

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

Commission on Public Schools



Committee on Public Secondary Schools

**Report of the Visiting Team for
Bolton High School**

Bolton, CT

October 06, 2019 - October 09, 2019

Mr. Robert Littlefield, Chair
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STATEMENT ON LIMITATIONS

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

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

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

STANDARDS FOR ACCREDITATION

The Committee on Public Secondary School's Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

CURRICULUM

Teaching and Learning Standard

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of specific and measurable criteria for success, school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

INSTRUCTION

Teaching and Learning Standard

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

SCHOOL RESOURCES FOR LEARNING

Support Standard

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. 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 with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
 - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students

- perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school community develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

School and Community Summary

School and Community Summary

Bolton High School, in Bolton, Connecticut is located in Tolland County, within the northeastern corner of the Hartford metropolitan region. Nestled between several major access routes, including I-384, Route 44, and Route 6, Bolton has easy access to the Greater Hartford area, as well as to points throughout the eastern portion of the state. New York City, Boston and Providence are also within a reasonable driving distance (no more than two hours by car). Bolton High School occupies a rural campus of 54.8 acres of wooded land that includes a cross-country and nature trail, and is adjacent to residential areas. The town has also purchased land adjacent to the school which may be available for future athletic use. The school is approximately one mile from historic Bolton Center, near the town hall. Bolton is technically a suburban community, yet its expanses of farmland and forest preserve the town's rural character.

The town of Bolton was incorporated in 1720 and is one of the smallest towns in the state, occupying 15.5 square miles in land area with a population density of 319 people per square mile, compared to the state's population density of 679 people per square mile. Median household sale prices increased by 4.3% from 2013-2018. The median age in 2017 was 47 years, with the largest percentage of the population (23.7%) below the age of 20, with an average family size of 3. In 2016, Bolton's population was reported to be 4,950; 92.4% percent of the population is White, 4.3% Hispanic, 2.3% Asian, 1.1% is Black, and no other subgroup comprises more than 1% of the population. The median family income is \$91,087, compared with a median income of \$71,755 in the state of Connecticut. In 2016, the unemployment rate was 3.6%, compared to a 5.1% rate in Connecticut. In 2018, 3.2% of the general Bolton population lived below the poverty level, and 17.5% of the school population was eligible for free or reduced-price meals under the guidelines of the Federal Free Lunch Program. As a result of the 2010 Census, no funds are provided to the school through participation in Title I.

The major industries in the town are agriculture, manufacturing of printed circuits, commercial cleaning solvents, and small machine shops. Bolton residents, however, work primarily in the larger cities and towns in the surrounding area such as Hartford, Manchester and East Hartford. Bolton is just over 90% residential; because there is very little commercial industry or development in town, the majority of the burden for funding town and school operations falls on households. Most local businesses are small enterprises that are sole proprietorships or partnerships, many of which are located on Route 44. Bolton Ice Palace, located on Route 6, operates as a public skating rink and venue for local high school hockey teams. The town government, including the Board of Education, employs the greatest number of people, with Simoniz USA, Bolton Veterinary Hospital, Munson's Chocolates, and Carlyle Johnson Machine Company as the town's other major employers. Two other prominent businesses in town include the dining establishments A Villa Louisa and Georgina's Restaurant and Banquets, both of which offer spaces for social gatherings.

Two schools serve the town of Bolton: Bolton High School, with its population of 266 students in the 2018-2019 academic year, and Bolton Center School which enrolled 519 students in grades pre-K through 8. There is very little movement out of the public schools in Bolton, with 95% of the total student population in Bolton attending its schools. In 2011, a total expansion and renovation project of the high school included the addition of a student commons, science labs, a culinary lab, a child development lab, a technology education center, and a library media center.

Bolton Public Schools expended \$17,935 per pupil in 2017-2018. In fiscal year 2018, state, federal, and other resources accounted for 31.02% of all funds received by the district, leaving 68.98% of funding to be obtained through local resources. 68.98% of local property taxes was allocated to the public schools in 2017-2018. The high school serves the community of Bolton and offers enrollment to students in Columbia, Connecticut, and in Hartford, Connecticut through the Open Choice Program. Currently, Bolton High School is serving 54 students

from Columbia. Eighty percent of the revenue from tuition paid by the town of Columbia is directed towards offsetting the cost of the 2011 Bolton High School Building Project, and 20% is used to offset town expenditures. In addition, employees of the Bolton Public Schools who reside in other towns have the option of enrolling their own children in the Bolton school system for a reduced tuition rate.

Bolton High School includes students in grades 9-12, with a total enrollment of 266 students in 2018-2019, comprised of 147 males and 119 females. The school population has decreased slightly since 2014. This decrease has been tempered by non-resident and Open Choice students. The ethnic, racial, and cultural composition has remained constant, with 7% Hispanic students, 6% Black students, 4% Asian students, and 0.4% American Indian/Alaskan native students enrolled during the 2018-19 school year. There are currently 14 students who attend Bolton High School through the Open Choice program. Open Choice is a statewide effort to close the achievement gap affecting students whose educational opportunities are limited by racial, ethnic, or economic isolation, special education needs, or low-performing schools. Over the past four years, Bolton High School has had a graduation rate of 94%-98%. The average daily student attendance was 96.6%, and the average attendance rate among teachers was 94.3%.

There are 32 full-time and 3 part time teachers at Bolton High School. Classes range in size from 2 to 26, with an average of 11 students, and the Board of Education has been willing to accommodate very small class sizes in honors or Advanced Placement classes and in enhanced learning classes. The student:teacher ratio is 8:1. Students attend school for 181 days and follow a traditional eight-period schedule of 43-minute classes three days a week. Two days a week students attend 80-minute block classes along with a 40-minute Connections period which is used for advisory discussions, remediation, and personalized learning opportunities. All teachers have a class period incorporated into their schedules for remediation, during which time students may seek extra help or personalized instruction. Teachers are also assigned to a professional learning community (PLC) that meets weekly during the school day for 80 minutes.

Bolton High School's recent emphasis has been on moving toward mastery-based learning in order to better meet the needs of all learners while maintaining flexibility, responsiveness, and creativity in the classroom. We prioritize and assess the transferable skills of critical thinking, communication, creative and practical problem solving, global citizenship, and self-direction. All students are required to complete four credits of English, social studies and mathematics, three credits of science, two credits in health and physical education, two credits in career and technical education or the fine arts, one world language course, and must complete both a freshman study skills course and a year-long senior capstone project. The remainder of students' programs are filled by their choice of a variety of elective courses. A total of twenty-five credits is needed for graduation. Students in grades 9 through 12 may select courses that have been designated as college preparatory, honors, Advanced Placement, or offered in conjunction with Manchester Community College or the University of Connecticut Early College Experience program. There are currently 11 AP courses and 10 college credit courses offered at Bolton High School. As part of the Bolton High School graduation requirements, seniors must complete and pass an individual senior demonstration project under the guidance of an adult mentor. The focus of the senior demonstration is to engage each student in a personalized experience with the opportunity to apply and demonstrate interdisciplinary skills and knowledge while investigating an area of interest. Students also complete a health/career portfolio and a minimum of 50 hours of community service.

In 2018, 70% of the senior class, 35% of the junior class, and 3% of the sophomore class sat for a total of 72 AP exams, representing 12 different Advanced Placement courses. 86% scored a 3 or better, 53% scored a 4 or better, and 28% scored a 5. In the last five years, 28 BHS students have been recognized as AP Scholars by the College Board. Eighteen students have been recognized as AP Scholars with honors and twelve students have been recognized as AP Scholars with distinction. In addition, Bolton High School was recently named by the College Board to the 2019 AP District Honor Roll.

Over the last four years, an average of 70% of graduates have attended four-year colleges, 21% enrolled in two-

year colleges, 1% enrolled in business and technical schools, 2.6% percent entered the workforce, and 1% entered the military. Recent graduates are attending a variety of colleges and universities such as the University of Connecticut in nearby Storrs, University of New Haven, University of Hartford, New York University, University of Rhode Island, Columbia University, College of the Holy Cross, Eastern Connecticut State University in Willimantic, and Manchester Community College. Bolton High School also provides a fifth year experience for students to earn the necessary credits in order to earn a diploma. One student participated in this program during the 2018-2019 school year. Two students in the 2018-2019 school year participated in the Rockville credit completion program in order to obtain their diploma.

Bolton High School engages with neighboring businesses through a number of initiatives including a job-shadowing experience that every student must undertake. Students in the special education transition program work closely with local businesses, such as the neighboring grocery store and pharmacy, to gain necessary life and work skills. We continue to promote and foster enrollment in the College Career Pathways through Manchester Community College, the University of Connecticut Early College Experience, Virtual High School, and AP programs, providing students the opportunity to earn college credit in a variety of ways.

Bolton High School was recently named a Connecticut School of Distinction three years in a row and was named as a National Blue Ribbon School by the United States Department of Education in 2016. Students are recognized for their accomplishments through a variety of means. Each month, students are recognized by the superintendent at the Board of Education meetings for their contributions to the school and community. Athletic achievements are acknowledged during end-of-season sports awards ceremonies at the high school and by the Connecticut Association of Schools and the Connecticut Interscholastic Athletic Conference. In addition, local newspapers sponsor academic and athletic achievement awards and business/community-sponsored scholarships are offered to graduating seniors. Each spring, the school honors students from all spectra of the school in award ceremonies recognizing individual student achievement in academics, extracurriculars, and community service. Students can also be nominated to serve as members of the National Honor Society and the French, Spanish, and Latin honor societies. The Bolton High School music department has competed in nationally recognized festivals in Washington, DC, Virginia, and Florida. Musicians from the school regularly represent the school at the NCCC Music Festival, the Connecticut Eastern Regional Festival, and the Connecticut All State Festival. Students have also participated at the state and national level in Future Business Leaders of America competitions and at the state level in the Envirothon and VEX Robotics competitions.

Core Values, Beliefs and Learning Expectations

Attached is the high school's Portrait of a Graduate and vision statement.

Related Files

- [2019-04-05-07:54_POG 1.pdf](#)

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 four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on International Education (CIE).

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

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

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

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Bolton High School, a committee of 5 members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people.

The self-study of Bolton High School extended over a period of 17 school months from December 2017 to June 2019.

Public schools evaluated by the Committee on Public Secondary 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, and learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Bolton High School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

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

The Process Used by the Visiting Team

A visiting team of 12 members was assigned by the Committee on Public Secondary Schools to evaluate Bolton High School. The visiting team members spent four days in Bolton, CT, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, guidance counselors, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Bolton High School.

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

- review of the school's self-study materials
- 36 hours shadowing 12 students for a half-day
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 24 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

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 with each Indicator in the Standards sections of the report. The seven Standards for Accreditation reports include 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 to better align with Committee Standards.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of Bolton High School.

Standard 1 Indicator 1

Conclusions

The school community engaged in a dynamic, collaborative, and inclusive process, informed by current research-based best practices, to identify and commit to its core values and beliefs about learning.

A group of teachers, administrators, students, parents and board of education members met from January through March of 2015 to review and revise the core values, beliefs, and learning expectations for Bolton students. The three-month process included an examination of research, analysis of achievement data, and gathering of input through multiple surveys. The strategic team meetings totaled over 25 hours of work during the three-month span. In May 2015 the board of education approved the core values, beliefs, and learning expectations and incorporated them into a comprehensive district strategic plan. The plan included a mission statement, vision statement, a Portrait of a Bolton Graduate, and five "Transferable Skills" with performance indicators and rubrics for each. The strategic plan steering committee meets yearly to review and revise the district plan. In 2020, the school strategic planning team plans to revise or review the core values, beliefs, and learning expectations.

Because the Bolton school community engaged in a dynamic, collaborative, and inclusive process, their core values and beliefs about learning reflect the feelings of the community and serve to inform their Transferable Skills and Portrait of a Bolton Graduate.

Sources of Evidence

- self-study
- teacher interview
- parents

Standard 1 Indicator 2

Conclusions

The Bolton school community has challenging and measurable 21st-century learning expectations for all students which address academic, social, and civic competencies. Each expectation is defined by criteria for success, such as school-wide analytic rubrics, which target high levels of achievement.

The Bolton Public Schools Portrait of a Graduate identifies the desired traits that its graduates will possess to be college, career, and life ready. They include content mastery, lifelong learning and innovation, and civic and global engagement. The five transferable skills measure each student's critical thinking, communication, creative and practical problem solving, citizenship, and self-direction for learning using performance indicators and school-wide rubrics to measure student performance. The district has also adopted a mastery-based approach to learning, meaning that while some students may take longer to demonstrate achievement of a skill, it is important to afford each student the opportunity to grow and continue to learn until mastery is achieved. As a result, Bolton students are often given several opportunities to revise their work.

Because the Bolton community developed its Portrait of a Graduate and transferable skills, all stakeholders are aware of the knowledge and skills that each Bolton student should be able to demonstrate upon graduation.

Sources of Evidence

- self-study
- teacher interview
- students

Standard 1 Indicator 3

Conclusions

The school's core values, beliefs, and 21st century learning expectations have been reflected in the culture of the school in the past, but have undergone recent revision as the community worked collaboratively to create their new Portrait of a Graduate. The revised core values, beliefs, and expectations are beginning to be reflected in the culture of the school, somewhat drive curriculum, instruction, and assessment in every classroom, and are just beginning to guide the school's policies, procedures, decisions, and resource allocations.

The mission statement is featured on the district's website, in the student planners, and in the classrooms. The transferable skills are also prominently and attractively featured in every classroom and learning space throughout the school. Seventy-five percent of staff members report that they consider the school's core values, beliefs and 21st century learning expectations when making important decisions about teaching. Almost half of the faculty members believe that the core values and beliefs are reflected in the school's culture. Students report that the teachers have a better understanding of the transferable skills than they do. Additionally, students reported that there is room for growth in the usage, application, and communication of student progress regarding the transferable skills in their classes. The review of student work demonstrated that 30.8 percent of the student work showed an indirect alignment, and an equal portion of the student work showed a direct alignment with the Transferable Skills. These data corroborated the visiting committee's conclusion that while faculty members are versed in the use and application of the Transferable Skills, there is room for further growth in the use and measurement of those skills.

When the Transferable Skills are further interwoven into the school's curriculum and day-to-day lessons, the students will be more familiar with what is expected of them and how their progress toward achievement is being measured.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

The school and district are committed to the regular review and revision of their core values, beliefs, and 21st-century learning expectations based on research, multiple data sources, as well as on district and school community priorities. The steering committee regularly revisits the core values and guiding beliefs in its annual review of the district strategic plan. Faculty meetings and professional development days provide evidence of a concerted effort to share lessons incorporating the Transferable Skills and the scoring criteria used to measure mastery. When additional time and resources are used to review, score, and track student growth using the Transferable Skills criteria on a regular basis, the students, parents, and community will have a greater understanding of each student's progress on these important skills.

Sources of Evidence

- student work
- teacher interview
- teachers
- students
- school leadership

Standard 1 Commendations

Commendation

The collaborative, research-based, and dynamic process employed to identify the district's core values, beliefs, and 21st-century learning expectations for students

Commendation

The commitment to regularly review and revise the core values, beliefs, and 21st-century learning expectations on a regular basis

Commendation

The identification of Transferable Skills and the development of corresponding school-wide analytic rubrics with targeted levels of achievement

Commendation

The adoption of the mastery-based approach to student learning that allows students multiple opportunities to achieve proficiency

Commendation

The prominent display of the school's Transferable Skills throughout the school

Standard 1 Recommendations

Recommendation

Formalize the measures used in the assessment of the Transferable Skills by all teachers across the curriculum

Recommendation

Provide adequate formal time and resources for teachers to reflect on application, measurement, and revision of the Bolton Transferable Skills utilizing multiple data sources, including aggregate data from the school-wide analytic rubrics that assesses student performance

Standard 2 Indicator 1

Conclusions

As a direct result of its district's strategic plan, Bolton High School has established 21st-century learning expectations for students in the form of Transferable Skills. The school is in the process of aligning its curriculum with the Transferable Skills to assure that all students practice and achieve mastery of the expectations that are an essential part of Bolton High School's Portrait of a Graduate.

In addition to the learning opportunities described in the school's program of studies, Bolton students enjoy access to an impressive array of opportunities to develop the Transferable Skills through co-curricular activities and interscholastic athletics. The current curriculum guides clearly provide teachers with opportunities to identify connections between course content and the Transferable Skills. Throughout the curriculum alignment process, clear communication to articulate which learning expectations teachers are responsible for is critical to ensure equitable opportunities for mastery. All indications are that the school is moving in the directions that all students will practice and achieve their Transferable Skills.

With further alignment between the school's curriculum and its Transferable Skills, there will be a greater likelihood for students to achieve Bolton's Portrait of a Graduate.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- department leaders
- school leadership
- Endicott survey

Standard 2 Indicator 2

Conclusions

For many courses in Bolton High School's program of studies, the curriculum is written in a detailed, common format using the Atlas/Rubicon curriculum mapping platform. The online platform allows access for teachers to continuously adjust the curriculum to meet the needs of students.

The school district has committed considerable time and other resources toward the effort of entering course curricula into the Atlas format. The format includes units of study with essential questions, concepts, content, skills, and vocabulary. Some curriculum areas are further along in the mapping process than others and have begun to align courses to the school's Transferable Skills. The district's director of instructional technology and curriculum has led the effort, along with academic leaders to facilitate teacher time away from the classroom to engage in curriculum design. Teachers have dedicated considerable time toward entering curriculum documents into the software platform, making it easy for teachers to access. The progression of the curriculum through multiple grade levels can be observed by navigating the Atlas software. Instructional strategies, rather than being listed in the curriculum documents, are left to the determination of individual teachers. Teachers at BHS are continually revising the curriculum documents to reflect alignment with the Transferrable Skills.

As the school continues to map its curriculum in the online, common format and aligns course content with Bolton's Portrait of a Graduate, all stakeholders will have a better understanding of the expectations for student learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- parents
- department leaders
- central office personnel
- school leadership
- school website
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The curriculum emphasizes depth of understanding and application of knowledge in many areas of the school through inquiry and problem-solving, higher-order thinking, and informed and ethical use of technology.

The design of the Transferable Skills scoring criteria emphasizes higher-order thinking through inquiry and problem-solving. Certainly, the school has expressed its commitment to these skills by naming "creative and practical problem solving" as one of its five Transferrable Skills that are at the heart of its Portrait of a Bolton Graduate. Evidence gathered during the decennial visit shows there is increasing emphasis on inquiry and problem-solving in the majority of courses. Some rubrics are aligned to progression in depth of knowledge. As seen in classroom observations, courses frequently emphasize an informed and ethical use of technology. The evidence from the self-study and conversations with students and teachers suggest the need to provide more cross-disciplinary learning opportunities for the students and more explicit connections and applications between content knowledge and skills to life outside of the school environment.

As a result of the use of inquiry, problem-solving, and higher-order thinking in the school's curriculum, students are challenged to think deeply and apply their knowledge.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- department leaders
- Endicott survey

Standard 2 Indicator 4

Conclusions

In many areas, Bolton teachers have the advantage of a curriculum that is written in a clear, common format in the Atlas/Rubicon platform. However, the school has yet to develop a mechanism to ensure that there is clear alignment between the curriculum that is written and the curriculum that is being taught.

Bolton teachers enjoy considerable autonomy in instruction and assessment and are trusted to provide access to the written curriculum for their students. Some summative assessments, classroom visits for the purpose of teacher evaluation, and informal discussions among teachers help to provide assurance that the written curriculum is taught and learned. Examples of complete alignment between the written and taught curriculum are found in the school's ten Advanced Placement courses where national exams and subsequent scores give an indication that teachers are conscientiously following the established curriculum. The process is more difficult in other courses due to the size of the school. Many courses have the same teacher as the sole instructor for that course, making the concept of common assessments a bit difficult. Absent common assessments in other courses, school leaders are left to rely on anecdotal evidence and occasional classroom observations to be sure that written curriculum is being followed.

With the addition of common assessments across the curriculum and more consistent alignment to the teacher evaluation process, Bolton will be able to feel confident that the intended curriculum is being taught and mastered by students.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- department leaders
- central office personnel
- school leadership
- school website
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

Bolton High School has a limited amount of curricular coordination and articulation between and among academic areas within the school and with the sending school in the district.

The Bolton School District has a curriculum committee that oversees the Curriculum Action Plan for each department on a five-year cycle. The director of curriculum presents updates to the board of education. The evidence shows wide variations in the action steps and current status of curriculum development for each course. Faculty members spend regular time collaborating in professional learning communities and monthly department meetings. They have identified the need to collaborate with sending schools to articulate the curriculum and instructional needs among academic areas within the school. As an exemplar, the music department has a K-12 curriculum guide and other departments are working to create similar documents. There is limited vertical alignment and coordination between academic subject areas as well as with Bolton Middle School.

When effective curricular coordination and vertical articulation is achieved throughout the school, students will benefit from an aligned curriculum.

Sources of Evidence

- teacher interview
- teachers
- school board
- department leaders
- central office personnel
- school leadership
- Endicott survey

Standard 2 Indicator 6

Conclusions

With some exceptions, staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum including the co-curricular programs and other learning opportunities.

The faculty consists of 32 full-time teachers, four part-time teachers, along with certified student support staff in the school counseling office, nurse's clinic, and the library/media center. Staffing levels allow for reasonable class sizes in core academic courses and a wide array of elective courses including fine arts, modern world languages, and technical education. The school offers courses in four world languages including French, Spanish, Latin, and Chinese. Teachers repeatedly reported that they have access to the supplies, equipment, and instructional materials to deliver their curriculum. Classrooms throughout the building are equipped with SMARTBoards, Promethean Boards, and digital projectors to augment instruction. Computer labs are located throughout the building but gaining access to them can sometimes be difficult because regularly-scheduled classes often occupy the rooms. Each academic department has a Chromebook cart for teachers to share, but there is not an established protocol for their distribution. The library/media center is sufficiently equipped with online databases, furniture, and learning space. However, inadequate staffing in the library frequently presents obstacles to student access to its facilities and services. The library/media specialist's teaching responsibilities and the reduced schedule of the paraprofessional assigned to the library result in frequent closure to students other than those who are receiving direct instruction. This complaint was voiced in multiple conversations with students.

The school facility supports a wide variety of co-curricular activities including athletics, performing arts, clubs, and social events. Lack of adequate outdoor athletic fields is a significant deficiency that impacts student life on the campus. Poor drainage often renders the school's soccer field unplayable. There is no track and field facility. Tennis courts are in a state of disrepair. Therefore, Bolton athletes are often forced to compete away from home and lose the opportunity to compete in front of their peers.

With the exception of their outdoor athletic facilities, teachers and students have the resources at their disposal to ensure delivery of the school's curriculum.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- parents
- school board
- community members
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 7

Conclusions

The district provides the school's professional staff with sufficient personnel, some time, and some financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

Under the supervision of the district curriculum coordinator, the school's academic leaders are responsible for curriculum coordination and articulation. Academic leaders develop a program change cost analysis to support their five-year curriculum review plans. The approved curriculum budget was reduced from the requested amount to \$5,000 for the 2018-2019 school year and \$8,975 for the current school year. In 2019-2020, \$18,000 was budgeted for substitute teachers to support teacher curriculum workdays. The majority of curriculum writing takes place during the school year with teachers being relieved of their instructional responsibilities to collaborate on curriculum documents. Teachers repeatedly expressed a need for more time devoted to curriculum coordination and articulation that does not take them out of the classroom. All members of the staff are actively involved in the process of ongoing curriculum development. Academic leaders bear responsibility for leading the effort to review the curriculum on a five-year cycle. The teaching staff is currently engaged in a book study during their professional learning community time, using *Leaders of Their Own Learning*, to support their capacity to increase student engagement. While members of the Bolton faculty remain current in student achievement data on SAT/PSAT tests and local assessments, there is limited evidence that analysis of student data has been used to make revisions to the curriculum. The school's library serves as a significant resource for the delivery of the curriculum in many areas. However, limited staffing in the library can sometimes make student access difficult during the school day. It is quite evident that the school community is dedicated to creating a purposeful curriculum that will support the achievement of their Transferable Skills.

Adequate funding, training on curriculum writing, and time to continue developing curriculum and priority standards will ensure all student learning opportunities are designed to support mastery of 21st-century Transferable Skills.

Sources of Evidence

- self-study
- teacher interview
- school board
- department leaders
- central office personnel
- school leadership

Standard 2 Commendations

Commendation

The investment in Atlas, a curriculum management platform, to document and organize the school's curriculum

Commendation

The school's commitment to provide adequate resources to support delivery of the curriculum

Commendation

The district-wide effort to identify the school's Vision of a Graduate

Commendation

The work that has been completed to ensure course curriculum information is entered into the Atlas software including units of study, concepts, skills, essential questions, big ideas, and vocabulary

Commendation

The established record of success on Advanced Placement exams which provides assurance of proper alignment of the written and taught curriculum

Commendation

The staffing levels, instructional materials, technology, equipment, supplies and facilities that support implementation of the curriculum

Commendation

The presentation technology that is installed in all classrooms

Commendation

The program of studies that reflects a wide variety of course offerings available to students

Commendation

The revision of the unit plan templates to include Bolton's Transferrable Skills

Commendation

The impressive array of opportunities to for students to develop the Transferrable Skills through co-curricular activities and interscholastic athletics

Standard 2 Recommendations

Recommendation

Develop a process to review the curricula and assessment maps to ensure that there are multiple opportunities to meet the learning expectations across content areas and courses

Recommendation

Maintain the effort to enter curriculum documents into the curriculum management system (Atlas)

Recommendation

Develop protocols, such as examination of curriculum documents and assessment results, that will provide evidence that the written and taught curricula are aligned

Recommendation

Dedicate time and resources for curricular coordination between and among academic areas within the school and with sending schools

Recommendation

Ensure that staffing levels in the library/media center are sufficient to consistently accommodate student use

Recommendation

Ensure that DOK levels and instructional strategies are included in unit templates

Recommendation

Develop criteria and procedures for the curriculum review process

Standard 3 Indicator 1

Conclusions

The faculty and administration at Bolton High School frequently examine their instructional strategies and practices to align them with the school's mission statement and expectations for student learning.

Guided by the district's strategic plan for 2015-2020, and in collaboration with community members, a team of administrators and instructional leaders recently developed the new Portrait of a Graduate, along with the 21st-century learning expectations that are referred to as the school's Transferrable Skills. The school is engaged in a process to incorporate the concept of the Transferrable Skills into classes and to create rubrics that emphasize the content competencies for each course. Nearly two-thirds of the teachers at BHS indicate in the Endicott survey that they continuously examine their instructional strategies to ensure consistency with the core values. A significant exercise that contributes to instructional reflection is the professional learning community time that is a part of every teacher's schedule. Teachers meet regularly with peers to discuss strategy and align with district goals. In 2015-2016 teachers participated in peer observations to draw on the experience and expertise of colleagues. The pervasive feeling among virtually all students is that their teachers care about them and want them to meet with success. The incorporation of the senior capstone project provides students with a culminating experience that is meant to encapsulate all of the Transferrable Skills. While rubrics/scoring guides have been developed in many courses, there remains some inconsistency in their implementation. While many teachers are using parts of the Transferable Skills rubrics, a significant number of students interviewed do not understand the expected level of achievement. Greater experience in the use of the scoring guides should result in greater understanding on the part of students as to what is expected of them.

As teachers continue to examine their instructional practices and fully implement the Transferable Skills, students will feel invested and accountable in the mastery of those skills.

Sources of Evidence

- classroom observations
- student shadowing
- facility tour
- teacher interview
- teachers
- students
- parents
- Endicott survey

Standard 3 Indicator 2

Conclusions

Bolton teachers' instructional practices support the achievement of the school's 21st century learning expectations by occasionally personalizing instruction, providing some engagement of students in cross-disciplinary learning, emphasizing inquiry, problem-solving, and higher order thinking, and sometimes applying knowledge and skills to authentic tasks, integrating technology, and engaging students in self-assessment, reflection as active and self-directed learners.

The school's modified block schedule includes two 40-minute "connections" periods each week, during which students are permitted and encouraged to meet with any teacher in the school to address individual or small group learning needs. Teachers use this time to review or reteach concepts, provide differentiated support to students, facilitate self-directed study or practice time, and offer enrichment opportunities to students who are exceeding the standard learning expectations. All students are required to take a Freshman Seminar course in which they choose topics for persuasive essays. Students frequently choose topics for book projects, essays, speeches, and summative assessment formats in their English courses. In one English course, students are offered a choice of six different styles of project as a summative assessment. In history and science courses, students choose topics for research essays. In elective fine arts courses students are consistently offered opportunities to choose topics and complete self-directed projects to produce, perform, and respond to artistic works. The most obvious example of personalized learning is the capstone project where seniors are encouraged to pursue their individual interests in a manner that will challenge their mastery of the Transferrable Skills. Senior students choose their topics, find their mentors, and deliver a research essay and public presentation on the topic of their choosing.

The Bolton "Portrait of a Graduate" document clearly professes that it is the school district's intention to turn out students who are "Creative and Practical Problem Solvers" who can identify, define, and solve authentic problems and address challenges with creative thinking and innovation. In keeping with that vision, teachers frequently challenge students' problem-solving skills. Teachers and parents, as evidenced by the results of the Endicott Survey, feel strongly that BHS continually poses problem-solving challenges to students. In some of the more rigorous courses such as AP Chemistry and Calculus, there is a focus on inquiry, problem-solving skills, and higher order thinking, as well as some application of knowledge and skills in authentic tasks. Other examples include the grade 9 science unit in geology where students analyze and synthesize what they have learned and present their findings to the class. Students are frequently asked to address essential questions in their units of study rather than simply recall information such as the Age of Exploration project completed by World History students. The culminating Capstone Project is an all-encompassing exercise in problem solving, challenging students to bring a project from an initial inquiry started in junior year, to a final product in senior year.

The visiting committee found some examples engagement of students in self-assessment and reflection, and some integration of available technology. According to the Endicott survey, 60 percent of students at Bolton High School state that they have some opportunities to choose topics for learning. Of the 85 classroom visits made by the visiting team, teacher-centered instruction was the primary strategy used in 29 percent of the lessons. Over half of the visits (53 percent) showed primarily student-centered learning. In a few instances of assessments from the collected works, students were given a choice in how they showed learning. Students have the opportunity to take some accountability for their learning through the use of the redo/retake opportunity and working with teachers during the connections period.

There seems to be an informal effort across the school for interdisciplinary work, but the time for this to occur is limited. For example, English/social studies teachers had students focus on the Vietnam War in both classes to help students gain a more in-depth understanding of the time period. Senior English classes focus on an interdisciplinary topic, such as Peace Study. Social studies and fine arts teachers collaborate on a field trip to the Wadsworth Atheneum art museum in Hartford. According to the Endicott survey, only 41 percent of students believed that they had opportunities to apply what they are learning outside of the classroom. The limited technology available was reported as being an integral part of instruction in only 23.3 percent of classrooms visited while 35 percent of the visits showed evidence that technology was used to augment the lesson.

With an even greater commitment to personalization, student engagement, student-centered learning, and full integration of technology into lessons, the students of Bolton High will be better positioned to master the school's Transferrable Skills and essential content competencies.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- department leaders
- Endicott survey

Standard 3 Indicator 3

Conclusions

Teachers at Bolton High School adjust their instructional practices to meet the needs of each student by using formative assessments, some differentiation of instruction, sporadic grouping, and providing additional support and alternative strategies within the regular classroom. Three-quarters of teachers responding to the Endicott Survey agree or strongly agree that they improve their instructional practices by using student achievement data from a variety of formative and summative assessments. A large amount of reflection on instructional practices takes place during regular "professional learning community time" that is built into every teacher's schedule, allowing teachers from a variety of disciplines to share best practices with colleagues.

Teachers were observed utilizing different methods to check on the students' understanding of a concept. In art class, students responded to their understanding of a photographic element with a "thumbs up/thumbs down" and with self-assessment halfway through a long-term project. The English department works hard at differentiating assignments to reach all learners by using the transferable skills rubrics on most assignments. Classroom visit data gathered by the visiting committee showed 46 percent of classes incorporating the practice of formal and/or informal formative assessments into the lesson. At the end of some classes, exit slips are sometimes used as a check for student understanding. Connection time is used twice weekly to provide additional support for students, especially "redos" and "retakes" as opportunities to demonstrate mastery. According to the Endicott survey, 82 percent of Bolton's parents surveyed feel that teachers provide additional support to the students. Teachers provide information about their redo/retake protocols in their Standard Operating Procedures (SOP) documents on the first day of school, but the information provided is varied, leaving many students somewhat unclear about if and when retakes are allowed.

Because formative assessment practices as a regular part of instructional strategies, Bolton teachers are better able to help students master their content competencies and Transferrable Skills.

Sources of Evidence

- classroom observations
- student shadowing
- student work
- teacher interview
- teachers
- Endicott survey

Standard 3 Indicator 4

Conclusions

Teachers, individually and collaboratively, improve their instructional practices by using student achievement data from a variety of formative and summative assessments, examining student work, using feedback from a variety of sources, including students, other teachers, supervisors, and parents, examining current research, and engaging in professional discourse focused on instructional practice.

Bolton teachers regularly spend time reflecting on student work, though not in a formal, sustained manner. School leaders spend time reviewing assessment results from the SAT and PSAT tests administered annually. Teachers spend considerable individual time examining the work of their assigned students, as reflected by the evidence of assessed student work provided to the visiting team. It is clear that teachers give thorough review of work submitted by their students. Feedback from other teachers, supervisors, and parents is less available. Collaboratively, teachers examine current research and engaging in professional discourse focused on instructional practice in their PLCs. Teachers, within their classrooms, start classes with “Do Nows” and facilitate exit slips to help inform instruction. Across the school, staff members are reading the book *Leaders of Their Own Learning*, in an attempt to implement a student-engaged assessment system in the school. PLC sessions provide time for teachers to meet, but time is only occasionally spent purposefully reviewing assessments and data. Understandably, the preponderance of PLC time in recent months has been dedicated to preparation for the NEASC decennial visit. For tenured teachers, formal classroom observations often consist of only ten-minute “mini-formal” visits and feedback from those visits varies from different evaluators about instruction. Math teachers recently spent the better part of a school year working with a math coach to improve instruction in their classrooms. The teachers in the science department recently attended a workshop to learn about the Next Generation Science Standards (NGSS) followed by collaboration with other districts and continue to work as a department to align the new standards with their curriculum. While Bolton teachers remain firmly committed to being the best instructors possible, there is limited evidence to indicate that data is used in any formal fashion to drive instruction. Teachers report that, while they have time to meet in interdisciplinary PLC groups, there is limited time to meet as departments to discuss how topics like Transferable Skills can be integrated within specific courses.

As Bolton High School continues to move toward mastery-based learning and embedding Transferable Skills across all disciplines, assessment and data need to be used consistently to improve instruction and student learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 3 Indicator 5

Conclusions

The vast majority of teachers at Bolton High School, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Teachers, media specialists, and support service providers attend workshops, professional development opportunities and summer institutes on topics related to their teaching and instruction. Teachers of Advanced Placement courses attend workshops sponsored by the College Board to stay abreast of changes in the AP standards. Teachers of courses with concurrent enrollment agreements with UConn and Manchester Community College attend workshops to ensure alignment with college courses. Several teachers are pursuing educational leadership certifications and endorsements. In PLCs, all teachers are reading the book *Leaders of Their Own Learning* as a means of learning more about mastery-based learning and the connection of Transferable Skills as an impact on instruction. Also, teachers are examining SAT data to inform curriculum development. Occasionally, teachers utilize surveys with their students to gather feedback for ways to improve instruction. Over 80 percent of Bolton students indicate in the Endicott survey that they consider their teachers to be knowledgeable in their subject.

As teachers continue to attend meaningful professional development on mastery-based learning and continue their work on aligning instruction with their Transferable Skills in their PLCs, students will have even better opportunities to master the skills necessary for post-secondary life.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- students
- Standard sub-committee

Standard 3 Commendations

Commendation

The great degree of caring that is displayed by Bolton teachers toward their students

Commendation

The many instances where teachers fully engage students in their learning

Commendation

The capstone project that provides students to exercise choice and have control over their learning

Commendation

The effort to implement mastery-based learning connected to the school's identified Transferrable Skills

Commendation

The additional support and instruction provided by most teachers during connections periods

Commendation

The efforts by teachers to maintain expertise in their content areas

Commendation

The technology that is available to teachers to enhance instruction

Commendation

The opportunity afforded teachers to collaborate with peers in regular professional learning community meetings

Standard 3 Recommendations

Recommendation

Provide professional development opportunities to encourage teachers to increase student engagement in the classroom across the curriculum

Recommendation

Implement a clear, consistent platform for sharing of student achievement data in order to inform instruction

Recommendation

Take measures to assess the availability of technology for student use to ensure equitable and adequate access for all students

Recommendation

Provide departments with time to meet and share instructional practices and strategies related to their content areas

Recommendation

Gather feedback from parents and students to modify and improve instructional practices

Standard 4 Indicator 1

Conclusions

Bolton teachers infrequently use school-wide analytic rubrics to assess individual student progress in achieving the school's 21st-century learning expectations. Additionally, the school has not yet fully established a formal process to assess school-wide and individual student progress.

During the decennial visit, the school was preparing to issue its first set of reports showing Transferrable Skill progress reports. Many teachers create their own rubrics or used department-based rubrics to assess students. Some add certain language from the school-wide rubrics to the rubrics they use. However, only 17 percent of the student samples reviewed had language from the school rubric for assessment. The school's 21st-century learning expectations, or Transferable Skills as they are referred, are relatively new, and many teachers are beginning to add the newly identified skills onto their teacher-generated rubrics. Results of the Endicott survey show that over 30 percent of the Bolton teaching staff members are unclear with their understanding of the formal process to assess school-wide and individual student progress in achieving learning expectations. For example, some teachers have modified the Transferable Skills rubric by shifting the value assigned to certain descriptors. This indicates the need for more conversations about the role of the rubrics in assessing student progress. Most students are aware of the Transferable Skills and can identify each skill; however, they do not have a true understanding of what the skills really mean, nor do they always know when they are being assessed. School administrators and teachers are confident that once more professional development in the area of Transferable Skills and rubrics takes place, the school will begin to use common school-wide rubrics addressing the Transferable Skills more readily.

When the professional staff establishes and consistently employs a formal process to implement school-wide analytic rubrics, they will be in a position to accurately assess individual and school-wide progress.

Sources of Evidence

- student work
- teachers
- department leaders
- Endicott survey

Standard 4 Indicator 2

Conclusions

The school's professional staff have recently established a means to communicate individual student progress and school progress in achieving the school's 21st-century learning expectations to students and families, and are working on a method to communicate whole-school progress to the school community.

The adoption of the school's 21st century learning expectations is fairly new, and the staff is currently using the learning management system PowerSchool as a means of recording and communicating student progress in achieving the expectations. When a skill is assessed, progress towards mastery of that skill is recorded along with the numeric grade achieved on the assignment. When parents and students view assignment grades online, they are also able to see whether or not any 21st-century learning skills were assessed and the level of mastery of those skills. Summary reports are currently created using an external database but once an additional year of data is obtained, PowerSchool will be able to program dynamic reports. Teachers submit scores on these transferable skills at least quarterly. Students in grade 12 were sent information on their progress at the end of the 2018-2019 school year. Currently, there is no formal process in place to report on whole-school achievement.

When a mechanism for communicating individual student and whole-school progress in regards to achieving the school's 21st-century learning expectations is established, progress can be effectively communicated to students, families, and the community.

Sources of Evidence

- student shadowing
- teacher interview
- department leaders

Standard 4 Indicator 3

Conclusions

Slightly more than half the faculty at Bolton indicate they analyze data to identify and respond to inequities in student achievement.

Currently, the professional staff collects and analyzes data from standardized assessments such as the PSAT and SATs, as well as a few summative assessments. Teachers stated that they discuss the results, but generally not in regard to inequities or disaggregated data. Teachers report that they rarely have formal opportunities to focus on this task. The dean of students has reviewed assessment data and identified students she deemed most at-risk and schedules regular meetings with them individually to maintain connections and motivate them. Some teachers utilize connections time to support those students who have been identified as at-risk of falling behind. There are few discussions done within departments or school-wide regarding achievement gaps. According to teacher interviews, there is limited time for professional staff to use the data to adjust the curriculum to address inequities. The staff also stated that they do not take steps to resolve inequities on a regular basis due to the lack of professional development time allotted to this practice. Math teachers participated in some professional time in 2016- 2018 to analyze SAT scores and make adjustments to curriculum and assessments. There is little evidence that the professional staff takes steps toward the review of common assessments given during mid-year or final exams or the review of student portfolios and end-of-semester performance projects.

When staff members are provided with multiple opportunities to focus on the collection, disaggregation, and analysis of data from multiple forms of assessments, then they will develop the capacity to address inequities in student achievement.

Sources of Evidence

- student work
- teacher interview
- department leaders

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, some teachers communicate to students the school's applicable 21st-century learning expectations and related unit-specific learning goals to be assessed.

In some departments, the work of writing curriculum in Atlas Rubicon is further developed than in others. Teachers whose curriculum is clearly articulated are better able to communicate related unit-specific learning goals to be assessed to students and are preparing to identify the school's applicable 21st-century learning expectations. In addition, Google Classroom allows users to access the expectations for each unit. The Endicott survey results show that 65 percent of the staff communicates to students the school's learning expectations and corresponding criteria for success, such as rubrics, prior to beginning a new unit. However, there is limited evidence to support this statement, based on teacher and student interviews. Teachers are increasing their use of Atlas to store and revise curriculum, which identifies content-specific standards addressed in each unit. These can be communicated to students prior to beginning a unit. Academic leaders state that the next step is to align school-wide learning expectations for each unit of instruction for every course.

When teachers consistently communicate the school's applicable 21st-century learning expectations and content-specific standards to be assessed prior to each unit, students will have a greater opportunity to achieve success.

Sources of Evidence

- teacher interview
- department leaders
- Endicott survey

Standard 4 Indicator 5

Conclusions

Most teachers provide students with specific, measurable criteria for success, prior to summative assessments, including rubrics with defined targeted high levels of achievement.

According to the Endicott survey, over 70 percent of students understand in advance what the specific, measurable criteria for success are prior to summative assessments. However, students in focus groups interviewed stated that some teachers provide them with rubrics that will be used to assess their work. Although student work samples indicate many teachers are not using the school-wide Transferable Skills rubrics, they are providing students with teacher-generated, content-specific rubrics with targeted levels of achievement. The visiting team examined 86 samples of student work ranging from writing in technical journals, participation in Socratic seminars, creating ceramic pieces, making concept maps of the human heart, to building 3D models of neurons. The assignments were accompanied by a variety of instruments to communicate expectations to students. Teacher-generated rubrics/scoring guides were attached to 42 percent of the assignments, department-wide rubrics/scoring guides to 9 percent of assignments, and 17 percent were accompanied by rubrics/scoring guides containing some language from school-wide rubrics. A third of the assignments had no rubric attached. Some teachers employed scoring guides mistakenly considered as rubrics, such as the SOAPSTone document, used in certain content areas to assess students. The scoring instruments varied in their complexity and their use of school-wide language relating to the Transferrable Skills. Some contained carefully crafted language that described, in detail, the level of work necessary to achieve each rating level. Others were more like checklists, indicating the student work contained the required components of the assignment without describing the desired quality of work.

When teachers consistently provide content-specific and school-wide rubrics with defined, targeted, high levels of achievement, students will understand the measurable criteria for success and have greater opportunity to develop their Transferable Skills.

Sources of Evidence

- student work
- students
- Endicott survey

Standard 4 Indicator 6

Conclusions

In each unit of study, most teachers regularly employ a range of assessment strategies, including formative and summative assessments.

Results of the Endicott survey indicate 86.5 percent of teachers report using a variety of assessment strategies. According to the self-study, formative assessments frequently include paper assessments, entrance and exit slips, full class and small group discussions, electronic assessments using phones or clickers, as well as various warm-up exercises. Students and teachers attest to the common practice throughout BHS that allows students to rework assignments in order to display mastery. Bolton High School is shifting to a mastery-based assessment system, and, therefore, encourages the practice of allowing students to revise their work until mastery of the skill is demonstrated. The practice of allowing revision of work is implemented in a variety of ways throughout the school and students are sometimes unaware of when opportunities exist. Of the student work examined, 10 percent showed that students had the opportunity to improve upon their work. Student work samples showed evidence that Bolton teachers use a range of assessment strategies in addition to traditional summative assessments such as projects, labs, portfolios, and Socratic seminars. While the methods of assessment were varied, there was limited use of detailed descriptors, exemplars or analytic rubrics to give students clear expectations. According to the self-study, teachers regularly and appropriately utilize summative assessments such as end-of-unit or chapter tests for accountability purposes, ensuring students are making appropriate progress.

Because most teachers regularly employ a range of formative and summative assessment strategies and allow students to improve upon their work, Bolton students are afforded multiple opportunities to practice and achieve their content-specific and Transferable Skills.

Sources of Evidence

- self-study
- student work
- students
- Endicott survey

Standard 4 Indicator 7

Conclusions

Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

The master schedule at BHS is set up to allow for teachers to meet regularly in professional learning communities (PLCs) to discuss matters of general concern for all teachers and these meetings have proven to be an effective means to stimulate cross-disciplinary discussion. However, there is limited time for teachers to meet who may have interest in the creation, analysis, and revision of formative and summative assessments, including common assessments. Teachers meet informally to discuss formative assessments, but due to the size of the school and the faculty, there are many courses where all sections are taught by the same teacher. Therefore, there are few common assessments being used. All teachers in Bolton High School are also provided with eight professional learning days throughout the year. According to teachers and academic leaders, these eight days are used for collaborative work which includes, but is not limited to, curriculum writing, exploration of instructional practices, and discussion of varied assessment practices. There is no evidence that the staff reviews summative assessment data results, or makes modifications to formative or summative assessments, at this time. While the Endicott survey indicates that 71.5 percent of staff report they meet formally to discuss and improve formative and summative assessment strategies, the self-study indicates this work occurred while the faculty was learning how to use the Transferable Skills rubrics. Teachers state they examine specific and measurable criteria for success, such as content-specific and transferable skills rubrics, to ensure they are meeting student needs, on their own time. Currently, the staff does not focus increased attention on common assessments within common courses, due to the size of the school, where one teacher teaches primarily the only class in that content area. Teachers state that due to the size of the school, it is difficult to schedule common department planning time although a focus on “freeing up” as many teachers as possible is made during the scheduling process. A few teachers have modified the Transferable Skills rubric to align with their expectations for student success in their particular courses.

With great attention to the creation of assessments aligned to the Transferrable Skills and commensurate attention to the results of those assessments, Bolton teachers will be able to formally collaborate and discuss student achievement.

Sources of Evidence

- student work
- teacher interview
- Endicott survey

Standard 4 Indicator 8

Conclusions

A vast majority of Bolton teachers provide timely, specific, corrective feedback to ensure students revise and improve work.

Based on evidence from student shadowing, student interviews, and examination of student work, many teachers use formative assessment practices to monitor and assess student work and provide students with opportunities to revise or resubmit their work before it is summatively assessed. Students report they are able to revise work on rough drafts of essays during the Connections time period and that teachers are always willing to take time to help. There is little evidence that teachers formally review the results of summative assessments and provide feedback to students prior to beginning a new unit of study. Most students report, per the Endicott survey, that their teachers offer suggestions to help them improve their work.

Although there are no set protocols in the school regarding the revision of student work, the overall impression is that Bolton teachers have individually committed to the concept of mastery-based learning and are patient with their students as they make steady progress toward achievement of standards. Because teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work, students have multiple opportunities to demonstrate their learning and achieve the standards for each course.

Sources of Evidence

- student shadowing
- teacher interview
- students
- Endicott survey

Standard 4 Indicator 9

Conclusions

Teachers frequently use formative assessments to inform and adapt their instruction for the purpose of improving student learning, but have few formal opportunities to collaborate to improve instruction based on formative assessment results.

According to the self-study and the evidence collected during student shadowing, teachers use multiple means of formative assessments, such as Learning Logs, Kahoot!, thumbs up/thumbs down, and traditional paper activities to inform and adapt instruction for the purpose of improving student learning. Many teachers were observed adapting instruction in response to the results of the "Do Now" activity at the start of class. Teachers state that while PLC discussion occasionally provides opportunities for formal collaboration on the use of formative assessment, most collaboration is informal (i.e., at the copier, during lunch).

When teachers regularly collaborate to use formative assessment results to determine appropriate, necessary shifts in instructional strategies for the purpose of improving student learning, this will ensure that students practice and achieve their content-specific and Transferable Skills.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- students

Standard 4 Indicator 10

Conclusions

Some teachers individually examine a limited range of student learning for the purpose of revising instruction and curriculum. On a larger scale, teachers and administrators occasionally collaborate to examine a limited range of evidence of student learning for the purpose of revising curriculum and improving instructional practice.

Teachers examine student work individually in order to revise curriculum and instructional practices, and if a colleague teaches the same course, they occasionally will meet together informally to discuss student results on common, formative and summative assessments. While the self-study results show that teachers recently began to record student progress in achieving the Transferable Skills, academic leaders state that the data has not yet been recorded and it has not yet been reviewed in any capacity. It is worth noting that the accreditation visit took place prior to the completion of the first marking period. At the time of the visit, school administrators were preparing to disseminate the first draft of Transferable Skill Student Progress Reports to senior students. It was clear at the time of the visit that the school was moving in a positive direction with this endeavor. Teachers state that administrator-led PLC time is used to review results from standardized assessments (PSATs, SATs) for the purpose of revising curriculum and improving instructional practice.

Teachers and academic leaders indicate that there is not enough time during department meetings and PLC time to review student work for these purposes. Academic leaders from content-specific areas associated with the SATs state that teachers informally review student results and modify both curricula and course offerings based on assessment results. The school counseling department reviews data from sending schools when new students are registered. They also report using the Naviance program for information on post-secondary institutions in order to inform graduating students. The department also conducts surveys of all incoming 8th-grade students and exiting 12th-grade students, but the results of these practices are not yet used for the purpose of revising curriculum and improving instructional practices.

When formal time is established for the individual and collaborative review of a wide range of student learning in order to improve curriculum and instruction, every course will provide students with multiple opportunities to practice and achieve their transferable skills.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- Endicott survey

Standard 4 Indicator 11

Conclusions

The professional staff sometimes reviews or discusses the school's grading practices to ensure alignment of the school's core values and beliefs about learning.

Academic leaders state they have a deeper understanding of alignment in regard to grading practices related to the core values and beliefs about learning compared to the rest of the faculty because they discuss this during weekly meetings with the administration. Teachers indicate, and some student work samples suggest, there is some lack of understanding of how to align the Transferable Skills in assessments across most disciplines. Additionally, according to the self-study, there is some lack of balance in the use of Transferable Skills assessments across disciplines. All teachers are expected to assess all of the Transferable Skills at some point in their classes, but certain skills such as citizenship were very rarely evaluated. In all, 6 percent of student work samples examined during the visit showed evidence that citizenship was being considered for assessment. Problem solving and self-direction were evaluated across disciplines in 33 percent of student work samples, while critical thinking and communication were evaluated across disciplines in 40 percent of student work samples.

Recently, changes have been made to the school's grading practices with the introduction of a mastery-based approach, but staff voiced they are struggling with the transition in regard to developing numerical grades based on the assessment of students' Transferable Skills. Student work samples indicate that some teachers have modified the Transferable Skills rubric, which shifts the grading practices across certain indicators. Students report that opportunities for retakes or revisions vary by teacher and that teachers individually determine their conditions for improving upon work. Academic leaders state that teachers weigh categories to calculate students' grades differently. The degree to which homework impacts a student's grade is determined by the individual teacher. The dean of students reported that the consistency of grading practices still varies but is improving. The English department demonstrates the widest range to date, and the dean stated she plans to work closely with that department to decrease the inconsistency from teacher to teacher.

When grading practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, students will see that the core values are what drives decisions in the school.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- school leadership

Standard 4 Commendations

Commendation

The adoption of the mastery-based approach to learning that makes achievement of standards the focus of instruction

The school's focus on their vision of a Bolton graduate and its attempt to measure progress toward their Transferrable Skills

The attempt to create a process for measuring and communicating individual student progress toward each of the Transferrable Skills

Commendation

The use of Google Classroom to communicate academic expectations to students at the beginning of units of study

The teachers who provide students with specific, measurable criteria for success including rubrics with defined targeted high levels of achievement

Commendation

The teachers' use of a variety of formative and summative assessment strategies to measure student learning

The formative assessments that are used frequently by teachers to gauge student understanding

Commendation

The informal teacher collaboration to examine specific and measurable criteria for success, such as school-wide analytic rubrics

The use of PLC time and eight professional development work days throughout the school year to make progress toward improving assessment practices

Commendation

The pervasive practice of allowing students the opportunity to revise work to demonstrate mastery

The quality feedback that teachers provide students on their work

Commendation

The willingness of Bolton teachers to help their students achieve mastery

Commendation

The adoption of the capstone project as a means for students to demonstrate mastery of the Transferrable Skills

Commendation

The initiation of the process of correlating assessments and grading practices with mastery of the Transferrable Skills

Commendation

The use of connection time to allow students the opportunity to make-up and revise their work on assignments

Commendation

The practice of allowing students to make corrections on approved work/quizzes/tests during connection time, twice a week

Standard 4 Recommendations

Recommendation

Implement use of the Transferable Skills rubrics consistently, and with fidelity, with all students so that the school can assess whole-school and individual student achievement for the learning expectations

Recommendation

Establish a formal process to report individual and whole-school progress toward achievement of the identified Transferable Skills to students and the school community

Recommendation

Ensure teachers consistently communicate to students, prior to each unit of study, of the learning objectives for that unit and on what students will be assessed

Recommendation

Dedicate ongoing professional development time to teachers to work collaboratively in formal ways to create, analyze, and revise formative, summative, and common assessments

Recommendation

Ensure teachers review results of summative assessments and provide feedback to students prior to beginning a new unit of study

Recommendation

Develop a process for data from school counseling to be included in collaborative review to improve curriculum and instruction

Recommendation

Ensure teachers have formal time available to disaggregate data from formative, summative, and standardized tests in order to identify and act on identified inequities in student achievement

Recommendation

Align grading practices consistently across all curricular areas

Standard 5 Indicator 1

Conclusions

The Bolton High School community has consciously and successfully made efforts to build a safe, positive, respectful, and supportive culture that fosters students' responsibility for learning and has resulted in shared ownership, pride, and high expectations for all.

The Bolton High School Handbook reflects high expectations for all students. According to the Endicott survey, a large majority of students, and a larger majority of parents feel that the school is safe. More than half the students in the Endicott survey and a large majority of students interviewed expressed pride in their school. Bolton High School uses an identification check-in system, Raptor, for identification of all visitors. Outside doors are locked and visitors must enter and exit through the main office. Discipline records from the 2017-2018 and 2018-2019 school years indicate a decline in both behavioral incidents and vandalism.

Based on the Endicott survey, 34 percent of Bolton High School students feel that students respect one another. A majority of students, 60.2 percent, feel that the teachers respect students. This sentiment was also expressed in multiple student interviews. The BHS student council was identified by staff, students, and parents as an organization that provides activities to foster student ownership and pride in their school. These activities include pep rallies, dances, talent shows, and family day activities. Bolton High School provides ample opportunities for community involvement through activities such as Manchester Manor visits, blood drives, tutoring, and the preschool program. The Bigs and Littles tradition involves upper-class students "adopting" new students to the community and is widely praised for its value in making the youngest BHS students welcome. Not all Bolton High School students are able to fully participate in campus life due to issues of geography. Those students who live outside of Bolton encounter transportation issues that may prevent them from gaining access to the rich extracurricular life on campus.

Students have the opportunity to take responsibility for learning during connections blocks by arranging meetings with teachers. Habits of Work (HOW) ratings provide an opportunity for students to demonstrate their skills in managing their learning. Senior capstone projects give diploma candidates an opportunity for student-driven, independent learning. Student interviews suggest that academic expectations for all students are unclear and inconsistently implemented. According to the self-study results and student and teacher interviews, discipline is at times inconsistent and expectations are not clearly set for all students.

Bolton High School has worked to develop a safe, positive, and supportive culture where students are encouraged to take responsibility for learning. When expectations are clearly communicated to all students and disciplinary practices are consistently implemented, Bolton High School will systematically establish a culture of high expectations and respect for all.

Sources of Evidence

- self-study
- teacher interview
- Endicott survey

Standard 5 Indicator 2

Conclusions

Bolton High School is mostly equitable and inclusive in ensuring access to challenging academic experiences for all students and making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body. The school fosters heterogeneity in some areas, and somewhat consistently supports the achievement of the school's 21st-century learning expectations.

With the exception of honors and Advanced Placement courses, Bolton High School's classes are heterogeneously grouped. According to faculty interviews, Advanced Placement and honors courses have open enrollment, meaning they are open to all students who wish to take on the extra challenge. Students with disabilities are enrolled in classes with their non-disabled peers in heterogeneously grouped classes and also have opportunities for enrollment in honors and AP classes. According to the Endicott survey, 65.6 percent of students feel the school is equitable, inclusive, and fosters heterogeneity. However, only 50 percent of the staff agree with that statement. During interviews, students and staff indicated that due to the limited number of sections or single sections classes, students are not always able to enroll in all classes they wish to take. Student shadowing and interviews revealed a discrepancy in the level of challenging experiences. The Endicott survey indicates that 65.6 percent of students have access to a variety of courses in which students have varying abilities.

Because Bolton High School has heterogeneously grouped classes, most students are provided with equitable access to challenging academic experiences, thus enabling students to achieve 21st-century learning expectations and Transferable Skills.

Sources of Evidence

- self-study
- teacher interview
- students
- school leadership
- school support staff
- Endicott survey

Standard 5 Indicator 3

Conclusions

There is no formal, ongoing program or process through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st-century learning expectations. However, given the size of the student body and the dedication of staff members toward supporting students, the school is marked by a warm and personalized atmosphere in which to learn and thrive.

Although there are no formal programs in place, 53.1 percent of students feel that there is at least one adult in the building who knows them well and regularly helps them succeed. During the accreditation visit, it was readily apparent that the principal, dean of students, athletic director, clerical staff, and librarian were able to call students by name. Student and staff interviews indicate ample informal processes in addition to clubs, drama, musical productions, and athletics that enable students to make connections with an adult in the building. Class sizes easily lend themselves to personal connections between teachers and students. The Connections block meets twice per week, affording additional time for students to connect with teachers. Students may remain with their Connections teacher or gravitate toward another member of the staff to meet their individual learning needs.

When Bolton High School develops and consistently implements a formal, ongoing program or process through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student, students have additional support to achieve the 21st-century learning expectations.

Sources of Evidence

- self-study
- teachers
- students
- school support staff
- Endicott survey

Standard 5 Indicator 4

Conclusions

The principal, along with other members of the professional staff frequently use professional development time to engage in professional discourse, reflection, inquiry, analysis to improve student learning, use resources outside of the school to maintain currency with best practice, and apply the skills, practices, and ideas in order to improve instruction and assessment.

Weekly professional learning community (PLC) time occurs with staff and administration engaging in professional discourse, reflection, inquiry, and analysis to improve student learning as well as to build operation/management. According to PLC agendas and meeting minutes, teachers and administration discuss Habits of Work expectations, PSAT/SAT performance and alignment of Transferable Skills. Professional development schedules indicate opportunities for teachers to discuss instructional strategies to improve student performance, such as in implementing active learning strategies. Bolton teachers have the equivalent of eight days built into the yearly calendar for professional development. The schedule for professional time shows some meeting agendas are set by the district, some by the school leadership, and some by departments. Teachers' participation in the PDEC committee helps determine professional development opportunities. Formal collaboration within content areas is limited to one meeting per month and a few of the release day afternoons. According to teacher interviews, this time is not always allotted for collaboration and discourse regarding student performance.

When BHS provides consistent departmental collaboration time, then teachers will be able to regularly implement practices that improve curriculum, instruction, and assessment through alignment with the Transferrable Skills.

Sources of Evidence

- self-study
- teacher interview
- school leadership

Standard 5 Indicator 5

Conclusions

School leaders often use research-based evaluation and supervision processes that focus on improved student learning.

The Bolton Public Schools' updated Teacher Evaluation and Support Plan is the instrument used to evaluate teachers. The plan is based on the Connecticut Guidelines for Educator Evaluation (SEED). The principal has attended seminars, workshops, and trainings designed to ensure proper implementation of the evaluation process. The dean of students and central office administrators also attend trainings and professional development in this area. According to multiple teacher interviews, the evaluation system is inconsistently used to inform instructional practices to improve student learning. Some teachers reported receiving quality feedback on their instruction while others reported their experience as more perfunctory.

When school leaders consistently use research-based evaluation and supervision processes to inform instructional practices to focus on improved student learning, students will be provided with instruction that assists them in achieving 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- school leadership

Standard 5 Indicator 6

Conclusions

The school's organization of time intentionally supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

According to school and teacher schedules, teachers are allotted weekly PLC time, monthly content area meetings, and have individual planning time scheduled regularly. Weekly timetables are developed to allow students to seek assistance from their teachers during connections block two times per week. The class schedule is arranged to allow longer blocks of instructional time two days per week. Three days per week classes meet for approximately 43 minutes. The master schedule contains eight periods distributed across the weekly timetable, allowing students adequate opportunities to earn the 25 credits needed to qualify for graduation. Faculty members have time to meet and collaborate in professional learning communities for up to 80 minutes each week.

The school's organization of time allows for discussion of research-based instruction, professional collaboration among teachers, and time for students to achieve the school's Transferrable Skills.

Sources of Evidence

- self-study
- teacher interview
- school leadership

Standard 5 Indicator 7

Conclusions

Student load and class size mostly enable teachers to meet the learning needs of individual students.

The school offers nearly 250 academic sections, not including connections and study hall, of which the overall average size is less than 10, the number of sections with fewer than 16 students is close to 200, and the number of sections with more than 15 students is less than 50. While students and parents strongly feel (81 percent and 77 percent, respectively) that class sizes allow teachers to meet students' individual needs, only 65 percent of teachers agree. With the slight possibility of some rare exceptions, the total number of students for whom a teacher is responsible at any given time does not exceed one hundred. Conversations with parents and teachers revealed that student scheduling challenges exist because of the limited number of sections available. The size of the school raises some problems of scale. Teachers indicated that their ability to meet the learning needs of individual students is impacted by the limited number of sections of any given course. Hence, sometimes the necessity arises to combine sections or to place students with broad ranges of skills and/or abilities into the same sections. The principal and guidance department endeavor to strike a balance between an expedient use of staff resources and to meet the course selection of students.

Because of the creative structure of the timetable and the efficient scheduling process, BHS is able to meet the learning needs of individual students.

Sources of Evidence

- teachers
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 8

Conclusions

The principal, working with other building and district leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. This has included participation in weekly Professional Learning Community meetings.

According to the results of the Endicott survey forty-four percent of students and approximately half (52 percent) of staff members agree with the statement that the principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations. While decision-making at the school does not formally involve students, parents, or non-certified staff, the principal relies heavily on the school leadership team for input when making decisions for the school. The leadership team includes a teacher representative from every academic discipline along with other members of the school staff. According to teachers, students, and non-certified staff, the majority of the principal's time, out of necessity, is spent addressing managerial issues and communication with students and families.

Monthly faculty meetings are used to address managerial issues and district initiatives but do not often provide time or opportunity for teachers and administrators to share insights about learning and instructional practices. The principal has been a significant participant in the development and implementation of the Transferable Skills and scoring criteria. Because their creation is a relatively new development there is little evidence yet that they have yet been used broadly or regularly across the school in individual classrooms. In addition to his duties as the leader of the school, the principal teaches one section of community college-level physics at BHS. His class takes up one period in the school schedule, along with lesson preparation and grading of assignments. The dean of students and the district director of student support services also provide some instructional leadership along with the principal.

Despite the demands imposed on his time by classroom teaching and managerial duties, maintaining a strong role in the instructional program at the school will help the principal provide teachers and students with a clearer understanding of how to more deeply embed the school's Portrait of a Graduate and Transferrable Skills into the daily life of the school.

Sources of Evidence

- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- department leaders
- school support staff
- Endicott survey

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents are infrequently involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

The leadership team members at the high school are involved in the decision-making process for school-wide issues. Teachers report that non-certified staff frequently voice that they are not included or considered in the decision-making process. According to the Endicott survey, only 30 percent of students, 52 percent of staff, and 55 percent of parents believe that they are involved in meaningful decision-making at the school. Although the school does not have a PTA, it does have three very active parent groups that support students and provide input to school leaders; the BHS Music Boosters, the Athletic Boosters, and Project Graduation Parents. The BHS student council, comprised of nearly a quarter of the student body, exercises decision-making authority when considering issues of campus life such as social events, fundraisers, and other extracurricular activities.

When parents, students, and both certified and non-certified staff members are highly involved in meaningful and defined roles in decision-making, the school leadership team will foster greater responsibility and ownership in the school.

Sources of Evidence

- teacher interview
- teachers
- students
- parents
- department leaders
- school support staff
- Endicott survey

Standard 5 Indicator 10

Conclusions

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

Teachers are highly involved in activities, clubs, and athletics, and participate regularly in the revision of curriculum. Bolton High School, with a faculty size of 32, manages to maintain a full and vibrant extracurricular life that includes athletics, music, art, drama, and community connections. This is due in large part to the teachers' willingness to delve into campus life outside the classroom. While teachers report that they are encouraged and supported to exercise leadership and initiative in their classrooms and with student programs/activities, there is little evidence that they are included in a formal manner in systemic decision-making and initiatives that encourage them to contribute directly to the improvement of the school and increase students' engagement in learning at scale. Through professional learning communities, teachers informally engage in book studies, professional development, and collaboration.

When teachers are more formally and directly involved in school-wide leadership opportunities and initiatives, student engagement in learning and school-wide improvement efforts will increase.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's and the district's goals.

The board of education, superintendent, and high school principal worked together to present updates to the district strategic plan, request adoption of the high school's Transferable Skills and graduation requirements, and approve the district's Portrait of a Graduate. In October 2016 the school board approved the district's Portrait of a Graduate, Transferrable Skills, and revised graduation requirements. The principal also presents some suggested policy updates to the board of education as well as updates concerning student activities, community connections, and curriculum development. Separately, the board, superintendent, and principal expressed appreciation for the contributions of the others and remarked on the level of cooperation received.

Because the board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st-century learning expectations, students benefit from a leadership structure that is unified in its goals and devoted to students fulfilling the Portrait of the Graduate.

Sources of Evidence

- self-study
- school board
- department leaders
- central office personnel
- school leadership

Standard 5 Indicator 12

Conclusions

The school board and superintendent generally provide the principal with sufficient decision-making authority to lead the school.

A formal job description of the principal clearly directs and authorizes the principal to provide leadership and direction in the management of the Bolton High School instructional program. The principal reports that he has sufficient decision-making authority and regularly attends and participates in board of education meetings for the purpose of communicating progress and initiatives at the high school. While less than half of staff (48.1 percent) indicate that the principal is afforded decision-making authority, nearly the same percentage (46.2 percent) remain undecided. The board of education has approved movement in the direction of a mastery approach to student learning - an initiative that was brought forth initially by teachers and supported by the high school administration. The principal and his leadership team have been entrusted to implement the changes necessary to shift the school in the direction of mastery-based learning.

Because the principal has been afforded decision-making authority to lead the school, he is well-positioned to become an instructional leader and driving force toward implementing the school's Transferrable Skills.

Sources of Evidence

- self-study
- school board
- central office personnel
- school leadership
- Endicott survey

Standard 5 Commendations

Commendation

The safe, respectful, welcoming atmosphere that is conducive to learning

Commendation

The student council activities that help build a sense of community and pride

Commendation

The individual initiative displayed by seniors in directing their own learning through the capstone project

Commendation

The multiple opportunities for students to engage in volunteerism and community connections

Commendation

The Connections block built into the schedule that provides opportunities for individual attention for students directed at their learning needs

Commendation

The opportunity for students to attend heterogeneously grouped classes

Commendation

The broad range of involvement in clubs, activities, and athletics that strongly supports a positive school climate

Commendation

Teacher representation on PDEC committee and Academic Leadership Team

Commendation

The ample time built in to the district calendar to support professional development

Commendation

The teacher evaluation document that aligns with research-based best practices to improve student learning

The structure of the master schedule that allows for all classes to meet on Monday, Wednesday, and Friday along with extended periods of instruction on Tuesday and Thursday

The efforts of the school to offer comprehensive course offerings to students despite small enrollment

The reasonable overall student load of teachers that allows them to increase individualized attention for students

Standard 5 Recommendations

Recommendation

Establish a procedure to provide consistent and clear communication of expectations for all students

Recommendation

Create a formal process to ensure that each student has an adult in his/her school life who knows them well and can help in their acquisition of the Transferrable Skills

Recommendation

Consistently utilize observation and evaluation opportunities to provide meaningful feedback and inform instructional practices for all teachers

Recommendation

Develop and implement a plan to formally involve parents, students, teachers, and non-certified staff in the decision-making process for school-wide issues and opportunities

Recommendation

Establish avenues, in addition to the leadership team, to keep all staff members apprised of school decisions and new initiatives

Recommendation

Ensure the principal is able to maintain a strong role as an instructional leader despite his many managerial responsibilities

Recommendation

Examine and remove obstacles that may prevent non-Bolton students from fully participating in student life, including extra-curricular activities

Standard 6 Indicator 1

Conclusions

The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st-century learning expectations.

According to the Endicott survey, 73.1 percent of staff members agree that the school has timely, coordinated, and direct intervention strategies for all students, including special education, 504, and at-risk students, that support each student's achievement of the school's learning expectations. However, 38.7 percent of students disagree that their school meets the needs of all students. Some intervention services, similar to a Response to Intervention program, are created at the beginning of the school year, and students are enrolled based on their previous standardized test scores, course grades, and recommendations from their previous core teachers. These RTI classes are offered during various blocks throughout the day and taught by an English teacher and a math teacher. PLC time is spent weekly on reviewing student grades and discussions with teachers to determine if any additional students need to be referred to the RTI program. A Bolton High School manual clearly outlines tiered approaches; however, there is no evidence that these tiered interventions are being implemented. There has been minimal professional development on RTI provided to the faculty and staff in recent years.

Connections classes provide students with 80 minutes per week during which students meet with teachers to receive academic support and complete or retake assessments. Math and writing centers are located in the library media center and are facilitated by students who are trained and under the direction of content area teachers. Freshman students take a Freshman Seminar class designed to provide them with the academic, emotional, and social foundations to be successful throughout high school. Homework club is open to all students five days a week after school. An alternative program is available to students who are unable to be successful in the regular classroom environment and the school offers credit recovery services to students needed to meet graduation requirements. The dean of students maintains a list of 40 students (ten from each class) who are falling behind in their path toward graduation. She attempts to counsel them, communicates with families, and motivates them to do better. There are weekly and monthly meetings (i.e., SSS, and attendance committees) that address overall student issues regarding attendance, grades, progress, and mental health.

Because of the school's timely, coordinated, and directed intervention strategies, students at Bolton have a greater likelihood of achieving the Transferrable Skills and earning a high school diploma.

Sources of Evidence

- self-study
- student shadowing
- teachers
- students
- department leaders
- school support staff
- Endicott survey

Standard 6 Indicator 2

Conclusions

The school provides information to families, especially to those most in need, about available student support services.

According to the Endicott survey, 69.8 percent of parents agree that the school provides information about available student support services. The school provides a quarterly newsletter that includes entries by all departments including student support services. Bolton High School utilizes PowerSchool to provide student data such as grades, Habits of Work and attendance information, while the Naviance platform is utilized to provide post-secondary education options and to communicate with students regarding goal setting, college, and career readiness. Parents utilize social media apps to access information via Instagram, Facebook, and Twitter. All teachers use Google Classroom to post and communicate class assignments. Through voluntary sign-ups, parents can opt-in to receive regular E-NEWS announcements. In addition, the BHS website is updated daily with important daily announcements and athletic updates. All students are provided with a school email through G-mail which serves in improving communication amongst faculty and students.

Because BHS takes advantage of multiple measures to communicate with students and families, it is more likely that support services will be employed to enhance learning.

Sources of Evidence

- self-study
- students
- parents
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 3

Conclusions

Support services staff use technology to deliver an effective range of coordinated services for each student.

The school community uses Google Suite for a majority of their communications with students, parents and the community, including G-mail and Google Classroom. PowerSchool is the web-based student information system that can be used for communicating student grades and attendance to families. School counseling technologies include Naviance, a college and career web-based program to assist students in college and career programming. The school's website is updated regularly and includes links to Twitter and YouTube feeds that the school uses to communicate upcoming events. The school counseling website provides links and resources for scholarships, community outreach programs, and resources for registering students to BHS, as well as other departmental forms and procedures. The student support services department use personally issued iPads, speech to text apps, online classes for credit recovery, and online tutorials to assist with student comprehension and practice, such as ALEKS, IXL, and Khan Academy. In addition, the school uses IEP Direct to communicate student needs and services for all special education and 504 students. School psychologists and social workers use CompuClaim software to record and monitor mandated counseling services per students' IEPs and 504 Plans. Health services utilize SNAP Health Portal technology to collect and monitor student health data in compliance with The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) and utilizes PowerSchool to input attendance and locate students. The library consistently uses technology from the moment that students enter the doors with a Google form sign-in, and students can access resources that include GALE, ResearchIt, Opposing Viewpoints databases, Virtual High School, Google Platform, and EasyBib using available Chromebooks and desktops. Interviews with teachers and staff members, however, uncovered some disparities in people's expertise in being able to use the various technology programs to their fullest potential.

Because of the wide use of technology to communicate with families, students have a greater likelihood to take advantage of the many support services available to them. With some directed training in the use of technology, staff members will be properly equipped to make full use of available resources.

Sources of Evidence

- classroom observations
- student shadowing
- teachers
- students
- school support staff

Standard 6 Indicator 4

Conclusions

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 with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st-century learning expectations.

According to the Endicott survey, 78.5 percent of student responders do not meet with their school counselors on a regular basis. More than 50 percent of parents do not feel there is adequate support staff available to meet the needs of their students. There is one full-time school counselor and one .8 FTE school counselor who shares her time between the middle school and high school. One counselor is assigned grades 9-12 all students with the last name beginning with A-M. The other school counselor is assigned students in grades 9-12 with last names beginning with N-Z. There is a developmental guidance curriculum followed by the school counseling department at each grade level. Their "Comprehensive School Counseling Program" focuses on the student success plan (SSP) and each grade level has as specific grade-level competencies that include college and career readiness skills, "All About Me" self-inventories, post-secondary planning, and a four-year graduation plan.

In addition, counselors are responsible for counseling and navigating support services, classroom lessons/instruction, course registration and scheduling, new registrations and withdrawal, 504 case management, scholarships, transcript requests, the college application process, and letters of recommendation. At the time of the decennial visit, due to the absence of a counseling administrative assistant, the school counselors are responsible for all office and clerical tasks. School counselors host parent programming on post-secondary planning and financial aid/FAFSA nights. In addition, they coordinate the course registration process and host two related evenings for parents. They host an 8th-grade recruiting night for the town of Columbia and the Bolton Center School in the Spring.

The school counseling members are also involved in various committees such as the SSS team (student support systems) that is chaired by the director of student services and made up of special educators, school psychologists, social workers, and counselors that meet once a month to address specific mental health and student concerns. They are also members of the attendance/student support team meetings that meet once weekly under the direction of the principal and dean of students. Every department meets on the fourth Tuesday of the month after school to address additional concerns and curricular concerns/issues. The guidance counselors work one day a week throughout the summer contacting and meeting with parents and students to address scheduling issues, counsel on the college application process, and any other concerns the student and/or parent may have prior to the start of the school year.

With the replacement of the school counseling administrative assistant, The Bolton High School support services staff will have adequate resources to ensure that students are meeting the 21st century and Transferable Skills graduation requirement.

Sources of Evidence

- student shadowing
- teachers
- students
- school support staff

Standard 6 Indicator 5

Conclusions

The school's health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments. They use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st-century learning expectations.

The Endicott survey indicates that 70.0 percent of parents agree that Bolton High School's health services program is adequately staffed. The Endicott survey also indicates that 75.8 percent of students are comfortable going to the school nurse, with an increase in comfort as students progress through their high school years. There is one full-time registered nurse at BHS. The school nurse works under the direction and guidance of the district medical director, a family/sports medicine physician in the local community. She supports the after-school sports program in partnership with the athletic director and athletic trainer. The school nurse confirms that all athletes have met the necessary health requirements to begin playing sports in September by returning to work in mid-August to accomplish this task.

The school nurse consistently delivers a range of programs and services to provide immediate medical/emergency care and or intervention for students with illness or who have sustained injuries while in school. All males in 9th grade are administered the scoliosis assessment and all 9th graders are checked for height, weight, and body mass index in conjunction with the PE/health program. The health office administers student medications as needed, and complies with all state requirements for health assessments. The school nurse suite has four rooms available to house sick/ill students. The suite is equipped with two handicap-accessible bathrooms, as well as a separate room to conduct health evaluations and confidential counseling. The school nurse is responsible for acquiring her own sub when she is absent from work. The majority of her time is spent in her office. However, if she is called out to assist an injured or ill student somewhere else in the building, she needs to lock her office to attend to the situation. The school nurse is responsible for maintaining the daily attendance of all students. They do not use a "ROBO" call system, and, therefore, the school nurse is responsible for calling every home of an absent student who has not called to report their child absent. She is also responsible for informing all staff of student medical concerns on an annual basis.

The health care services provided by the BHS health office are adequate to provide the necessary health-related services to the students at BHS.

Sources of Evidence

- self-study
- teachers
- students
- department leaders
- school support staff

Standard 6 Indicator 6

Conclusions

Library media services at Bolton High School are integrated into the curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff.

There is one full-time library media specialist and one part-time library assistant. The library assistant is there from 10:30 a.m. until 4:00 p.m. to accommodate after-school study. The library media specialist's role includes her membership on the leadership team, collaborating with classroom teachers to develop assignments that include digital literacy and critical thinking skills, using technology tools to supplement school resources, assisting in the creation of engaging learning tasks, providing access to digital materials for students and staff, and ensuring that all members of the learning community have equal access to resources that meet the variety of student needs and interests. In addition, the library media specialist creates and manages the library budget, orders books, and supplies, curates the collection to ensure it is up-to-date and manages the library staff which includes student helpers. The school librarian frequently updates the library's website to ensure that students and staff have access to the best and most up-to-date resources. The library media specialist teaches four Freshman Seminar classes per week. As part of the Freshman Seminar class, she assists all students with the registration of their CollegeBoard accounts and access to Khan Academy. She works with the 9th-grade history teachers on research skills as part of a major project. For the sophomore curriculum, she helps students with MLA formatting and research for history and science projects. For the junior year curriculum, students utilize her when needed, but she does not push into classes unless a specific teacher requests her to. Seniors will ask the library media specialist for assistance with his or her capstone projects. Students have access to library-assigned Chromebooks for use in the library. Students are allowed access to the library during their study hall time, lunch, before and after school. The homework club meets in the library after school. The library assistant is there until 4:00 p.m. if a student needs assistance and/or would like to take out a book.

The library media assistant helps to provide a well-organized, smoothly functioning library media environment in which students can take full advantage of the resources and materials available. The assistant serves as an alternative to the LMS during absences, after regular school hours, or when the LMS is occupied with the instruction of students or teachers, is in meetings, or is troubleshooting technology. The assistant provides supervision for students in the computer lab, processes books and audiovisual materials purchased by the LMS, assists with circulation, signs-out and checks in books and materials, tracks overdue materials and completes end-of-year reports, makes simple repairs of damaged books, and monitors attendance and student behavior in the library. A commonly voiced concern from students, however, is that the library is often closed to students for drop-in use when the LMS is occupied with her instruction responsibilities and the assistant is not present.

The library media center collects data on Google Sheets when students are signing in. The Google Sheets include the student's name and class period, the teacher's name, and reason for the visit. Google Sheets is also shared with all teachers. The LMC also uses software to track any books or publications students are signing out using Evergreen Bibliomation. This data system gives the library media specialist the ability to track and analyze data. According to the Endicott survey, 53.1 percent of students agree that the library is available before, during, and after school. A total of 82.4 percent of students feel that the staff is willing to help find information. Over 80 percent of staff members believe that the library media specialist is actively engaged in the development and implementation of the school's curriculum. When the library had two library assistants, on average the Google sign in logged 800-900 students utilizing the library throughout the school day. When the library staff was reduced to one library assistant and access to the library was limited, there were 150 students who logged into the library.

Library media services are integrated into the curriculum and instructional practices of the school. With an adjustment to staffing levels, Bolton students will be assured full access to what is already an exciting, well-organized, vibrant learning space.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- department leaders
- school support staff
- Endicott survey

Standard 6 Indicator 7

Conclusions

Bolton High School employs four special education teachers who collaborate and provide inclusive services through co-teaching and consultative services as requested and required. They teach academic support classes, provide transition services, perform achievement evaluations, manage and develop Individualized Education Programs (IEPs), schedule and run planning and placement team meetings (PPTs), and communicate with parents regarding the progress of identified students. The school also employs six paraprofessionals who support students in classrooms and provide feedback under the supervision of the special education teachers. All identified students are assigned a case manager. Currently, the student-to-teacher ratio in special education is approximately 8:1. Each case manager sees their students one period a day to assist with meeting the IEP goals and objectives. All identified students are mainstreamed and provided with all the opportunities available at BHS. The school district contracts with occupational therapists, physical therapists, and speech and language pathologists, and they are available to meet the needs of all identified students. A school psychologist, a licensed therapist, and school counselors address the counseling needs for all identified students. Special education teachers work with general education teachers to modify regular assignments and assessments. The paraprofessionals collect data on educational and behavioral progress which include the number of times a student needs prompting, redirection, and formative instruction information. The special education teacher graphs and analyzes the resulting data.

A transition program for identified and qualified students ages 18-21 is available. The transition program is located in BHS; however, it was reported that more students would attend if the program was housed in a separate location to more closely resemble "moving on" after graduation. One special education teacher is assigned as the transitional counselor, and several paraprofessionals are trained to be job coaches. Affiliations with several businesses in the area include Walgreens, CVS, restaurants and a horse farm that is available for students to experience.

Bolton High School has an alternative program for students who are at-risk and who have shown not to be successful in a typical classroom. A portion of the program may include optional, blended online learning courses. The special education staff work with the guidance counselors, school psychologists, and general education teachers to assist the students. Guidance counselors are responsible for oversight of Section 504 ADA Plans for students and the annual meetings. Teachers provide accommodations for students listed in their 504 Plans.

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff and are providing inclusive learning opportunities for all students.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- students
- department leaders
- school leadership
- school support staff

Standard 6 Commendations

Commendation

The dedicated, qualified professionals who regularly support students in achieving the school's 21st-century learning expectations

Commendation

The use of social media and other technology to communicate school news and to help students and families keep informed of student support services

Commendation

The universal Google Classroom used by all teachers to help families and students stay informed of academic expectations

Commendation

The counselors who are an integral part of the school community

Commendation

The accessibility and welcoming atmosphere in the nurse's clinic

Commendation

The wide range of services and resources available in the school library

Commendation

The school's commitment to full inclusion of special education students

Commendation

The active role of the library media specialist in the academic life of the school

Commendation

The comprehensive guidance curriculum designed to support students in their academic life and their post-secondary planning

Commendation

The teachers' availability for students to obtain necessary interventions to assist in their academic progress

The opportunities for students to access intervention services during a connections period twice a week, in a homework club, and after school

Standard 6 Recommendations

Recommendation

Make it possible for students to have regular access to the library media center during the school day throughout the week

Recommendation

Ensure that all appropriate staff members are equipped to utilize online software programs (i.e., Power School, SNAP, Naviance) to full potential

Recommendation

Develop and implement a more formal Response to Intervention program that will result in coordinated intervention strategies for struggling students

Standard 7 Indicator 1

Conclusions

The Bolton community and the district's governing body provide dependable but somewhat inconsistent funding to meet the needs of Bolton High School. A wide range of programs and services, as well as professional staff and professional development, are adequately funded, but support staff and technology support remain underfunded.

Only 30.8 percent of the staff feel that the community and district's governing body provide them with dependable funding for their wide range of programs. In spite of its size, Bolton High School offers a wide array of learning opportunities including AP classes and a large number of college credit classes. A Chinese class has been added recently through a collaboration/shared teacher with Coventry High School.

Budgeting for professional development and curriculum revisions has been maintained with 13 professional days, made up of 8 half-days and 5 full-days designed for in-house development of curricula, the examination of data, and the advancement of district initiatives. Some time is provided during these professional days to upload curricula to Atlas Rubicon, an online curriculum mapping platform. Large curricula revisions in the core areas has been scheduled and worked on during the normal instructional time removing teachers from their classroom time with students causing an impact on student learning. The district has determined that the benefits gained from having a fully-developed, readily-available curriculum outweigh the periodic loss of instruction time. Curriculum work done during the school day is far less expensive to fund than time outside the boundaries of the normal calendar. While the district offers ample professional development opportunities during the school year opportunities for outside professional development appear to be limited for teachers.

There are currently 1.8 FTE school counselors, a 0.6 FTE school marriage and family therapist, and a 0.7 FTE school psychologist assigned to the high school. With the sharing of support staff with other buildings in the district, there are times during the school day that supports are not available to meet immediate student need.

Technology was 100 percent funded for the first time in the 2018-2019 school budget whereas, previously it was partially funded (41 percent) by the district budget and the balance was obtained through miscellaneous grants. The current technology equipment available for classroom use includes a SMARTBoard with a desktop computer for nearly every classroom, 2 computer labs, 8 library computers, and several Chromebook carts. Support is provided by a full-time informational technology specialist through the Capitol Region Education Council (CREC) who is shared by the town and school district. In-building technology support is provided by a Bolton teacher during a duty period. When issues arise the teacher is contacted and will either resolve the issue or a ticket system is employed to request action by the informational technology specialist. Staff members report that should multiple issues arise on any given day, the necessary support needed to resolve the issue cannot be accomplished in a timely manner. Should an issue with a specialty piece of hardware or software arise, specifically in the art or music departments, the in-building support person must be bypassed and a request to the district IT person must be initiated. This often causes a delay in the resolution of an issue. One issue frequently cited was the limited transportation choices available to students from outside Bolton which has an impact on their ability to participate fully in extracurricular activities and after-school support services.

Less than half the staff members at BHS feel that the community and district's governing body provide dependable funding for textbooks, field trips, supplementary materials such as audiobooks and extracurricular assistance is limited. The zero budget increase strategy causes a feeling that staff can only request the bare minimum of materials leading to the above inadequacies. However, the visiting committee found few if any areas where teachers were unable to deliver their curriculum due to a lack of resources.

As a result of community support for schools, Bolton teachers have the basic necessities to help students successfully achieve the district's Portrait of a Graduate.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- school support staff
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 2

Conclusions

Bolton High School consistently develops plans and provides adequate funding for programs to ensure that the maintenance and repairs for the entire building and school plant are completed. Property is cataloged, repaired and overall well maintained and the school building is staffed sufficiently to keep the school cleaned on a daily basis.

The school utilizes a work order system started several years ago by the principal to address repair needs. A teacher reports the maintenance concern to the principal or a secretary who then initiates the work order in the online database to the director of operations who either completes the repair or assigns the repair task to the appropriate in-district/town person for action. When the task has been completed, the director of operations marks the completion via the system. A more timely communication plan to report repair progress to teachers would be greatly appreciated.

All inventory is cataloged and updated annually throughout the building and district, and the school follows an established process of maintenance and replacement based on five- and twenty-year plans for vehicles and mechanical systems, ensuring that all items are cycled based on equipment lifespans. Normal operations and maintenance are handled in-house, such as changing of filters and the like while more specialized maintenance or repairs are outsourced to an appropriate vendor for action. Repairs are generally made in a timely fashion.

The building is very well cleaned on a daily basis with sufficient staff. One full-time person arrives for a first shift to open the building and to prepare for the daily activities. A second staff member arrives mid-morning to assist with the lunches and cafeteria and remains until 5:00 p.m. to assist with the daily cleaning cycle. Two additional staff members work a second shift until 11:00 p.m. to clean the building daily and to assist with evening activities. All cleaning staff members have been trained and follow the procedures outlined in the Green Cleaning Act using the proper green products and procedures. All stakeholders, including teachers and students, report the building to be very well cleaned and maintained. The fire marshal inspects the facility on an annual basis and all documentation of all inspections and code compliances are housed in the office of the principal.

Because the school utilizes a planned process of maintaining and repairing equipment, has procedures in place for communication from the principal to maintenance staff, and has a team of dedicated workers, the students and staff of Bolton High School enjoy an atmosphere that is clean, safe, and conducive to learning.

Sources of Evidence

- self-study
- facility tour
- department leaders
- school leadership
- school website
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

Bolton High School has adequate funding from the district for the purpose of providing and maintaining a wide range of programs and services, enrollment changes and staffing needs, but the district has inconsistently funded long-range facility needs, and capital improvements.

In 2015, the superintendent convened key staff members, board of education members, and a diverse group of community representatives to develop the Bolton Public Schools Strategic Coherence Plan 2015-2020. The plan built on successes while addressing alignment with and systemic challenges through articulating district goals. Five district goals serve as a framework and guide all aspects of district work, including programs and services, staffing needs, facility needs, technology, and capital improvements. Enrollment changes are regularly examined via reports presented at monthly board of education meetings. Program needs, guided by the district goals of the strategic plan, determine staffing needs. These areas have been consistently funded and all stakeholders feel that the school site and plant deliver high-quality programs and services in most areas.

The current 20-year Capital Plan was developed in 2012 and is the result of a town and school collaboration. Though the new high school building came online for use in 2011 and benefited all areas and programs in some way, the capital budget does not reflect the needs of the athletic complex. The lack of proper field drainage, tennis courts that are in need of repair as well as additional resources necessary to support the many athletes engaged in the track and field program are problematic. Some areas of the field complex require remediation for both performance and safety reasons. It is not uncommon for the soccer fields to be unplayable thus denying the student athletes an opportunity to practice and compete on their home complex. For track members to be practicing in parking lots and running on the local roads poses a safety issue. The athletic director and school leadership have presented various budget proposals for these needs, but ultimately the final decision has rested with the Board of Selectmen and finance committee as to whether or not these proposals will become part of a current budgeting process.

Although there exists adequate and dependable funding for most programs and services, some additional resources are necessary for BHS students to enjoy a full high school experience.

Sources of Evidence

- self-study
- facility tour
- teachers
- school board
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 4

Conclusions

The faculty and building administrators are actively involved in the development and implementation of the budget at Bolton High School.

Teachers working together within departments come together utilizing a Google Team drive for document development and sharing to discuss their curriculum needs and supplies for the following year. They agree upon texts, supplies and or equipment to submit a requisition form that is then given to the appropriate academic leaders who consolidate all requests into departmental overviews and submit them into the district budgeting. The building principal also meets with academic leaders to discuss and prioritize and answer questions regarding these requests. The principal meets with the superintendent regarding these requests and the budget which is then put together with those of the other buildings and is proposed to the superintendent. Throughout the process staff members are kept informed regarding any changes or decisions through the building administration via emails, phone conversations, and face-to-face meetings.

The budget process, by engaging staff and building administrators, ensures all stakeholders have a voice in the use of resources to meet the needs of students.

Sources of Evidence

- self-study
- central office personnel
- school leadership
- Standard sub-committee

Standard 7 Indicator 5

Conclusions

Bolton High School's site and physical plant support the delivery of high-quality school programs and services in a limited way.

With the completion of the new building addition and renovation that offered complete occupancy in September of 2011, the facilities and programs were greatly improved. A new science laboratory, library media center, technology education facility, art room, culinary room, fitness room, performance space, increased computer lab access, guidance suite, main office as well as school committee space was added to the existing facility. Classrooms are spacious, bright, and equipped for 21st-century instruction. The main entrance is both welcoming and secure. Athletes and physical education students enjoy a full gymnasium along with a well-equipped fitness center. Science labs and technical education rooms are new and well-equipped. While the entire school still has a "new school feel" it is still necessary for some teachers to travel to different classrooms during the day due to lack of space. Many departments have four teachers but utilize only three instructional rooms. Resources need to be shared and personal items may need to be moved from one location to another by a cart. The ability to meet with students during off teaching time is limited as well by these space constraints.

The cafeteria eating area serves as the school commons as well as a performance venue for music and drama. Lack of performance space prevents authentic rehearsal and performance opportunities as this space is utilized for many other functions, lacks wing space, storage, and backstage space, access for productions and transitions. When the area is utilized for the various performances the adjacent tech education space needs to be cleared so that there may be some backstage and transition space available. Additional risers need to be brought in to accommodate all performers and remain for several days impacting the space that most frequently is used for cafeteria space and study hall. The stage area lacks a curtain. There is no true food service preparation area and the school lunch program is run via a collaborative contract with EastConn management. Food is prepared off-site at the other district school and is transported to the high school and reheated as needed. As a result, the foodservice staff does not have easy access to the ingredients needed to advise or meet specific dietary needs. It was observed that many students brought their own lunches to be consumed during their lunch time.

With the new renovations in 2011, geothermal heating was incorporated with each classroom housing its own heating/cooling equipment but the controlling of this equipment is somewhat problematic as many report there are wide swings in temperatures.

With a but a few shortcomings, the campus and physical plant of Bolton High School offers students many high-quality programs and services.

Sources of Evidence

- self-study
- student shadowing
- facility tour
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

Bolton High School's physical plant and facilities are in compliance with local fire, health, and safety regulations.

Documents that demonstrate compliance with these regulations are housed in the principal's office area. Major mechanical and electrical equipment is maintained yearly through qualified on-staff personnel or independent contractors and adhere to all local and state code compliance. Local officials conduct inspections of the building fire alarm, and ADA compliances yearly according to a set schedule. Material safety documentation is maintained in the principal's office as well.

Sources of Evidence

- self-study
- central office personnel
- school leadership

Standard 7 Indicator 7

Conclusions

Collectively, the professional staff at Bolton High School engages parents and families as partners in each student's education; however, there is limited evidence of outreach specifically to those families who are less connected with the school.

The staff and administration at Bolton High School go to extensive efforts to engage parents and families as partners in the scholastic lives of their sons and daughters. A wide range of parental and familial involvement exists, with the school actively striving to include parents as partners in their children's education. The computers for each teacher show the school's dedication to parent outreach. Teachers have their own webpages to inform parents and guardians about current and future activities in the classroom but rely mainly on Google Classroom to share class information and assignments. Parents and guardians are encouraged to take part in their children's education by utilizing PowerSchool, the school-based website, email information from administration and teachers and various social media.

To address the fact that not all parents have web access at home, calls are sent home through the automated telephone system so that parents receive information but only messages of an urgent nature are delivered by phone. A recent initiative is to have all parents and guardians have access to the PowerSchool app for their smartphones allowing for even more opportunities to be connected with how their children are progressing in their course work.

Thus, it is evident that Bolton High School has made significant efforts to reach out to all families with their open grade book practices on PowerSchool, emails, Open School Nights and the Eighth Grade Transition Night, and these are just some of the many ways Bolton High School has reached out to parents and families. However, with the 2020 graduates that are the first to utilize the new Transferable Skills as a graduation requirement, communication regarding the assessment and reporting of these skills has been inconsistent.

There is a need for more active engagement with parents and families of students, particularly, those Open Choice Program students (15 currently) as they are underrepresented at community engagement activities. One staff member has taken up an initiative to develop an outreach program for these students and parents by offering to provide transportation and/or meet offsite to present programs and opportunities available to their children. Even in spite of these efforts, the participation remains limited. Formal procedures or processes to support or direct professional staff in contacting and/or engage families that are less connected to the school do not exist.

The school's administration and staff work consistently to reach out to all parents, in both a proactive and reactive manner. When more emphasis is placed on including those who are less engaged, this will support the education of each student and ensure that each student is working toward accomplishing the school's transferable skills.

Sources of Evidence

- self-study
- teacher interview
- teachers
- parents
- department leaders
- school website
- Standard sub-committee

Standard 7 Indicator 8

Conclusions

The school develops productive parent, community, business, and higher education partnerships that support student learning.

Bolton students engage in community and business partnerships through a variety of experiences. The school requires experiences via mentor relationships for all graduating seniors, making it necessary for students to establish their own connections. Recently a list of possible sites or businesses has been created but for the most part, although there is a facilitator whose duties include dissemination of information and requirements for the completion of the mentor experience, the student acts independently and must complete the report and post to the capstone project portal to get credit for their graduation requirement.

Events for parents include senior capstone project presentations, financial aid evenings, and post-secondary fairs. The family and consumer sciences department offers a Play School program within the early childhood education course. Students in the Transition program partner with local grocery, drug stores, and volunteer organizations. School organizations such as the student council, music department, National Honor Society, world language clubs, FBLA, and Manchester Manor Club participate and volunteer in various community activities including blood drives, leaf raking, sponsoring children and families, singing at Bolton Senior Center, 9-11 memorial program, creating entrepreneurship experiences for younger students, and visiting a local skilled nursing facility. Parent partnerships, while limited in number, are active and include Bolton Music Works, the Bolton Booster Club (athletic support), Project Graduation, and the Bolton Scholarship Fund. Additionally, the No Kid Goes Hungry Backpack program, a program to ensure students have food over the weekends, is coordinated by the Bolton PTA.

Bolton High School partners with Manchester Community College, and UConn, to provide students with an Early College Experience by taking a designated class at Bolton High School. Currently, there are nine varied classes with an approximate enrollment of 140 students. A student can take Art and UConn Environmental Science, Accounting II, Finance, Physics, CAD, Bakeshop, Early Childhood Development and Speech with many of these being offered through a collaboration with MCC. This partnership provides opportunities for students to earn college credit and create an extended opportunity beyond Bolton High's classroom.

Because the school develops productive parent, community, business, and higher education partnerships that support student learning, students have opportunities to extend their learning beyond the classroom.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- Standard sub-committee

Standard 7 Commendations

Commendation

The recent additions and renovations made to bring Bolton High into the 21st century

Commendation

The overall cleanliness of the building and the utilization of Green compliance products and cleaning methods

Commendation

The ability to deliver high quality education to all students across a wide variety of curricular offerings

Commendation

The varied offerings and opportunities for Bolton High Students to participate in Early College Experience courses

Commendation

The budgetary support given to the schools by the Bolton community

Commendation

The fully equipped classrooms and other learning spaces throughout the building

Commendation

The district strategic plan that has carried the district into 2020

Commendation

The role afforded school leaders and faculty members in the development of the annual budget

Commendation

The PowerSchool management system that allows parent access to student records and grades

Commendation

The pride staff members and students take in their building

Standard 7 Recommendations

Recommendation

Provide a consistent funding source to support technology and its integration into instruction

Recommendation

Improve communication with teachers regarding repairs being made in response to teacher requests

Recommendation

Develop long-term planning to upgrade and make the athletic field complex safe

Recommendation

Create and increase efforts particularly to the Open Choice and Columbia families to engage them in school and community activities

Recommendation

Explore alternatives to expand or improve the performance venue

FOLLOW-UP RESPONSIBILITIES

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

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

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

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

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

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Secondary Schools

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

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- 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. Robert Littlefield - Warwick Public Schools

Assistant Chair: Charles Dumais - Cooperative Educational Services

Team Members

Christine Bouchard - Jonathan Law High School

Carrie Grado - Windsor Locks High School

Max Halla - Francis T. Maloney High School

Alan Messier - Killingly High School

Michael Nolan - Shepaug Valley Middle/High School

Trisha Pytko - Frank Scott Bunnell High School

Jackie Russell - East Hampton High School

Jennifer Seroski - Mark T. Sheehan High School

Kristen Small - RHAM High School

Audrey Spielman - Wamogo Regional High School