

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**Commission on Public Schools**

**Report of the Visiting Team for  
Joseph Case High School**

Swansea, MA

March 29, 2021 - March 30, 2021

**Mr. Troy Hopkins, Chair  
Brian McCann, Principal**

# School and Community Summary

---

## School and Community Summary

The town of Swansea, in Bristol County, Massachusetts, was established in 1668 and incorporated as a town in 1785, and is governed by selectmen and an administrator. Between Fall River, Massachusetts, and Providence, Rhode Island, Swansea is approximately 50 miles south of Boston and 200 miles northeast of New York City. Swansea is a rural/suburban community with a total area of 25.5 square miles and has a population of 16,834. Swansea is a seaside and historic community with 16 significant intact colonial houses. Residents value their town for its rural character, proximity to urban areas and the shore, and regard Swansea as a good place to raise families.

According to the 2010 U.S. Census, Swansea's population of 15,858 is 95.7 percent White, 0.3 percent African American, 0.7 percent Hispanic, 0.9 percent Asian, and 2.6 percent two or more races. Over 47 percent of Swansea residents are female and 52.3 percent are male. Residents over the age of 65 are 20.3 percent of the population, and 18.1 percent of residents are under the age of 18. In Swansea, there are a large number of first and second-generation immigrants, mainly Portuguese. Swansea residents primarily speak English but also communicate in Portuguese and Spanish.

Based on statistics from the Massachusetts Department of Employment and Training and U.S. Census, the unemployment rate in Swansea in December 2019 was 2.6 percent. The median household income in Swansea was \$83,010 in 2018. The rate of Swansea residents living below the poverty level in 2019 was 4.7 percent. There are 416 households earning less than \$10,000, while 841 earn under \$24,999 annually. The median home value in Swansea is approximately \$383,000. Swansea residents are employed primarily in office and administrative support, sales and management, construction or production, education, and food preparation. The educational status of adult residents in Swansea is diverse: 4 percent hold advanced degrees, 23 percent hold bachelor's degrees, and over 87 percent hold high school diplomas.

The Swansea public school system is comprised of four elementary schools, Gardner School (grades K – 2), Mark G. Hoyle School (grades P-K – 2), Elizabeth S. Brown School (grades 3 – 5), Joseph G. Luther School (grades 3 – 5), one junior high school, Joseph Case Junior High School (grades 6 – 8), and one high school, Joseph Case High School (grades 9 – 12). Total enrollment in the Swansea Public Schools is 2,026. There are four independent schools in the district: Stevens School, JRI Meadowridge Swansea Wood School, and South Coast Educational Collaborative.

Students in Swansea Public Schools are 93.8 percent White, 2.3 percent Hispanic, 1.8 percent multi-race/non-Hispanic, 1.1 percent Asian, 0.8 percent African American, and 0.2 percent Native American. The percent of ELL students enrolled in Swansea Public Schools is 0.5 percent. Joseph Case High School's current enrollment is 546 students. There are 295 males and 251 females. Enrollment has decreased by 6 percent from ten years ago when there were 581 students enrolled at JCHS. On average for the past three years, the student attendance rate has been approximately 93.7 percent. In the current school year, 30.21 percent of students at JCHS qualify for free or reduced-price lunch.

Expenditure per pupil for students assigned to the school for 2018 was \$13,665.86 per pupil, 2018 FTE - \$2,137.80 (in/out of district) and for 2017 was \$13,367.77 per pupil, and 2017 FTE - \$1,836.40 (in/out of district). In February 2020, the town meeting budget passed for the Swansea School Department was \$22,668,703.

Students at JCHS select different paths upon graduation. In the graduating class of 2020 approximately 54 percent of students enrolled in four-year colleges and 25 percent enrolled in two-year colleges and technical schools. Approximately 16 percent joined the workforce, none joined the military, and 5 percent had other plans. Graduates of Joseph Case High School enroll in many colleges and universities including prestigious universities such as Harvard University, Brown University, Northeastern University, and Boston University. There are opportunities for enrollment at community and junior colleges include at Bristol Community College and Community College of Rhode Island. The dropout rate for students in 2018-2019 was 0.4 percent.

Local educational opportunities available to students and the community include enrollment in Cases Little Faces (a preschool program run by and within the child care program at JCHS), South Coast Collaborative programs (alternative education and placement programs for students in Swansea and neighboring communities), internship open to JCHS students in their junior and senior years, and dual enrollment programs.

Joseph Case High School business and educational partnerships provide benefits to students, faculty, and to the greater Southeastern Massachusetts community. Partnerships with area colleges focus on the supervision and training of undergraduate and graduate students in the education field. These colleges include Bridgewater State University, University of Massachusetts Dartmouth, Wheaton College, and Providence College. The Bristol Community College Commonwealth Dual Enrollment Program is a partnership that allows eligible high school students to enroll in one college course each semester at no cost. Students do not pay for the tuition of any associated fees. Students who demonstrate financial need could be eligible to receive additional financial aid for books, supplies, and transportation. Students must meet the eligibility requirements set forth by the Commonwealth of Massachusetts, Bristol Community College, and Joseph Case High School to participate.

Other business partnerships include a video production program with Comcast and the local cable access station which is housed in the JCHS facility, a collaboration with Virtual High School, a partnership with the Attleboro Art Museum in which art students participate in an annual juried exhibition at the museum, the Martin House project, an ongoing history and drama educational partnership based on a local historic landmark that raises awareness of local history as high school students act as tour-guides to the house for visiting elementary students, Bay Coast Bank financial literacy program, and a fundraising relationship between the music program and Gillette Stadium.

A number of student recognition programs occur at JCHS and include the following: academic awards night, John and Abigail Adams Scholarship recipients, senior class night, National Honors Society, National Honor Society luncheon, child care banquet, the DAR Good Citizen Award, JCHS annual art show, the "Tweets," and numerous music concerts, programs, and Case High Theatre Company productions throughout the year.

## **Core Values, Beliefs, and Vision of the Graduate**

### **Mission**

Joseph Case High School will provide a safe, diverse and nurturing environment to help students become lifelong learners with 21st century skills.

\*\*

### **Core Values**

**Communication**

**Authentic learning opportunities**

**Shared responsibility in academic excellence and integrity**

**Engagement of students as active learners**

**Higher order thinking skills**

**Strong 21st century knowledge base**

\*\*

### **Beliefs about Learning via 21st Century Learning Expectations**

## Visions of the Graduate

**Communicators \*\* Collaborators \*\* Innovators**

**Problem-Solvers \*\*DigitalCitizens \*\* Global-Minded**

Students engage as **digital citizens**, embracing technology to make inquiry robust and authentic.

Students work independently and **collaboratively**.

Students **communicate** clearly and effectively.

Students are active learners, demonstrating **innovation**, iteration and adaptability.

Students **problem-solve** through analysis, evaluation and creation.

Students gain diverse, inclusive and **global-minded** perspectives that include:

- responsibility
- empathy
- resiliency.

# LEARNING CULTURE

---

## Learning Culture

*The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.*

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
  - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
  - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

# STUDENT LEARNING

---

## Student Learning

*The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.*

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
  - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

# PROFESSIONAL PRACTICES

---

## Professional Practices

*The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.*

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
  - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

# LEARNING SUPPORT

---

## Learning Support

*The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.*

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
  - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

# LEARNING RESOURCES

---

## Learning Resources

*The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.*

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
  - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

# Introduction

---

## 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 three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is comprised of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it show continued progress addressing identified needs.

### **Preparation for the Accreditation Visit - The School Self-Reflection**

Accreditation coordinators and a steering committee comprised of the professional staff were appointed to supervise the school's self-reflection and Accreditation process. At Joseph Case High School, a committee of nine members, including the principal, supervised all aspects of the Accreditation process. The steering committee organized an appropriate committee or committees to determine the quality of all programs, activities, and facilities available for young people by completing the school self-reflection.

Public schools evaluated by the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. Joseph Case High School used questionnaires developed by the Commission on Public Schools 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-reflection.

In addition, the professional staff was required to read and vote on Part 2 of the self-reflection to ensure that all voices were heard related to the alignment of the school to the Standards for Accreditation. All professional staff members were expected to participate in the self-reflection process either by participating on a committee or by participating in discussion and evidence gathering to support the school's alignment to the Standards.

### **The Process Used by the Visiting Team**

A visiting team of five members was assigned by the Commission on Public Schools to conduct a Collaborative Conference visit to Joseph Case High School in Swansea, MA. The visiting team members spent two days conducting a virtual visit; reviewed the self-reflection documents, which had been prepared for their examination; met with administrators, teachers, other school and system personnel, students and parents; and observed

classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation. The team also reviewed the proposed priority areas for the school's growth plan to be developed as part of the Accreditation process.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of Joseph Case High School.

# Foundational Element Ratings

---

## Foundational Element Ratings

Foundational Elements: School's Ratings Visitors' Ratings

1.1a - Learning Culture	Meets the Standard	Meets the Standard
1.2a - Learning Culture	Meets the Standard	Meets the Standard
2.2a - Student Learning	Meets the Standard	Meets the Standard
3.1a - Professional Practices	Meets the Standard	Meets the Standard
4.1a - Learning Support	Meets the Standard	Meets the Standard
5.1a - Learning Resources	Meets the Standard	Meets the Standard

# Foundational Element 1.1a - Learning Culture

---

## Narrative

Joseph Case High School comprehensively provides a safe environment for learners and adults. On the NEASC opinion survey, 81.5 percent of students and 100 percent of faculty indicated that they feel safe either all of the time or almost all of the time. The presence of adults in hallways during passing times and a school resource officer working in the school throughout the school day, add to a safe feeling for all. In addition, a teacher is assigned a roving duty each period on the first and second floor, carrying a walkie-talkie as they walk through the halls. Doors are locked during the school day. Visitors must be checked in at the main office and receive a visitor badge. According to building security procedures, anyone who sees a stranger in the school without a visitor badge is to immediately inform the main office. Cameras throughout the school are constantly recording, allowing for real-time monitoring and review of past footage. The two-way radio system allows staff to efficiently communicate any safety concerns. Cardinal Way was installed in 2014 to provide a second egress on and off the campus. Emergency drills are practiced regularly providing confidence to students and staff on how to respond in various situations. Students and staff are aware of how to report incidents of safety, bullying, discrimination, and harassment.

## Rating

Meets the Standard

# Foundational Element 1.2a - Learning Culture

---

## Narrative

Joseph Case High School has a written document that clearly describes its core values, beliefs about learning, and vision of the graduate. The core values are easily remembered since they are organized by CASE HS: **C**ommunication, **A**uthentic learning opportunities, **S**hared responsibility in academic excellence and integrity, **E**ngagement of students as active learners, **H**igher order thinking skills, **S**trong 21st century knowledge base. The school community is reminded of these core values daily on the morning announcements and they are also posted in every classroom. The beliefs about learning and vision of the graduate are identified in the following dispositions or transferable skills: communicators, collaborators, innovators, problem-solvers, digital citizens, and global-minded.

## Rating

Meets the Standard

# Foundational Element 2.2a - Student Learning

---

## Narrative

Joseph Case High School meets the standard as it has a written curriculum, with a consistent format for all courses in all departments, that includes units of study with guiding/essential questions, concepts, content, and skills, instructional strategies, and assessment practices that include the use of school-wide analytic and course-specific rubrics. The curriculum is a live document accessible through Google Drive. All completed curricula reflect content and skills that are tied directly to the vision of the graduate, and each subject area employs instructional methods and activities that connect the students to the school's newly implemented vision of the graduate.

## Rating

Meets the Standard

# **Foundational Element 3.1a - Professional Practices**

---

## **Narrative**

Joseph Case High School has a well-defined and current improvement/growth plan. The plan directly informs decision-making in the school based on the school's identified priorities. The school improvement plan (SIP) plan establishes six school-specific goals that are directly aligned to the district improvement plan (DIP). Each measurable goal is written to include specific actions, benchmarks, and outcomes/products.

## **Rating**

Meets the Standard

# **Foundational Element 4.1a - Learning Support**

---

## **Narrative**

Joseph Case High School has well-established intervention strategies designed to support students, as well as families. The guidance department provides many in-house services as well as connecting students and families with outside agencies and therapists. Adjustment counselors support the academic, social, and emotional wellness of students. Also, some student needs are identified through an advisory program. A school nurse and media specialist also provide needed support and interventions for students, and an English Language Learning coordinator assists students in accessing support services. There is a referral form that any parent, teacher, and staff member can use in order to start the process of providing interventions to students who need assistance.

## **Rating**

Meets the Standard

# **Foundational Element 5.1a - Learning Resources**

---

## **Narrative**

The community and district provide a school building and facilities that adequately support the delivery of curriculum, programs, and services. While the roof is in need of eventual replacement which is planned in the five-year capital improvement plan, regular repairs occur to maintain its functionality. There is more than adequate overall space and a variety of spaces to support programming as well as the current student and adult population. However, some of the classroom furniture is outdated. The school building and facilities ensure a safe, secure, and healthy environment for students and adults because they are cleaned daily and well-maintained. The school building and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

## **Rating**

Meets the Standard

# Standard 1 - Learning Culture

---

## Narrative

Joseph Case High School provides a safe, positive, respectful, and inclusive culture in most areas. In the 2020 NEASC opinion survey, 81 percent of students reported that they feel safe at school. Students also report that most teachers provide a safe environment to share diverse opinions and that they are given the opportunity to focus on their strengths in extracurriculars and classes that embrace the Senior Capstone Project. Unified sports teams and physical education classes provide an opportunity for students, with and without disabilities, the opportunity to develop teamwork skills and compete together. Students express that some of their courses demonstrate a commitment to equity and diversity through the curriculum and coursework, and teachers share that some faculty are engaged in book clubs and conversations around equity and diversity. In terms of access to school services, both parents and students express a need for increased support in addressing social-emotional needs and the college process from the guidance department. JCHS has developed advisories that allow students to build relationships with a teacher-advisor and discuss topics around social-emotional learning and share personal experiences about other topics of concern.

Joseph Case High School's core values, beliefs about learning, and vision of the graduate drive learning professional practices, learning support, and the provision and allocation of learning resources the majority of the time. The core values of the school community are announced daily, posted in each classroom, and included in the weekly memo to parents and families. Joseph Case High School developed a vision of the graduate based on the 21st century skills that already existed during the 2019-2020 school year. They were first released to faculty, then students and families early in 2020. According to the survey, 84 percent of faculty members and 72 percent of students reported they were familiar with the vision of the graduate. The vision of the graduate includes the attainment of transferable skills, knowledge, and understandings necessary for future success. Teachers and students report that the vision of the graduate is sometimes reflected in assignments, but that it is consistently driving instruction because students are learning skills that will transfer after graduation. Students and teachers report that the school frequently promotes a commitment to continuous improvement in classes such as Freshmen Academy which adjusts its curriculum based on the current needs of the students and in the revision of policies such as the academic integrity policy.

Joseph Case High School takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community in most areas. JCHS consistently supports high expectations for students and faculty within an environment that ensures a balance of academic, social, and civic opportunities for all. The school endeavors to meet the social and emotional needs of all students via its advisory program and a broad spectrum of extracurricular activities that provide multiple opportunities for interaction with adult mentors. More than 84 percent of students reported that a caring adult knows them well, and 83 percent of families reported that a caring adult knows their child well. Students report that the majority of teachers put relationships with students first and are available before and after school for academic support and to personally connect with students. Teachers, students, and parents state that the school community values connection. Teachers report a need for a more streamlined process to identify struggling students at the classroom level. Parents and students report that they would like to see the guidance department increase their connection with students for both social-emotional support and individualized support to navigate post-graduation planning.

The school community's professional culture often demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection. JCHS has implemented strategies to broaden opportunities for teachers to collaborate with each other to use research and reflection to improve student learning. The administration shows commitment to reflective practice in modeling a growth mindset by sharing stories of their own failures and growth with the school community. They have also held "Fed Ex" professional development days where teachers are provided the time to be innovative in their thinking around ways to improve the school experience for students. Staff are seen as stakeholders at the school as evidenced by the strong staff participation in the NEASC accreditation process, the communication structure from teacher to department head to administration, and a teacher survey that showed that almost all teachers are open to trying new things and making changes to their instruction based on self-evaluation. The English department reports that they meet to review AP and MCAS data to make adjustments to practice and teachers report that departments

have created common assessments to evaluate teaching and learning. Outside of monthly department meetings and occasional professional development days, JCHS provides contractually-limited structured, formal meeting times for educators to learn collaboratively, review data and feedback, and use evidence-based research to adjust practice and improve school programs and services.

Joseph Case High School's culture consistently promotes intellectual risk taking and personal and professional growth. The school has ensured that learners and educators understand that learning from mistakes is an important part of intellectual and personal growth. On the NEASC opinion survey, students were asked if they have been taught that mistakes are part of the learning process, and over 83 percent of students answered true. Faculty were also asked if they teach that mistakes are part of the learning process, and 84 percent agreed that it was a true statement, and 82 percent of families also agreed. Students report that many of their teachers include diverse perspectives in class and create classroom environments that support respectful discourse. In Instructional Technology and Health/P.E. classes, teachers emphasize the importance of persistence and opportunities for revision of student work. Students have the opportunity to participate in unified P.E. and sports for personal growth and to learn from others. Students show diverse perspectives, experimentation, and innovation by participating in the Student Short Film Showcase that allows students to show original short films to peers and the community. JCHS also facilitates a Tweets award show to reward students for the work they put into their films. The school also encourages personal and professional growth with "Positive Sign Thursday." The principal greets students each Thursday with a new sign that encourages advancement. Modeling professional growth, the principal published an article he wrote titled *Building Connections Through Storytelling*, in the March 2021, edition of *Principal Leadership* by the National Association of Secondary School Principals.

Joseph Case High School is implementing an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning in most settings. Department leaders are responsible for reviewing quarterly common assessment data with their teachers and adjusting practice to meet the needs of the students. The school uses a "Pineapple Chart" which is a tool that allows teachers to invite other teachers into their classroom to observe various lessons. This opportunity for peer observation encourages best teaching practices and opens the door to collaboration and guidance. Teachers meet with the principal or vice-principal to discuss strategies for improving the school and ways to increase teachers' voices. Teachers maintain the primary roles in writing curriculum, determining materials for courses, and setting standards for student behavior. The administration also encourages feedback in terms of in-service days and other professional development opportunities. Students feel they are given important leadership opportunities and are included in conversations about improving the overall school experience. For example, through their advisory sessions, students helped write the school's core values and vision of the graduate. Students also have the opportunity to participate in school government both within the school and by attending the state Student Government Day. The superintendent reports that he works closely with the principal to work on their shared administrator goals, but gives the principal the autonomy to manage the day-to-day operations of the school and drive the school culture.

Joseph Case High School is developing a school culture that fosters civic engagement and social and personal responsibility. On the NEASC survey, 68 percent of students state that they learn about current social issues and 63 percent of students state that they make contributions to the community. Ninety-two percent of students feel they take responsibility for their actions. Many extracurricular activities and clubs enable students to take part in local and state communal events and competitions and/or promote equity among all students. Regular advisory periods encourage social awareness, and also provide information regarding upstanding behavior. For instance, the September 11, 2019 advisory focused on commemorating 9/11 and sharing related personal stories. As part of the Bridging the Gap program, JCHS students spend time and build relationships with Swansea senior citizens at the town's Council on Aging, model their technological knowledge, play online memory games designed for senior citizens, and jointly participate in an exercise class. JCHS' Little Faces Preschool is an educational program offered at the high school to preschool-age children through which they are paired with high school students who engage the children in hands-on activities and lessons and model positive behavior. Seniors participate in Credit for Life, a financial literacy event offered to them and implemented by various volunteers from their community, such as local business people, who help them learn how to navigate and take responsibility for the multitude of financial obligations that await them in adulthood.

## Sources of Evidence

- central office personnel
- classroom observations
- community members
- department leaders
- NEASC survey
- parents
- school leadership
- self-reflection
- students
- teacher interview
- teachers

# Standard 2 - Student Learning

---

## Narrative

Joseph Case High School has a vision of the graduate firmly in place that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision. Since 2011, JCHS has used report cards to communicate progress on 21st century learning expectations, so when this shifted to a vision of the graduate, the school publicly informed students and families of the imminent transition to a vision of the graduate. After gaining input from students, families, advisories, faculty, and other stakeholders, the vision of the graduate was rolled out at the faculty gathering on January 8, 2020. On January 15, 2020, all advisors shared the vision of the graduate with advisories to gather feedback which was forwarded to the NEASC co-chairs. The principal presented the vision of the graduate to the school council in January of 2020. The transferable skills include digital citizenship, collaboration, communication, innovation, problem-solving and global-mindedness. The vision promotes engagement, collaboration, and communication to reflect students' understanding, responsibility, empathy, and resilience to promote dispositions necessary for success. The school is using allocated curriculum improvement time to incorporate the vision of the graduate into curriculum instruction and assessment practices. Most recently, departments met to discuss common targeted assessments by grade level to best reflect student performance related to the vision of the graduate criteria. The senior capstone project embraces the vision of the graduate. For this project, seniors choose a subject to research, decide how their research will advance new knowledge about the subject, and then they present and teach that information to their peers and others. The topics chosen by students reflect their interests beyond high school.

Joseph Case High School has a complete written curriculum in place across the school in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills that integrate the school's vision of the graduate. The curriculum is written to include assessment practices that include the use of school-wide analytic and course-specific rubrics. With the adoption and implementation of the vision of the graduate, the expectations are embedded into the curriculum documents. The curriculum is a live document accessible through Google Drive. All completed curricula reflect content and skills that are tied directly to the vision of the graduate, and each subject area employs instructional methods and activities that connect the students to the school's newly implemented vision of the graduate. For instance, the newly revised curricula place greater emphasis on a holistic view of expectations for students, including the transferable skills, content, understandings, and disposition that students should have by the time they graduate and a method of assessing each student's progress toward that vision. In addition, revisions to the curriculum are guided by the school's vision of the graduate.

Joseph Case High School's curriculum consistently ensures that learners demonstrate a depth of understanding over a breadth of knowledge. This is accomplished through curriculum that establishes connections across disciplines with an emphasis on the application of knowledge and the transfer of skills. Teachers in all content areas have included essential questions and formative assessment strategies to encourage and focus on depth of understanding, components that allow students to investigate topics in depth. The transfer of skills across disciplines is evident in the Senior Capstone project, a year-long senior research experience that allows students the opportunity to bridge learning across disciplines. Although the project is guided by senior English teachers, students choose topics from current events, the sciences, world cultures, and other disciplines. Students further transfer skills acquired through courses like Psychology or Statistics to further enhance the quality of their Capstone Project. With the addition of AP Seminar and AP Research, students are further provided the opportunity to transfer skills across disciplines. The course is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. All curriculum documents reflect an emphasis on knowledge of skills and application of knowledge. For example, lesson plans reflect allotted time for a variety of instructional activities and applications within a current 45-minute period. For example, lesson plans include introductions, teacher modeling of targeted skills, inquiry-based applications, and final assessment to demonstrate attainment of the skill sets. Students also take part in activities such as Mock Trial, authentic learning experiences such as creating videos and role-playing skits to practice foreign languages, and extensive cross-curricular skills in drama and art classes to practice public speaking and authentic writing. For example, students develop a musical from scratch by writing, producing, directing, creating the set and costumes, and

acting in it.

Joseph Case High School effectively implements instructional practices that are designed to meet the learning needs of each student. For example, in an Integrated Math 11 class, students review the statistics from a real-world problem about tanks during World War II. Students are also able to take notes digitally or on paper. The instructional material is presented visually and auditorily, and students can draw to better understand the content. Furthermore, the teacher models all concepts covered during the class. In a Portuguese I class, the instructor reviews material previously covered through a collaborative Jeopardy-style game where students work in teams to answer questions that were layered problems. They fill in the blank, identify the part of speech, and spell the word correctly. When they choose a category, they have a minute or so to discuss as a team and come to a consensus. This allows students to work towards their strengths as a collective and review material they may be weak in. Once they answer the question, if they are correct, the instructor further elaborates on the question if necessary. If they are wrong, the instructor gives other teams a chance to answer and then thoroughly covers the correct response. Formative assessments are used in the form of pretests and daily activators which allow teachers to adjust instruction. Group learning activities are purposefully organized through individual member role assignments and group-specific responsibilities. Within the regular classroom, additional support and alternative strategies are implemented to address the needs of students with individualized education programs.

At Joseph Case High School, across the school, students are often active learners who have opportunities to lead their own learning. Group learning activities are purposefully organized through individual member role assignments and group-specific responsibilities. Within the regular classroom, additional support and alternative strategies are implemented to address the needs of students with individualized education programs. In addition to this, students have the opportunity to lead their own learning through their senior capstone research project where students choose their subject or topic to research and independently research their topic throughout the year, culminating in a final project and presentation. Other opportunities include the school's Science Fair for ninth and tenth grade students where students create a science-based project to present to the community. Also, in an Integrated Math 10 class, students participate on teams in digital breakout rooms to collaborate on finding an equation from the coordinates of two points and other math problems and explain their reasoning to classmates. In Physical Education class, students are encouraged to create their own routines to create a mindset to prepare themselves for activities (i.e., throwing a free throw in basketball, morning routine before school). In Chemistry class, students are given the opportunity to "play" with the molecule simulation program independently to create molecules, determine the type of molecule geometry and electron geometry, and define the difference between the various types.

At Joseph Case High School, learners regularly engage in inquiry, problem-solving, and higher order thinking skills. For example, in one Geometry class, the teacher takes his class outside to throw a football in order to measure the time it takes for it to travel the distance from point A to point B. Students collect real-world data and apply it to situations such as this one after the completion of a large unit to provide students with an authentic synthesis of the skills they learned. In all departments, students are asked to question, analyze, and use creativity to be successful. Students are assessed in a variety of ways where they can demonstrate their understanding of a topic. In Spanish class, students complete a project where they create a children's book and are graded on the originality of their story, oral reading facility, and caliber of the book mock-up. In Visual Design, students complete projects that showcase their understanding of various concepts such as Kaleidoscope Names which is a project to gauge students' understanding of one-point perspective and color theory. Another project in that class allows students to express their personality in a monochromatic self-portrait. Courses use assessments that are deliberately designed and require learners to develop a full range of thinking skills and learning dispositions. Another example is a statistics project where students are required to think of a statistical question where they must identify all variables, treatments, and ways that data can be measured and interpreted. Students make connections and understand relationships in Unified Physical Education where students with and without physical and intellectual disabilities work together in "buddy" pairs during each lesson to accomplish a goal. Students partake in analysis and synthesis in science classes when they complete labs and transcribe the data learned to formal lab reports. Students also have an opportunity for analysis and synthesis in their freshman health class where they must analyze a world health issue and present this issue to the class. Students must choose a health concern that is prevalent in the world and research the possible solutions to solve the health concern. Once they find the possible solutions, they must analyze what solutions require government intervention and what can be done on an individual basis, eventually culminating in a persuasive essay presentation. In General Science class, students engage in a conversation about electromagnetic fields and gravity and related them to real-life situations and movies/media. They are asked to share with the class examples and answer

questions about the impact on the gravitation field when other masses come into play. Students use higher order thinking, problem-solving, and inquiry to develop independence, flexible thinking, and persistence in many different courses that they are required to take. An example of this is an interactive World War I game that is played in history class where students must work together to gain as many allies before the war starts and then develop and present a battle strategy to the teacher who will decide the victor. This complex game cognitively challenges students to use creativity and flexible thinking to accomplish this difficult task.

Joseph Case High School's learners consistently demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. For example, all departments use quarterly common assessments to inform instruction. At the end of each quarter, departments analyze data collected from these assessments to inform classroom instruction and curriculum. For example, in an English class, students complete a graphic organizer to practice textual analysis; the teacher then uses the results of that assessment to determine if students need more practice and provides it if necessary. Students then use the feedback from that assessment to write a formal essay analyzing that text. Assessments and projects are also given in common across courses that are taught by different teachers. Rubrics, clear assignment instruction sheets, and models are used to give students measurable criteria for success prior to graded assessments. Teacher evaluation feedback forms indicate that teachers are regularly and consistently checking for understanding throughout the class period. Additionally, on the NEASC survey, 80 percent of students said that teachers ask questions to be sure students are following along. The capstone project allows students to determine a learning focus based on their own interests, complete independent research to answer their own research question, and present their findings to their peers, teachers, administrators, family, and even community members. An area of growth cross-curricular learning, while assignments require students to use skills they have acquired across all their classes, teachers don't often combine their efforts to teach students the same concept across classes. The science department uses MCAS data to inform and drive instruction; foreign language classes collaborate on performance-based assessments to analyze student learning and growth, target problem areas, and adjust as necessary according to the data collected.

In many classes, learners at Joseph Case High School have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning. While there is currently no formal school-wide practice to ensure multiple and varied opportunities to demonstrate learning, many teachers have incorporated this as part of the foundation of their courses. Examples include retakes on formal assessments, test corrections, and rewrites and corrections of essays. Some students have accessed the opportunity to prove competencies through verbal expression in place of traditional written formats. Students receive corrective feedback on assessments in varied forms based on the course; for example, in English, a student will create a graphic organizer that is graded before they are responsible to draft a formal essay. Using the vision of the graduate on a biannual basis, teachers have assessed the students on their individual work habits. In Instructional Technology class, students receive feedback from teachers and peers throughout each project with opportunities to reflect on and revise their work, supporting their learning of woodworking and design. In a public speaking class, students participate in mock interviews about their future plans with community members and received feedback.

Learners at Joseph Case High School often use technology across all curricular areas to support, enhance, and demonstrate their learning. In an effort to ensure that all students use technology in an informed, effective, and ethical way to communicate clearly and creatively, the school currently has an acceptable use policy, which all students are provided with and sign on the first day of school. In an effort to personalize the pace of learning, in addition to supporting and supplementing student learning, the school provides a number of opportunities that use technology to further their education. The school is in its eighth year of providing Edgenuity, which gives students access to elective courses that they can take online. This is provided to students who have been out of school for extended periods of time for illness or other reasons. Additionally, the school has offered Virtual High School for 10 years, in which students can take a variety of AP and college prep courses that are not offered in the school. These classes, which are offered entirely online, give students access to courses and opportunities to prepare them for college. In addition to a diverse list of classes that they can take, the students are given the experiences of learning materials entirely online. All teachers have Google Classroom sites, in which materials for those classes can be presented. This can include, Google Classroom assignments and discussion boards, the presentation of videos and other online resources, electronic textbooks, and exemplars of student work. These materials can be accessed on students' phones with the Google Classroom app. This gives the students access to these school materials anywhere in which they have access to the appropriate technology. Teachers also assign projects and assignments in which students will use technology. Students are also given the

opportunity to attend one of the local colleges where they are given instruction on research and are given access to their online databases. After concluding the research and creation of a finished product, the students must then present those findings using Google Slides. This can also be seen in the school's Science Fair, where students in either their freshman or sophomore year use the technology available to them to research and prepare for a topic in the sciences in which they want to specialize. Using research skills, data collection and analysis, they then have to present a finished hypothesis and product to members of the community. The use of technology and sharing of these materials with the local community can also be seen in students' video projects. For example, students who are in some of the various video programs at the school use a variety of media technologies in creating student-written, filmed, and edited films. These students, after months of work, then present their films at the annual video award night called "The Tweets." In addition to this, the technology department has also credited a YouTube page, where all of these videos have been shared. In Chemistry class, students use "PNET" to simulate the addition and subtraction of molecules. They can add and subtract bonds, and the program creates a visual of what the molecule will look like and then answer questions to demonstrate understanding. In an English 12 class, students review for a test on Mary Shelley's *Frankenstein* using a self-paced program called Gimkit in which students earn fake money as the teacher narrates who is ahead. Students consistently report using multiple mediums of technology throughout various curriculum including making videos in foreign languages classes to demonstrate conversational skills, and creating movies for various classes through the school's TV studio. During the 2020-2021 school year, students were provided Chromebooks to take home if they did not have their own laptops, and technology devices were provided to all teachers. However, the school currently does not have one-to-one technology devices for all students and, while staff have Chromebooks, these are viewed by some staff members as inadequate to plan, store, and deliver the level of lessons they are expected to teach with technology in the 21st century.

## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- school leadership
- self-reflection
- student work
- students
- teachers

# Standard 3 - Professional Practices

---

## Narrative

Joseph Case High School partially engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate. Stakeholders include the administrative team, the school committee, and to a lesser extent, students and their families. The school is transitioning to the vision of the graduate from what used to be 21st century learning expectations. The vision of the graduate is written and has begun to be implemented. The school is working on familiarizing students and staff with the vision of a graduate. Elements of the vision of a graduate are shared daily with students via the morning announcements. Also, each department is tasked with evaluating students semi-annually on their progress towards meeting these expectations. There is a school council that meets monthly to design, discuss, and implement the school improvement plan (SIP). The council consists of parents, teachers, and students and is chaired by the principal. The SIP plan establishes six school-specific goals that are directly aligned to the district improvement plan (DIP). Each measurable goal is written to include specific actions, benchmarks, and outcomes/products. In 2019, the SIP report was 85 percent composed of initiatives that teachers came up with during "FedEx Day". The district has created a professional development committee set on meeting regularly to discuss and implement effective professional development at each level of the district. The needs of the whole child are being somewhat met by engaging students in a variety of programs both in and out of the classroom. This goal has been initiated in actions such as creating a welcoming committee for all freshmen and creating a wellness week, and the Muddy Puddles Welly Walk through the child care program. The school has established a Freshmen Academy which focuses on the whole student.

Educators often engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. Teachers use the evaluation system to reflect on best teaching practices, as the professional practice goals and student learning goals are aligned to state and district goals. Teachers report getting feedback on evaluation "within minutes" if not "immediately." Department meetings occur regularly, as do leadership meetings. The school's 2019-2020 calendar included four early releases and four full in-service days to collaborate, with a focus on NEASC accreditation and curriculum improvement. Teachers collaborate to share best practices routinely, many reported having a strong rapport with their colleagues and noted that everyone was "on a first-name basis." The school promotes professional development and supports teachers in continuing their education through graduate courses. The district has also offered a social and emotional learning workshop free of charge. The district has provided Sheltered English Immersion training for teachers who have students who are English language learners. However, many departments would like to see more autonomous and individualized professional development that is content-specific. In 2019, the district created a professional development advisory committee to identify professional development needs and monitor implementation and quality. There has been a recent focus on human capital management, as the principal has emphasized its need in professional growth and development.

Educators regularly examine a variety of evidence of student learning and well-being to improve instruction, assessment practices, programs, and services. Departments have developed common units and quarterly assessments for most courses. The school utilizes a leadership team that is staffed with department chairs and system-wide directors who regularly meet with the principal to discuss effective classroom strategies and school policies. There has not yet been evidence that the district leadership team has made progress in vertical alignment. Teachers use backwards design to ensure students are meeting learning goals for each unit and to inform instructional choices. All curriculum is housed via Google Suite and is easily accessible to all stakeholders. Educators use corrective action plans to identify curriculum gaps and serve as a catalyst for new strategies. Data is compiled from state testing. Students are provided with student exemplars in all subjects. There are some collaborative structures in place that support coordination and implementation of the curriculum. For example, there are regular after-school times once per month set aside for teachers to collaborate with their department and also with colleagues who teach the same course. Seventy-three percent of staff report revising curriculum with colleagues at least once per month. Despite this regular collaboration, departments still struggle to align their curricula with sending schools. More than half of the staff reported that collaboration with colleagues helped them improve student learning "a great deal" or "quite a bit." However, some staff report that there is not enough common planning time. This is particularly an issue for staff who teach multiple courses and special

educators, who need to meet with several groups of colleagues.

School-wide organizational practices are consistently and specifically designed to meet the learning needs of each student. A variety of Advanced Placement (AP), college prep, electives, English learner, and Virtual High School courses are offered. Many classes are taught by dual certified faculty, and sometimes include support from paraprofessionals. Elective courses support core courses to strengthen and enrich the overall program. Joseph Case High School offers students vocational educational opportunities as well, with the inclusion of instructional technology and child care programs. Students are able to receive their Early Childhood Education certification. The school provides multiple tracks that are designed specifically for the needs of certain populations such as the ARCH and CASE programs. Additionally, the CHIP system is an available intervention system that teachers can use to ensure that students who may need additional help are getting it.

There are some productive student, family, community, business, and higher education partnerships that support learning. Joseph Case High School offers an open house and two parent-teacher conferences each year, giving families valuable time with teachers to discuss the curriculum and class policies. Joseph Case High School offers an eighth grade night, where the principal, teachers, and extracurricular coordinators meet with eighth grade students and parents to discuss all that Joseph Case High School has to offer. Parents are involved in parent-teacher conferences, a transition program to welcome incoming ninth grade students each summer, and the school improvement council. The principal communicates with the families and staff through a weekly newsletter entitled "Cardinal Notes." Teachers also keep a "live gradebook" that parents can check on a regular basis, ensuring transparency in the classroom. Joseph Case High School also offered students the opportunity to participate in the Credit for Life program with a local bank, where students use the real-life application of knowledge to simulate financial realities and promote financial literacy. Students also participated in the Bridging the Gap program with the local senior center. Joseph Case High School also offers dual enrollment for students to receive college credit at Bristol Community College and a robust internship program. The principal and department chairs also host the Program of Studies Night, where parents and students are encouraged to learn more about the different courses offered for the upcoming school year. Also, parents and students have access to Google Classroom, where teachers hold virtual meetings, post instructional content, and post-class assignments throughout the year.

## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- school leadership
- school support staff
- self-reflection
- students
- teacher interview
- teachers

# Standard 4 - Learning Support

---

## Narrative

Some students receive appropriate intervention strategies to support their academic, social, and emotional success. Support services are available to all students and families. All services can be found through the guidance department, which can be viewed through the guidance website. Additional district services and information can be found on the district's website under the student services tab. on the NEASC survey, 70 percent of students said they know who to go to if they need social or emotional help. Families, especially those most in need, receive information about available student support services. Sixty-eight percent of students said they use academic support when they need them. The guidance department retains a list of local providers to service students' social and emotional needs outside of school but have reported that due to Covid there are long waiting lists to get students these essential services. An established protocol for referral is in place to support students' needs. A defined process to identify, refer, and provide interventions for students who need assistance is met through a local Pre-Referral Interventions/Strategies Form (CHIP). CHIP meetings are organized as needed. CHIPs are initiated by a parent, teacher, and/or other staff member who contacts guidance to establish a meeting. Ninety-four percent of teachers reported that they were familiar with the steps they needed to take to ensure students received the extra supports they needed. In addition, 84 percent of teachers reported that there is a system in place to find the supports needed. Faculty desire on-going professional development to reflect changes in special education policies. There is a Crisis Team that meets at the beginning of the year and then as needed. There are two alternative pathways available to students, the CASE program and the ARCH program. The CASE program focuses on extreme behavioral needs while the ARCH program is focused on students who have substantial learning differences. The school provides families with information about student support services in several ways including but not limited to, annual eighth grade open house, Program of Studies Night, the student handbook, and a weekly newsletter. Information is provided in student's home language when needed as well as information regarding ELL services.

Students have access to counseling services that meet some of their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel. The Joseph Case High School counseling services have an adequate number of certified/licensed personnel and support staff who deliver a written, developmental program, meet regularly with students to provide personal, academic, career, and college counseling, engage in individual and group meetings, deliver collaborative outreach and referral, and use ongoing relevant assessment data. A director of guidance oversees two full-time guidance counselors, one half-time guidance counselor/half-time school adjustment counselor, and one full-time secretary. The counselor caseload is divided by the students' last name. The half-time guidance counselor has a caseload of 126 students consisting of grades 9-12. The half-time school adjustment counselor services the general education population, as well as students that have counseling services on their IEP or 504 plan. Both full-time guidance counselors see students in grades 9-12. The director of guidance, who is coordinator of 504, MCAS, and AP, services 36 students in grades 9-12. The other guidance counselors have caseloads of 187 students and 199 students. There is a full-time school adjustment counselor, who services the Case Alternative Center for Education program (CACE), the Autism Spectrum Disorder Roadway through Case High program (ARCH), and the Transition program. The CACE program accommodates students with social/emotional disabilities. The ARCH program provides educational services to students with neurological, intellectual, and cognitive disabilities. The Transition program provides educational services to students between the ages of 18-22. The Swansea School District also employs a full-time school psychologist. Guidance has curriculum documents for the developmental guidance program that provides the philosophy, goals and objectives, the Mass Common Core alignment, and documents to support the practices and procedures of guidance. On some student IEPs, there is a designated amount of time that students must be seen by adjustment counselors and is documented in appointment books. In addition, guidance counselors keep X2 journal notes and there is a log in guidance that records the students' names as well as the time they signed in. In addition, guidance counselors meet with students at least twice a year, including presentations during English classes regarding career/college readiness, SAT Prep, and the college application process. Guidance has a list of local providers available upon request for families. JCHS also has partnerships with the Mass Rehab Commission, Mass Commission for the Blind, DCF, Mass Probation, Department of Transitional Assistance, and Department of Mental Health. School adjustment counselors have access to mental health therapists upon signing of a release.

All guidance counselors are involved in the referral process to community mental health agencies and social service providers. Students are referred to various community agencies for grief counseling, issues involving homelessness, depression, anxiety, bipolar disorder, substance abuse, school phobias, and panic attacks. The Department of Youth and Family Services works cooperatively with the school concerning issues of abuse and neglect. The counselors and administration have a strong working relationship with the probation officers at the Bristol County Juvenile Court in Fall River. Other area mental health agencies and social service organizations that the school has a partnership with include the Key Program for Oppositional Children, Fall River Area Hospice, St. Anne's Hospital Adolescent Sexual and Physical Abuse Program, Massachusetts Rehabilitation Commission, Department of Youth Services, Family Planning of Fall River, South Coast Collaborative, Citizens for Citizens, Department of Mental Health, Family Services of Fall River, the May Institute, Stanley Street Treatment and Resources Services, and the Massachusetts Commission for the Blind. Counseling groups are used for students with ARCH, Transitions, as well as CACE. Grief counseling groups are incorporated as needed. On the NEASC survey, 69 percent of families felt that a guidance counselor is available to them when they need one; whereas 76.3 percent of students felt that guidance counselors were available to them when they needed one. Additionally, 61 percent of families felt that students knew where to go if they needed social-emotional support. Seventy-one percent of students knew where to go if they needed social or emotional support.

Joseph Case High School students consistently receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel. The school has a fully qualified nurse. The school meets all applicable staffing guidelines regarding the school nurse to enrollment ratio. Ninety-six percent of students agree that "the nurse is available when I need help." One hundred percent of the faculty finds the agree "at this school, a nurse is available when students need help." The school nurse collaborates with other building staff including but not limited to teachers, counselors, psychologists, the adjustment counselor, the occupational therapist, the physical therapist, the speech pathologist, other nurses, and administrators. The nurse collaborates with the Swansea Public Schools Student Services department coordinating the physical examination portion required for initial and three-year evaluations for students with IEPs and 504s. The school nurse also collaborates with student's physicians and social workers and medical professionals in other agencies. The school nurse's responsibilities include assessing health issues, providing preventative health services, monitoring and administering medications and treatments, administering first aid and emergency care on and off-campus, and providing educational materials as well as assistance with psychological and psycho-social/behavioral health issues. Individual health care plans for students with chronic medical conditions are prepared, maintained, and reviewed yearly and on an ongoing basis. Part of the preventative care includes vision, hearing, postural screening, height/weight/body mass index, and SBIRT (screening, brief intervention, and referral to treatment). Notification of students' abnormal results are sent to parents/guardians via direct mail with a request for medical follow-up. Immunization reviews and surveys are conducted according to the DPH regulations for all high school and preschool students at Joseph Case High School. The nurse has access to the Massachusetts Immunization Information System (MIIS). All health records are reviewed, maintained, and updated regularly. Health records and medications are kept in a confidential and secure manner consistent with state and federal law in a locked cabinet. The nurse assists families in making referrals to other health care providers, agencies or practices. The nurse conducts personal health counseling and education. She participates in nurse-parent/guardian or teacher conferences, open houses, team meetings, pre-referral meetings (CHIP), as well as 504 and IEP meetings, when applicable. The nurse works in conjunction with the guidance department to coordinate services for students who may not be able to attend school due to medical reasons. She serves on the crisis team in conjunction with guidance and school administration. Documentation is done through the School Nurse Assistant Program (SNAP). Student visits, parent/guardian phone calls and all contact is maintained by the nurse via this system. Specific health histories/alerts and conditions are monitored and updated as needed. The data from this documentation is used as an evaluation of Health Services, tracking student illnesses and issues, and most recently for tracking and navigating COVID-19 data. The data is also used for the health services grant provided by the Comprehensive School Health Services Program through the MDPH. The nurses have worked collaboratively to provide up to date knowledge for parents and staff regarding COVID-19. The nurse is able to respond to any and all emergency situations throughout the school day, keeping an emergency bag within reach of the nurse's desk. The school has a part-time athletic trainer and a school physician. The school physician provides the school/sport physicals and is available to Swansea Public Schools on an as-needed, consultation basis. The school has two adjustment counselors that work collaboratively with the nurse to support the emotional well-being of students. The nurse also works very closely with the athletic director and athletic trainer for sports-related conditions and up-to-date physicals for all athletes. There is a formal back-to-school program for students with concussions. The nurse plays a critical role in the successful opening of the building during the COVID-19 pandemic. The school nurse works closely with the local and state departments of public health in

contact-tracing efforts and in providing vaccine information. The nurse also helps coordinate flu vaccine clinics. Ongoing work continues on a website to address teacher training for students' health-related issues and conditions. The goal is to educate staff on the health conditions of all students they teach.

Students at JCHS receive library/information services that support their learning from adequate, certified/licensed personnel the majority of the time. The library/media specialist (librarian) has a professional license in library studies. The Learning Commons hours are 7:10 a.m. to 3:15 p.m. (or as needed). The Learning Commons has a dedicated website with hours of operation, a mission statement, a listing of inventory, and other relevant information. The librarian helps teach the Freshman Academy course. In this course, freshmen are taught research skills and how to use the Learning Commons database. The librarian also assists seniors in choosing and researching their capstone projects. The librarian plays important roles in helping students with projects, in study halls, and in peer tutoring. The Learning Commons is used for a variety of functions including as a space for science fairs and the World Language Fair. The Learning Commons contains 24 desktop computers, a circulation desk laptop, a projector laptop, 30 Chromebooks, 1 projector, 3 teaming tables, 1 scanner, 1 colored printer, and two black and white printers. Some computers are equipped with important educational applications that support students with special needs. Eighty percent of students agree, "I can use the library when I need to, including before or after school." Seventy-nine percent of the faculty believes, "At this school, library/information services effectively support students' learning."

English Language Learners (ELL) and students with special needs and 504 plans consistently receive appropriate programs and services that support their learning from adequate, certified/licensed personnel. In order to enhance and improve the support and services for ELL students, students with special needs, and students with 504 plans, the school has inclusion for all students in a rigorous classroom environment. All students, including ELL students, students with 504 plans, and special needs students are supported by licensed personnel and support staff. However in 2020-2021, there were no ELL students. This alternative special education staff includes four paraeducators; two adjustment counselors, three special education teachers, one occupation therapist, one district-wide ELL teacher, two district-wide speech pathologists, and one occupational therapist for the district. The school uses physical therapy services from the Southcoast Collaborative. In addition, there are Sheltered English Immersion (SEI) endorsed teachers in all core content areas. In addition to the educators that are dedicated to students receiving additional support services, there are four special education certified teachers; one acting as a liaison for each content area. Professional development is offered to all staff with a focus on improvement for ELL and special education needs. On the NEASC survey, 58 percent of families felt that their child was receiving appropriate services and supports to meet their child's needs; whereas 96.5 percent of faculty felt that students with IEP and 504 plans receive appropriate services and supports. Certified personnel and support staff consistently collaborate in order to achieve each student's goals. Weekly leadership meetings occur among department heads and others to discuss student and overall well-being. Consistent conversations about the success of students continue in monthly staff meetings and more consistent interdepartmental meetings among classroom teachers. Classroom teachers provide feedback to liaisons to monitor progress and ensure all accommodations are met within the classroom. When there are ELL students, an ELL educator works with teachers to provide support to those students. Direct communication also exists with the special education liaison through the monitoring and assessment of a students' IEPs through annual reviews and three-year re-evaluations. All teachers are immediately informed through X2 about any changes to an accommodation plan. The communication between all members of the school leads to appropriate and challenging academic experiences for students. This is highlighted in the ARCH and CACE programs. The ARCH program is two-fold, first emphasizing the important knowledge and life skills expected from a high school curriculum and shifts to a transitional classroom teaching career and civic skills. The CACE program is for students with higher social-emotional needs and ensures students experience the rigors of a high school classroom while learning the skills needed to succeed outside of one. These specific programs, as well as the full inclusion of special education, ELL, and students with 504 plans, are further communicated through quarterly progress reports to ensure students are improving. Inclusion is a primary focus for the staff to ensure all English language learners, special needs students, and students with 504 plans the necessary support, services, and programs for their academic success. All teachers offer and work in appropriate accommodations for all students within their classroom.

## Sources of Evidence

- central office personnel
- classroom observations
- department leaders
- facility tour
- NEASC survey
- school leadership
- school support staff
- self-reflection
- student work
- students
- teacher interview
- teachers

# Standard 5 - Learning Resources

---

## Narrative

The community and district provide a sufficient school building as well as facilities that support the delivery of high quality curriculum, programs, and services. The school has an updated security system with cameras that are strategically located throughout the building. The school was initially built to serve 1,000 students in an open classroom model with 26 classrooms. Restructuring the school has resulted in plenty of space for the current enrollment of about 550 students. Classrooms and other learning spaces are adequately sized. The cafeteria, auditorium, and gymnasium are large enough to accommodate the number of students and staff for their uses, and the auditorium is large enough to hold town meetings. There are varied learning spaces in the school including science labs, computer labs, and the Learning Common. The building was built in 1975, and has experienced some issues typical of older school buildings. In particular, the building's roof has sporadically leaked and there have been issues in regulating building temperature. However, these issues are being addressed at the district level. The roof is regularly monitored for moisture and is sealed when necessary. The building has been recently outfitted with updated temperature controls. On the NEASC survey, 90 percent of students find that the statement "the building and/or grounds support my learning" is true. 89 percent of the faculty find that the statement "at this school, the building and/or grounds support student learning" is true. There have been minor difficulties in meeting local fire regulations, but these have been addressed by the assistant principal. Routine cleaning by the custodial staff was a problem during a time period in which the custodial staff was outsourced to a private company. These problems were mainly caused by staffing and supervision issues. However, these issues seem to have been resolved by reinstating the custodial staff as town employees.

The school/district provide limited time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. Although efforts have been made to give common prep time to teachers of common courses, there is a desire among staff for additional common planning time for teachers who are teaching like-courses to collaborate. Twenty-seven percent of the faculty reports having weekly or daily time built into their schedules to collaborate with other teachers. The remaining 73 percent of faculty report having only monthly, yearly, or no collaborative time at all. When possible, the principal provides substitute coverage for teachers to observe their colleagues teaching, in an effort to strengthen, align, and improve teaching practices, and to support professional collaboration through peer observation. Faculty meeting time is also given at the principal's discretion for teachers to collaborate. There are four full-day professional days and four half-day professional days built into the school calendar each year. Much of this scheduled professional time is dedicated to technology integration. The school and the district facilitate monthly professional time for 60 minutes after school. These monthly meetings vary between staff meetings, department meetings, and teacher-directed time. Topics include building initiatives, mandated training, professional collaboration, and curriculum writing and review. All district professional development resources are centrally controlled by the assistant superintendent's office. There are examples of meaningful professional development, such as the theater teacher being able to shadow another theater teacher in a different district. Another example is professional time during the summer months for teachers to improve AP curriculum development and revision. To help guide professional development, emails are sent to gauge faculty interest. The district administration actively encourages staff to seek their own professional development, but time and costs remain a challenge.

The community and the district's governing body provide limited funding to fully implement the curriculum, including co-curricular programs and other learning opportunities. There is a wide range of school programs and services including special education, English Language Learners, course selection, Advanced Placement (AP) courses, clubs, music, drama, film/community TV, and athletics. Co-curricular programs such as unified sports and theater are well-embedded in the culture of Joseph Case High School. Over 300 students participate in the theater program, which produces a variety of performances for the school community. Parents report a desire for the school to offer more electives in core subjects, particularly during junior and senior years. Current class sizes are generally appropriate. There is some concern within the faculty that current staffing levels may be inadequate to accommodate the impending increase in enrollment currently seen at Joseph Case Junior High School.

Twenty-eight percent of the faculty finds the following statement to be untrue to some degree: “At this school, we have enough money for co-curricular learning programs (e.g. field trips, after-school, educational events, etc.)” Fundraising programs such as those created by yearbook, drama, and music are needed to account for funding deficiencies. There has been funding for computer labs, school-wide Wi-Fi, projectors, Chromebook carts for students, and Chromebooks and desktop computers for teachers. School departments have annual budgets for instructional materials. Students, parents, and faculty overwhelmingly report having access to instructional materials, such as books, supplies, and equipment required for learning. However, furniture, technology, and equipment are not properly maintained or replaced when necessary. Classroom desks are antiquated and, in some cases, unusable. Teachers report difficulty in accessing technology support from the district for routine maintenance on computers, projectors, and internet accessibility. The lack of a comprehensive 1:1 student device program limits student learning possibilities in becoming global-minded, digital citizens.

Joseph Case High School and the district have adequate short-term and long-term plans to address the capital and maintenance needs of its building and facilities. A schedule of regular maintenance and repair for the building can be found in the high school maintenance and repair plan. Ongoing and projected capital improvements are documented in the town's capital improvement plan. There is also a plan in place to implement capital improvements to the building/facilities. A maintenance plan to ensure a safe, secure, and adequate building and campus is in place and reviewed periodically. The school district has a technology plan in place with short-term and long-term goals for the maintenance and upkeep of current technology, and purchasing of new technology. Teachers and students were provided with a Chromebook at the onset of the 2020-2021 school year. Teachers report some concern about the functionality of their Chromebooks, and the district's plans to repair and replace Chromebooks as needed. The district's technology department is currently unable to provide an adequate response to faculty and student needs. There is a system in place for faculty and students to submit technology-related issues to the district's technology department, but these issues often take a very long time to resolve and result in lost instructional and learning opportunities.

Joseph Case High School has infrastructure and protocols that are firmly in place to ensure effective responses in crisis situations. The school maintains a safety protocol by having staff and students practice evacuation procedures multiple times a year, and emergency protocols are posted in every classroom. Automated external defibrillator (AED) and first aid training are provided to staff. Coaches and the school nurse are CPR certified. There are two AEDs on campus accessible in unlocked wall cabinets strategically located throughout the building. Four additional AEDs are assigned to the athletic office and are brought to athletic practices and games. The school nurse provides verbal and written documentation to staff on students with special physical/medical needs such as but not limited to allergies, diabetes, and asthma. The nurse also provides regular communication and documentation to appropriate teachers, staff, parents, and coaches in accordance with the district's concussion policy. Teachers have access to crisis protocol information in their handbooks. The school is staffed with a school resource officer (SRO) during school hours. The building is locked during the day, with the exception of at the beginning of the school day. Visitors are required to check-in at the Main Office upon entering the building. The school has a safety committee composed of the school resource officer, faculty members, and the assistant principal who meet periodically to discuss safety procedures. Students are regularly reminded of evacuation procedures in case of an emergency. The school utilizes the Remind application to reach faculty directly on their mobile devices in crisis situations.

## **Sources of Evidence**

- central office personnel
- classroom observations
- community members
- department leaders
- facility tour
- NEASC survey
- parents
- school leadership
- school support staff

- self-reflection
- teacher interview
- teachers

# Priority Areas

---

## Priority Area

**The Collaborative Conference visiting team concurs with Priority Area #1 as identified by the school.**

Personalize professional development (1.4, 5.2)

### School Response

Like students, teachers thrive when choice is provided. Some teachers benefit and thrive from being part of large scale professional development offerings. Others have identified that they would like more content-specific opportunities. To avoid a one-size fits all approach and encourage empowerment in guiding your own improvement efforts, Joseph Case High School will offer a pathway to more content-specific professional development using existing structures.

These self-identified teaching staff members at Joseph Case High School will be more active and purposeful in developing and realizing more personalized, content-specific professional development through the SMART goal process. Using an existing mechanism where the school can recommend a course of action for one of the goals, teachers will be able to design department-based, academic-area specific trainings that focus of their identified area of need. These goals will have reverberations to student learning since they will be designed to fill in any existing gaps or needed updates to meet student curriculum goals.

This priority area will be woven into the School Improvement Plan 2021-2022. Finalized options will be also shared with the building's Professional Development Committee representatives who will share this with the district team. This data is imperative in scheduling district-wide and multi-school events so conflicts can be avoided.

Success will be measured in a twofold manner: successful individual completion of SMART goals and the incorporation of newfound, discipline-specific curriculum targets to be part of the evidence for the specific goal.

### Visiting Team Response

The visiting team fully endorses this goal and has learned of several examples in which personalized professional development has already occurred. Teachers shared that they were able to visit area high schools to learn from similar programs in their discipline. Also, some teachers were able to take courses online and attend Advanced Placement course teaching workshops. The FedEx professional learning days were highly appreciated by the faculty. The visiting team agrees with idea, "like students, teachers thrive when choice is provided", and have the opportunity to self-design their learning. The opportunities offered through this priority area will likely be embraced by a highly ambitious faculty and promote further creativity and innovation. The school may want to consider promoting the active sharing of learning among faculty who take part in personalized professional development. Also, this is an opportunity for the adults to model personalized learning for students. In addition, the building's Professional Development Committee can work to ensure the implementation of personalized professional development.

## Priority Area

**The Collaborative Conference visiting team concurs with Priority Area #2 as identified by the school, with several additional suggestions.**

Increase technology support to augment student learning (2.9, 5.3, 5.4)

### School Response

The teaching faculty believes that the school would benefit from the addition of a dedicated tech support person to address local tech concerns in a timely manner while serving as an advocate to future pedagogical needs as technology continues to flourish. At present, the district employs 1.5 persons to service seven buildings, including the high school. Timely repair and mindful acquisition will help facilitate the delivery of teaching and student learning.

This priority area will be woven into the School Improvement Plan 2022-2023. Success will be measured beyond the creation and hiring of new personnel. Set-up, updates and repairs will now be streamlined to result in drastically reduced wait time. Also, the position could also help assist the media specialist in the learning commons to develop new tech strategies to assist classroom teachers in the delivery of the curriculum.

### **Visiting Team Response**

The visiting team strongly supports dedicated technology support to augment student learning at the high school, including technology personnel specific to the needs of a modern high school. The visiting team believes that the current level of technology in the high school is inadequate to fully prepare students to be digital citizens, as well as enable teachers and administration to work and teach efficiently. One device to one student programming should be explored and heavily considered. We suggest that the school design a comprehensive technology improvement goal that is transparent to all stakeholders. The plan should include staffing and responsibilities, acquisition of devices, professional development and procedures for receiving support. As the school acquires more technology, the need for technology support will likely increase further. The visiting team suggests that the school also look for ways to provide immediate support within and among current staff and the student body. Having some back up devices may be part of a solution to limit loss of instruction and learning. In addition, attention may be given to the quality of technology devices acquired, so that necessary repairs are fewer.

## **Priority Area**

**The Collaborative Conference visiting team concurs with priority area #3 identified by the school and adds some suggestions.**

Develop and implement a process to ensure that all students, especially struggling students, are connected to the support necessary for success. (4.1, 4.2)

### **School Response**

Having identified the need for more connection between struggling students and the school community, the school will:

1. Design and implement a process to identify struggling students on the classroom level at mid-term and end-of-term;
2. Refer student to school counselor for initial meeting within three school days of referral;
3. Collaborate to determine the root of the concern and design a short-term action plan that includes the identification of resources available to the student and family;
4. Follow-up and update plan accordingly based on two-week data
5. Refer student, if necessary, to the school's CHIP team;
6. Coordinate small group strategy meetings with adjustment counselor;
7. Use the advisory program when appropriate to disseminate information to all school stakeholders about program.
8. Document all steps/meetings in existing administrative software;

In addition, the administrative and leadership team will begin to design and implement a plan for improved and more vertical alignment with the junior high school, helping to bridge the gap between grades 8 and 9.

Since both aspects of this priority area will be captured in the School Improvement Plan 2021-2022, benchmarks may be included to monitor these initiatives after each quarter. The plan will be successful as benchmarks are reached and our strategies iterated.

### **Visiting Team Response**

The visiting team agrees that this is a necessary goal and suggests that a more comprehensive definition of "struggling students" be clearly identified and included in this goal (e.g. struggles with academics, social, and/or emotional needs). Consider creating a protocol for assessing a student's needs and determining both immediate response and plan for follow up. The visiting team also suggests utilizing the guidance department more extensively and proactively to build connections with students and educate them on available supports, possibly through specifically outlined developmental guidance programming. The school may need to reexamine currently assigned responsibilities to guidance personnel and make some adjustments in order to make this happen.

# Commendations

---

## Commendation

The core values and vision of the graduate are known and understood by community members and reflected in the school culture and curriculum, as well as in a rubrics used to provide each student with feedback on their progress in meeting the goals of the vision of the graduate

The opportunity for students to participate in innovative activities that support personal growth

## Commendation

The numerous high quality opportunities for students to lead their own learning

The variety of assessments used by staff to collect data, analyze it, make corrections, provide feedback, and inform further instruction

## Commendation

The excellent collegial rapport that exists amongst staff members

The pervasive feeling of community and belief that students come first among staff and administration

## Commendation

The impressive array of learning opportunities offered through coursework or co-curricular opportunities like Cases Little Faces

## Commendation

The three effective alternative pathways for students designed to meet individual needs

## Commendation

The efforts of faculty and staff enabling Joseph Case High School to remain open in a hybrid model since September of 2020

## Commendation

The Learning Commons widely available to students before, during, and after school

## Commendation

The popular unified sports program

## **Commendation**

The inclusive theater arts program in which the majority of the student body participates

## **Commendation**

The quality safety protocols in place to respond to challenges and crises

# Recommendations

---

## Recommendation

Ensure continued sufficient collaborative learning time for professionals to refine and improve curriculum and instruction to directly reflect the vision of the graduate

## Recommendation

Design and implement a plan to collaborate more consistently between departments

## Recommendation

Formalize a best practice, within and among departments, for students to receive corrective feedback and use that feedback in meaningful ways to support their learning

## Recommendation

Examine and plan to improve the availability and quality of technology devices for students and staff

## Recommendation

Design and implement systems that promote vertical curriculum alignment within the district

## Recommendation

Engage students and families more in the guidance process including enhanced communication of various resources to support academic, social, and emotional needs, as well as planning for post-secondary experiences

## Recommendation

Ensure the Learning Commons has the resources needed to support students and the curriculum

## Recommendation

Ensure a plan is in place to maintain the building and replace antiquated equipment and furniture

## Recommendation

## Recommendation

# **FOLLOW-UP RESPONSIBILITIES**

---

This Collaborative Conference Report reflects the findings of the school's Self-Reflection and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

The Commission expects school officials to use the results of the Collaborative Conference Report as well as the school's identified Priority Areas for Growth to draft a school improvement/growth plan, and to review and implement the findings of the Self-Reflection and Collaborative Conference Report. An outline of the next steps in the Accreditation process is included in the Commission's Accreditation Handbook, which is available on the Commission's website.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. The school will complete a Summary Report and host a Decennial Accreditation visiting team two years after the Collaborative Conference to show progress implementing the school's Priority Areas. The Decennial visiting team will identify recommended next steps as well as additional recommendations for the school to continue to align with the Standards for Accreditation and to improve outcomes for students.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impact(s) the change has had on the school's ability to align with the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports of Planning and Progress and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need. The time and effort dedicated to the Self-Reflection and preparation for the visit ensured a successful Collaborative Conference visit.

# **SUBSTANTIVE CHANGE POLICY**

---

## **NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools**

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of 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
- grade level responsibilities of the principal
- 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
- takeover by the state
- inordinate user fees
- 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

# Roster of Team Members

---

## Chair(s)

**Chair: Mr. Troy Hopkins** - Ashford School

## Team Members

**Ms. Kelly Cavanaugh** - Canton High School

**William Childress** - Sandwich High School

**Michael Framarin** - Longmeadow High School

**Nicholas Tuccinardi** - Melrose High School