators, guidance counselors, the school nurse, the social worker, the police chief, and the resource officer to discuss student and community issues. Also, the school nurse communicates valuable information about students with disabilities or physical needs. The support services extend this collaborative approach to community organizations. Through communication with the school's social worker, the crisis counseling center and the coastal educational collaborative, GMHS provides opportunities for assistance such as counseling for at-risk students and classes about abusive relationships, media messages, Internet safety, and healthy eating habits. As a result of their cooperation within the school and beyond, student support services provides valuable services to students. (school support staff, self-study, teachers)

Student support services at Georgetown Middle/High School utilize some methods of formal evaluation and revision of their practices. The library/media specialist meets monthly with the department heads. The director of guidance meets regularly with department heads and the administrative team to discuss guidance practices. Recently, the guidance department created a survey for recent graduates as a means to evaluate the strengths and needs of Georgetown Middle/High School. Members of student support services rely upon regular, informal communication with teachers and administrators as their primary means of revising and evaluating practices. High levels of collegiality amongst the members of the school community promote frequent communication about the ways they meet the students' needs. Faculty members feel comfortable contacting the guidance department, school nurse, media specialist, or special education teachers when they need assistance. Recent changes such as the addition of a full-time social worker and her collaboration with students receiving special education services have resulted from the common awareness of the student support services' needs. This informal means of assessing and evaluating programs allows student support services to meet many of the students' needs. Nevertheless, by increasing the formalized procedures for adapting their services, they will increase their opportunity to properly adjust their programs. (school support staff, self-study, teachers)

Effective and ongoing communication with students, parents/guardians, and school personnel is established in a variety of ways. Students receive daily information during morning, lunchtime, and afternoon announcements. The guidance department distributes a comprehensive handbook to all students in grades 9 -12. A parent letter is mailed home before school starts, highlighting the important sections of the handbook. The guidance department presents a handbook to all faculty members prior to the beginning of the school year. Throughout the year, the guidance department mails approximately fifteen to twenty parent letters and newsletters which provide information about upcoming events, college application deadlines, and contact information. The guidance department also sponsors college fairs and planning nights, financial aid, and transition meetings with parents who have students moving from grade 5 to grade 6 and grade 8 to grade 9. The library media center regularly updates the school website including school newsletters, a calendar of events, contact information, school announcements, guidance announcements, guidance handbook, and school events. Staff meetings, e-mail and printed announcements communicate information to the staff regarding technology issues and requests, referral processes, and students scheduling. The communication between the school, the community, parents/guardians, staff members, and students is timely and comprehensive, thus improving their ability to inform students and parents of their services. (school support staff, teachers, observations)

Student records at GMHS are located in several locations. Health and immunization records are locked in the nurse's office. Although efforts are made to maintain the confidentiality of these records, they are not secured in a fireproof cabinet. The nurse documents all student visits to her office, parental phone calls, and physical updates in a file on her computer. Middle and high school students' permanent academic records are maintained in the main office. These records are not kept in locked, fireproof file cabinets nor are they secured in locked offices during the school day. The safety of these records is not guaranteed because of the lack of appropriate storage practices. The guidance counselors' student records are kept in their respective offices in a locked file. Because all records are not stored in a secure, fireproof area, security of these records cannot be guaranteed. (school support staff, observations, school nurse)

GMHS has not been able to provide sufficient certified/licensed personnel and support staff to provide effective counseling or media services. Despite the dedicated efforts of the guidance counselors, there are only three counselors assigned to the school's 805 students. The middle school counselor works with approximately 383 students while the two high school counselors carry a split load. One counselor is the department head and carries a reduced student load of approximately 190. The second counselor has approximately 230 students. The recent addition of a full-time social worker improves the school's ability to meet the needs of at-risk students and collaborate with local health and service providers. However, the current staffing levels and the alignment of guidance counselors negatively impact the counselors' abilities to meet the needs of all students. In addition, recent reductions in the media center staffing levels limit the availability of the library's services. In order to compensate for this change, the media/library specialist has fewer opportunities to take advantage of departmental common planning time. As a result, he is limited in his ability to expand the media center's involvement in curriculum and instruction. (teachers, school support staff, self-study)

The guidance department provides an array of services for its students. One of the primary responsibilities of the guidance department is individual counseling which takes place through informal meetings, scheduled appointments, and student requests. The school's social worker provides additional assistance by meeting with groups of students in alternative settings in order to teach social skills and address the needs of their individualized education programs (IEPs). In conjunction with the guidance counselors, the social worker also works with community health and mental health providers. She has developed a directory of local service providers who are available to work with at-risk students and those in need of assistance beyond the school's capabilities. Another responsibility of the guidance department is scheduling. The middle school counselor communicates information to students about course offerings and scheduling by visiting math classes. The high school counselors provide similar information through meetings with the students' English classes. Counselors also play an integral role in the delivery of special education services. The student assistance team meets weekly to identify underperforming students and their social or academic needs. Based on the outcome of these meetings, students may be referred to the special education department. Through these activities, the guidance department makes efforts to meet the diverse needs of its students. The delivery of this support is dependent upon appropriate staffing levels and manageable student to counselor ratios. (school support staff, teachers, self-study)

The health services at Georgetown Middle/High School address ongoing student health needs in a variety of ways. Students report that they feel comfortable receiving care from the school nurse. In addition, 87% of parents express trust in the health services' procedures in the event that their child becomes ill. The school nurse provides preventive health services with state mandated screenings and reporting. She also provides direct intervention services for students through parent contact and referrals to Health Quarters and other local counseling centers. Health information and brochures are available in the health office. Parent and community communication is addressed through letters and phone calls from this office. In addition, the school nurse is a member of the student assistance team and the school's emergency response team. The collaborative relationship between the student support services, administration, and parents positively addresses the needs of the students. (school support staff, self-study, observations)

Although teachers often seek the assistance of the media specialist, there is very little formal integration of library/information services into the curriculum and instruction. Teachers often obtain help from the media center, signing out televisions or DVD players or seeking audio visual and technical support. Formal integration of curriculum and instruction takes place during the sixth grade. All sixth graders receive an initial training in the variety of the library's resources and the ways to access them. Staff members who use the library are self-directed and do not follow a school plan for the integration of technology in the classroom. As a result, the media services are limited in their ability to promote teaching and learning. (teachers, school support staff, media specialist)

There are several ways in which the library/information services personnel become knowledgeable about the school's curriculum in order to support its implementation. The library/media specialist attends monthly department head meetings and participates in the yearly review of the school's program of studies. He also responds to teachers' requests for instructional materials or other resources needed for their lessons. Additionally, he maintains an electronic file of the materials that teachers request for instructional units. This documentation provides the opportunity for greater curricular coordination between the teachers and the media specialist. Nevertheless, the services provided by the library/information services are not formally included in the curriculum. The lack of appropriate technology and the limited formalized connection of the media services to the academic departments

reduce the media specialist's ability to utilize his knowledge of the curriculum. Without appropriate resources and programs the media center will not be an integral part of the educational process. (school support staff, school leadership team, teachers)

The library/information services cannot provide materials and technology that are responsive to teaching and learning needs. The media center houses two computer labs that contain aging computers. These computers, some of which were received as donations from Hopkinton High School, have reduced the capability to update the school's technology with appropriate software because of limited memory capacity. Despite the efforts of the school's computer technicians, the computers do not adequately support student learning. This prevents the teachers from fully using technology as an instructional tool. Media carts are available for classroom use through their departments at the high school and through teams at the middle school. On several occasions, the library media specialist has provided training on how to use these resources at the high school level. While these are valuable instructional tools, their availability is limited. Also, many of the library's print materials are outdated. The Massachusetts School Library Media Association (MSLMA) suggests that schools provide twenty texts per student. Based on these guidelines, the GMHS provides 1,000 fewer copies than recommended. The lack of sufficient and current library materials and technology negatively impacts the school's ability to remain responsive to student learning and to fulfill the mission. (teachers, school support staff, media specialist)

The library/information services are readily available to students and teachers; however, lack of appropriate resources prevents it from becoming an integral part of the students' educational experience. The library is open each day from 7:00am to 3:30pm and is frequently visited by students and teachers. Teachers appreciate the welcoming atmosphere of the media center and often bring classes there to make use of additional space and project materials for instruction. Students make use of the media center throughout the school day and beyond. Although the media center's availability promotes student learning, the limited resources and staff prevent the library/information services from becoming an integral part of the educational experience. (students, support staff, observations)

The library/media program does not sufficiently promote students' independent academic inquiry. Although the media center provides access to several electronic databases such as Infotrac and EPSCO, training for these systems is not readily available by media center staff. Students who wish to use these resources must seek this training beyond their normal academic program. In addition, the aging computers prevent the productive use of the Internet for research. These programmatic and technological shortcomings have a negative effect on the students' learning and do not allow the students to fulfill the school's expectations. (support staff, teachers, students)

The media specialist, with the assistance of administration and the approval of school committee, has established policies regarding the removal of resources and the regulation of the use of technology. The school committee has adopted policies for the removal of out-of-date or little used resources. In addition, the GMHS Internet Acceptable Use Policy is distributed to all staff members and students in the school handbook. The sign-off sheet at the end of the handbook confirms that the staff and students have agreed to the guidelines put forth by the library/media services. The school has installed Watchguard as a filter system to control student access to the Internet. This program allows the computer technician to filter additional sites as needed. Library policies regarding purchasing and removal of materials have been approved by the school committee. The policies put forth by the library media/specialist and the installation of Watchguard safeguard the school from inappropriate use of computers. (school support personal, central office personal, self-study)

The special education department works with guidance counselors and classroom teachers to identify, monitor, and refer students in need of special education services. The student support services director collaborates with students, parents, and teachers to identify and assess students in need. Each student receiving services from an individualized education program (IEP) works with an assigned liaison that monitors his/her progress and completes quarterly progress reports on his/her achievement. The special education staff also holds annual meetings to assess and update the services of the IEP. The school employs six special education teachers who often co-teach with other faculty members and provide additional academic support to students in need. Furthermore, the special education department provides directed studies which assist students in meeting their individualized goals. A full-time speech and language pathologist, four instructional tutors, and four full-time aides also provide support to students receiving services. Through the efforts of the special education department, students with learning disabilities have an increased ability to make academic progress and meet the objectives of the school's learning expectations. (school support staff, teachers, self-study)

COMMENDATIONS

1. The collaborative efforts of the student support services to assist student achievement
2. The efforts of student support services to extend community resources to the students of GMHS
3. The effective communication between student support services and the members of the school community
4. The variety of services provided by the guidance department to meet the diverse needs of students
5. The full range of health services provided by the school nurse
6. The diligence of the special education department in identifying, monitoring, and referring students in need of special education

RECOMMENDATIONS

1. Pursue additional ways to formalize the evaluation and revision of student support services
2. Comply with mandated security of all student records.
3. Ensure that all student support services are regularly evaluated and revised to support improved student learning
4. Establish the formal integration of library/information services into curriculum
5. Ensure that the staffing levels and the alignment of guidance counselors provide for a full range of comprehensive guidance services
6. Provide additional opportunities for the library/information personnel to utilize their knowledge of curriculum
7. Fund new print materials in the media center
8. Develop a comprehensive orientation program for faculty and students to familiarize them with, and train them in, the use of the electronic resources available in the library media center
9. Update and increase computer technology in the media center in order to facilitate meeting the school's mission and expectations for student learning

Support Standard

7

Community Resources for Learning

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster productive business/community/higher education partnerships that support student learning.
3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

CONCLUSIONS

Georgetown Middle/High School (GMHS) engages parents as partners in students' education and encourages a wide range of parental support. Over 50% of parents are involved in some way at GMHS. The school has a strong parent teacher association (PTA) involved in fundraising for purchases of textbooks, multimedia carts, and enrichment activities. Opportunities for parental visits include open houses, college fairs, parental conferences, student-led conferences, and parent information nights. Parents are involved in setting school policy through the school council, health advisory committee, parent advisory council, peer leaders, civil rights team, handbook committee, and interview committees. Outreach efforts are made through monthly newsletters, daily homework e-mails, phone calls, and the Internet. As a result of these efforts, the school has a strong parental presence and involvement which helps foster a school-parental partnership. (self-study, parents, Endicott survey)

GMHS fosters business, community, and higher education partnerships that support student learning. GMHS provides mentorship, job shadowing, and internships that expose students to real-world employment opportunities through school to career, the GMHS Tomorrow's Teacher Program, the Exploring Early Childhood Class, chamber of commerce, and business partnerships. The Georgetown Athletic Association (GAA) works with the school to support athletic programs. The school has recently established a store partnership with Suffolk University which has the potential to expand educational opportunities. Also, opportunities for faculty members to further their education are provided through a partnership with Gordon College. Through this partnership, the faculty receives reduced

tuition and Gordon College places many student teachers at GMHS. GMHS students may enroll in courses at several area colleges. The current resource officer position allows for community connections through his presence in the school. Also, he has had an increased role in classroom settings discussing government and civil rights. These opportunities enhance student learning beyond the classroom. (self-study, panel presentation, school support staff)

While the facility is currently used to maximum advantage, the present school site and plant do not adequately support all aspects of the educational program and support services. All classrooms have Internet access, but access to computers for instructional purposes is limited. One of the ways that the school has made efforts to compensate for its lack of technology is through the use of media carts. These carts which were provided by the PTA provide a computer with audio and projection capabilities for each department and team at GMHS. These carts receive more use within the classrooms with specific professional training of faculty members. GMHS has 3.8 floating teachers, a number expected to widen to 6.2 in FY07. The school has a bathroom used for storage space, outdated and inadequate computer labs, increasing class sizes, insufficient number of desks, and insufficient parking for all students. In addition, the stage is being used as a classroom and a space for extra-curricular activities. Science rooms on the first floor occasionally experience problems with humidity, drainage, and odor. Enrollment in some science classes exceeds lab bench space. The outdoor field space for athletics does not meet the needs of the program. The main gym's inadequate size has resulted in seating concerns and the bleachers pose a safety hazard by being less than three feet from the edge of the court. (self-study, panel presentation, school staff)

The physical plant and facilities are in compliance with federal and state laws and are in compliance with local fire, health, and safety regulations. GMHS uses an annual schedule that establishes timetables and procedures for maintenance and inspection. The schedule also establishes guidelines for drinking water testing, septic system operations, and generator and HVAC systems maintenance. All areas of the facility meet Massachusetts' handicapped regulations. The school department is also in the process of drafting a district-wide safety handbook. (self-study, school support staff, observations)

Equipment at GMHS is adequately catalogued and maintained. However, much of the technology is outdated, and there is no formal procedure for the replacement and updating of equipment. Equipment valued at or above \$250 is catalogued by department. The facilities department keeps a record of classroom furniture. The school's network technician keeps a record of computers and related items. The athletic director is in the process of developing a new system to inventory all sports equipment. Work orders are filled out when items need repair. Audiovisual equipment is cleaned annually. There are no capital funds for the replacement and purchase of new equipment. Some departments must rely on donations, debt exclusions, and student fees to pay for equipment needs. Many of the computers were obtained second-hand from Hopkinton High School. There are many problems with the availability, reliability, and speed of computers in the media center and computer labs. Only 37.7% of the staff is satisfied with the availability of educational equipment. The absence of a process for replacing and updating equipment negatively impacts the implementation of the school's mission statement and expectations for student learning that specifically requires training in technology. (self-study, teachers, Endicott survey)

Although the lead custodian and facility manager are confident in their abilities to maintain an appropriate maintenance and repair program, the reduction in staff and budgetary constraints have led to less than half the staff believing the school is clean and well maintained. Custodial funding is provided from outside the normal school department budget. The custodial staff has a detailed daily, weekly, and vacation period maintenance schedule, but is unable to complete items such as dusting above the floor level. Teachers feel that only 31.1% of repairs have been completed in a timely manner and that repairs are inconsistently provided. The facility manager has plans for a new web-based reporting procedure to alleviate some of these concerns. The building is used consistently during the school day, for after school programs, and for community and evening sporting events, thus placing a strain on maintenance staff and affecting cleanliness. Despite the efforts of the maintenance staff, the school is not cleaned or maintained adequately. (school support staff, facility tours, Endicott survey)

Georgetown Public Schools has an extensive program for reviewing future needs in the areas of programming, staffing, school enrollment, and the facility but is negatively affected by the lack of a comprehensive technology plan. The school board has a current five-year plan to address future needs, a completed feasibility study for the construction of a new building, and an approval for an engineering study for a new school. Computer software is in place to track student demographics, grades, transcripts, attendance, and to aid in master scheduling. Other software is in use to track special education students. The current technology plan has expired, and a new plan has not yet

been developed. A five-year financial plan addresses budget projects through fiscal year 2006. As a result of its program for reviewing future needs, GMHS has the capacity to plan appropriately for the fiscal and technological deficits that it currently faces. (school committee, administrators, teachers, Endicott survey)

The community and the district's governing body have not been able to provide an adequate and dependable source of revenue which provides for and maintains appropriate school programs supporting the school's mission. Although the school department makes efforts to be responsive to the trends and needs of GMHS and has developed a system of working with the faculty and staff to develop the budget, school enrollment increases have outpaced budget increases from 2002 to 2006. Per pupil expenditures rank Georgetown Middle/High School 320 out of 325 communities in the state while Georgetown's median family income ranks 50% higher than the state average. Also, the district relies on approximately 20% of its funds from sources outside the school department's budget including debt exclusions and warrant articles submitted at town meetings and attempted overrides. Only 13.1% of the faculty at GMHS and 25% of the school board believe funding is adequate, and only 27.9% of parents are satisfied with the school's funding. The use of athletic and extra-curricular user fees is essential to fund these programs. The reliance on funds from outside the district's budget creates an unreliable revenue source. The school board has submitted a budget with a 13.4% increase to the town's finance committee to try to alleviate this problem. Class sizes have increased and building usage has grown, creating space and maintenance issues. There is also a shortage of educational materials. GMHS can not continue to rely on outside sources of funding for essential educational programs. (Endicott survey, self-study, school community members)

A formal process which involves the faculty and administration is currently in place for the development and implementation of the school's budget. The process begins at the department level. The building principal meets with department heads and discusses the needs of each department in relation to the school's mission statement and expectations for student learning and the Massachusetts Curriculum Frameworks. During common planning time and other departmental meetings, faculty members discuss their needs, and purchase order forms are submitted to the administration for review. The administration regularly updates the staff and public on the budgetary process. After approval from the school committee, the budget is presented to the finance committee for approval at town meeting. Although this process is currently in place, the budgetary concerns and level funding of departmental budgets have created a level of frustration amongst staff members. Without appropriate funding, the process for the review and creation of the school's budget becomes ineffective. (self-study, school committee, teachers)

COMMENDATIONS

1. The active support of parents for the programs of the school
2. The efforts of Georgetown Middle/High School to form active business, community, and higher education partnerships and to involve the members of the community in the students' educational programs
3. The extensive program for reviewing future needs in the areas of programming, staffing, school enrollment, and the facility
4. The efforts of the PTA to supply school materials such as audiovisual carts, textbooks, and enrichment activities
5. The inclusive budgetary process

RECOMMENDATIONS

1. Develop adequate and dependable sources of revenue to fully fund educational programs at GMHS
2. Undertake a building needs audit to assess the short term and long term needs that must be met to ensure that the school can fully support and enhance all aspects of the educational program and the support services for student learning
3. Develop and fund a comprehensive technology plan to meet GMHS needs
4. Create and support a program for the replacement and updating of building equipment
5. Provide adequate storage space to fulfill departmental needs
6. Provide sufficient funding to allow for appropriate maintenance of the facility

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Georgetown Middle/High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

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

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

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty (60) days of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet CPSS Standards. The Commission's Substantive Change Policy is included in the Appendix on page 45. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

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

The visiting committee is appreciative of the warm hospitality show by the Georgetown school community during the site visit. As well, the preparedness of the school for the visit, the quality and comprehensiveness of the self-study, and the frankness and openness of the site interviews and meetings all contributed positively to the site visit experience and to the accuracy and relevance of the final report.

ROSTER OF TEAM MEMBERS

Evaluator	City, State
Helen Bryant	South Hamilton, Massachusetts
John Clements	Upton, Massachusetts
Maureen Duffy	Cohasset, Massachusetts
Mary Julie Gregorie	North Andover, Massachusetts
Douglas Lepisto	Gardner, Massachusetts
Paul Maguire	Swampscott, Massachusetts
John McCarthy	Duxbury, Massachusetts
Julie McMaster	Hudson, Massachusetts
Jackie Oros	Plaistow, New Hampshire
William Sanders	Bedford, Massachusetts
Nicholas Servidio	Harrisville, Rhode Island
Mary Sherman	Grafton, Massachusetts
Nancy Sweeney	Northbridge, Massachusetts
Ryan Whittaker	Wolfeboro, New Hampshire

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Commission on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

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

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