NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

VISITING TEAM REPORT

Tri-County Regional Vocational Technical High School

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10/15/2018 - 10/18/2018

STATEMENT ON LIMITATIONS

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

The Committee on Technical and Career Institutions of the New England Association of Schools and Colleges considers this visiting team report to be a privileged document submitted by the Committee on Technical and Career Institutions of the New England Association of Schools and Colleges to the principal of the school/center and by the principal to the state department of education. Distribution of the report within the school/center community is the responsibility of the school/center principal. The final visiting team 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 team has been to assess the quality of the educational program at this school/center in terms of the Committee'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/center as it appeared to the visiting team.

STANDARDS FOR ACCREDITATION

The Committee on Technical and Career Institutions 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/centers 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 Expectations

Curriculum

Instruction

Assessment

Support Standards

Culture and Leadership

Student Services and Support

School Finance and Community Relations

CORE VALUES AND EXPECTATIONS

Teaching and Learning Standard

Effective schools/centers identify their mission, core values, and beliefs about learning that function as explicit foundational commitments to students and the community. Mission, core values and beliefs manifest themselves in age appropriate, researched-based, school-wide 21st century learning expectations. Every component of the school/center is driven by the mission, core values, and beliefs and supports all students' achievement of the school/center's learning expectations.

1. The school/center community engages in a collaborative and inclusive process to identify and commit to its mission, core values, and beliefs about learning.

2. The school/center has challenging and measurable learning expectations for all students which address career, academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school/center-wide analytic rubrics, which define targeted high levels of achievement.

3. The school/center's mission, core values, beliefs, and learning expectations are actively reflected in the culture of the school/center, drive curriculum, instruction, and assessment in every classroom, and guide the school/center's policies, procedures, decisions, and resource allocations.

4. The school/center regularly reviews and revises its mission, core values, beliefs, and learning expectations based on current research, multiple data sources, as well as district and school/center community priorities.

5. The school/center's mission, core values, beliefs, and learning expectations are widely displayed throughout the facility, on the website, and in all handbooks.

CURRICULUM

Teaching and Learning Standard

The written and taught curriculum is designed to result in all students achieving the school/center's 21st century expectations for student learning. The written curriculum is the framework within which a school/center aligns and personalizes its learning expectations. The curriculum links expectations for student learning to instructional and assessment practices. It includes a purposefully designed set of learning opportunities that reflect the school/center's mission, 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/center's 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/center's learning expectations
   - developmentally appropriate instructional strategies
   - a variety of developmentally appropriate assessment practices.

3. The curriculum emphasizes depth of understanding and application of knowledge at the appropriate developmental levels through:
   - inquiry and problem-solving
   - exploration and creativity
   - higher order thinking
   - collaboration and communication
   - cross-disciplinary learning
   - authentic learning opportunities both in and out of school/center
   - informed 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 areas within the school/center.

6. The curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities.

7. Curriculum is developed, evaluated, and revised using assessment results and current research.

8. Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)

9. Technical programs are competency-based education identifying specific duties and tasks.

10. Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

INSTRUCTION

Teaching and Learning Standard

The quality of instruction is the single most important factor in students' achievement of the school/center's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school/center's mission, 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/center's mission, core values, beliefs, and learning expectations.

2. Teachers' instructional practices support the achievement of the school/center's learning expectations, as evidenced by:
   - personalizing and differentiating instruction
   - engaging students in cross-disciplinary learning
   - engaging students as active learners
   - emphasizing inquiry, problem-solving, and higher order thinking
   - applying knowledge and skills to authentic tasks
   - emphasizing communications skills
   - providing feedback
   - 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
   - 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, such as including students, other teachers, supervisors and parents
   - using feedback from a variety of sources
   - 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.

6. All technical programs provide safety instruction, instruction in hazardous chemical awareness (safety data sheets), and written and applied safety testing.

ASSESSMENT

Teaching and Learning Standard

Assessment informs students and stakeholders of progress and growth toward meeting the school/center'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 assesses whole-school and individual student progress in achieving the school/center's learning expectations.

2. The school/center's professional staff communicates:
   - individual student progress in achieving the school/center's learning expectations to students and their families
   - the school/center's progress in achieving the school/center's learning expectations to the school/center community and stakeholders.

3. Teachers communicate to students the learning expectations and the unit-specific learning goals to be assessed.

4. Teachers, individually and collectively, employ a range of assessment strategies, including formative and summative assessments.

5. Teachers provide specific and timely feedback to ensure students revise and improve their work.

6. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

7. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice.

8. A systematic program review is conducted periodically to guarantee effective program design.

CULTURE AND LEADERSHIP

Support Standards

The school/center culture is equitable and inclusive, and it embodies the school/center's foundational mission, core values, beliefs, and expectations about student learning. The culture is characterized by reflective, collaborative, and constructive dialogue about researched-based practices that support high expectations for teaching and learning. The leadership of the school/center fosters mutual respect and a safe, positive culture by promoting citizenship, learning, and shared leadership that engages all members of the school/center community in efforts to improve teaching and learning.

1. The school/center 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/center is equitable, inclusive, and fosters heterogeneity by using student grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school/center.

3. 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 inside and outside of the school to maintain current with best practices
   - dedicate formal time to implement professional development
   - have a planned orientation program for new staff
   - apply the skills, practices, and ideas gained in order to continually improve curriculum, instruction, and assessment
   - ensure that all faculty and staff meet state and local certification requirements.

4. Research-based evaluation and supervision processes that focus on improved student learning are used to evaluate the performance of the administration, faculty, and staff.

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

6. The principal/director, working with other building leaders, provides instructional leadership that is rooted in the school/center's mission, core values, beliefs, and learning expectations.

7. All members of the school/center community feel welcome at the school/center and have opportunities for school/center improvement.

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

9. The work, contributions, and achievements of students and school/ center personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school/center.

10. The school committee, superintendent, and principal/director are collaborative, reflective, and constructive in achieving the school/ center's learning expectations.

11. The principal/director has sufficient decision-making authority to lead the school/center.

12. Current written policies and procedures are readily available to all personnel and to the public.

13. A written school/center improvement plan with measures of accountability has been implemented.

14. Students are provided opportunities for student government/leadership.

15. The school/center's calendar is designed to ensure minimal disruption of the school's educational program.

16. The school/center encourages non-traditional careers for students and supports gender equity in all programs.

STUDENT SERVICES AND SUPPORT

Support Standards

Student learning and well-being are dependent upon appropriate sufficient support. The school/center 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/center's mission, core values, and beliefs. Student services and support enable each student to achieve the school/center's 21st century learning expectations.

1. All students have an equal opportunity to achieve the school/center's learning expectations.

2. The physical areas provided for student support services are appropriate for the particular service and ensure privacy and confidentiality.

3. The school/center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.

4. School/center counseling services have access to an adequate number of certified/licensed personnel and support staff who:
   - provide academic, career, and personal counseling
   - deliver a written, developmental program
   - engage in individual and group meetings with students
   - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
   - provide preventative health services and direct intervention services including emergency care
   - conduct ongoing student health assessments
   - inform faculty and staff of medical conditions of their students when appropriate
   - securely maintain student health records
   - use ongoing, relevant assessment data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.

5. The school/center ensures that students have access to educational media services that are integrated into curriculum and instructional practices. There are an adequate number of personnel and support staff who
   - are actively engaged in the implementation of the school/center's curriculum
   - provide a wide range of materials, technologies, and other information services in support of the school/center's curriculum
   - are responsive to students' interests and needs in order to support independent learning
   - conduct ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.

6. Support services for identified students, including special education, Section 504 of the Federal Rehabilitation Act of 1973, 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/center's learning expectations
   - provide inclusive learning opportunities for all students
   - perform ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.

7. The institution has a published Information Resources and Responsible Use policy which is consistent with its mission.

8. An adequate method of student record keeping is in place and individual student files include the following:
    - Attendance
    - Technical competency assessment
    - Academic achievement
    - Test results
    - Individual Education Plan or 504 Plan as appropriate
    - Safety test documentation
    - Industry recognized certifications attained.

9. Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.

10. An assessment system is available to assist students with the identification of career aptitudes and interests.

11. The school/center has a comprehensive safety/crisis response plan that ensures:
    - Students, faculty and staff are trained to assist with emergency situations
    - A written crisis intervention plan has been developed and implemented
    - Evacuation procedures are widely publicized, and regularly scheduled drills are held and results documented.

12. Written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools/centers.

13. Student transportation is scheduled to ensure that all students will arrive and depart from the school/center with minimal loss of time on task.

14. Residential Program creates and maintains an environment that allows students to learn and practice independent and community living skills.

15. Residential Program provides a safe, secure, clean, and attractive physical and social living environment for students that is appropriate to their varied needs and levels of maturity.

SCHOOL FINANCE AND COMMUNITY RELATIONS

Support Standards

The achievement of the school/center's mission, core values, beliefs, and learning expectations requires active community, governing board, and parent/guardian 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/center programs and services
   - sufficient professional and support staff
   - ongoing professional development and curriculum revision
   - a full range of technology support, including personnel and infrastructure
   - sufficient equipment for CTE and academic programs
   - sufficient instructional materials and supplies
   - a learning environment that supports high levels of learning for all.

2. The school/center community develops, plans, and funds programs to ensure:
   - the replacement of equipment, the maintenance and repair of facili- ties and equipment, and thorough and routine cleaning of the facility
   - adequate network infrastructure and technological peripherals
   - school/center's plant is effectively and efficiently ventilated, heated, and lighted.

3. There is sufficient funding to ensure the school/center implements a long-range plan that addresses and supports:
   - programs and services
   - enrollment changes and staffing needs
   - capital improvements to protect the financial investment of the site and buildings.

4. Faculty and building administrators are actively involved in the development and implementation of the budget.

5. The school/center site/facility supports and enhances all aspects of the educational program and is maintained to meet all applicable federal, state, and local laws, and are in compliance with local fire, health, and safety regulations.

6. Appropriate school/center transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.

7. The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center.

8. The school/center develops productive career and technical advisory, community, business, and higher education partnerships to support student learning.

9. Records of all funds collected and disbursed in connection with any part of the school/center's program are kept in an accurate and systemic form

10. Funds collected are properly safeguarded.

11. The governing board and the administration exercise control over all financial operations. An appropriate

system of checks and balances is in place to ensure integrity in the collection and disbursement of all school/center funds.

12. Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

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, CTCI 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 and Expectations

Curriculum

Instruction

Assessment

Support of Teaching and Learning Standards

Culture and Leadership

Student Services and Support

School Finance and Community Relations

The accreditation program for career and technical 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/center 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/center be reevaluated every ten years by a full visiting committee, five years later with a focused visiting committee, 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 Tri-County Regional Vocational Technical High School (Tri-County), a committee of 18 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 Tri-County regional Vocational School extended over a period of one year to October 2018.

Technical and career schools evaluated by the Committee on Technical and Career Institutions 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. Using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Tri-County was able to reflect on 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 18 members was assigned by the Committee on Technical and Career Institutions to evaluate Tri-County 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, technical program teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Tri-County.

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

- review of the school's self-study materials

-classroom visitations

- numerous informal observations in and around the school

- tours of the facility

- individual meetings with teachers about their work, instructional approaches, and the assessment of student learning

- group meetings with students, parents, school and district administrators, and teachers

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 Technical and Career Institutions which will make a decision on the accreditation of Tri-County.

School/Center Profile

School/Center Profile

Tri-County is comprised of 11 communities within three counties. The physical plant is located in Franklin, Massachusetts at the intersection of routes 495 and 140 only five miles from the northeast most corner of nearby Rhode Island. Tri-County's district consists of towns from Middlesex (Sherborn), Bristol (North Attleboro, Seekonk) and Norfolk (Franklin, Medfield, Medway, Millis, Norfolk, Plainville, Walpole, Wrentham) Counties. The in-district towns that Tri-County serves would best be classified as middle to upper middle class suburbs with a relatively few low income residents.

The building houses 16 vocational/technical programs, academic programs, 34 classrooms, five science labs, one general purpose computer lab which resides within the library media center (LMC), a main office suite, a guidance and special education suite, a gymnasium, a cafeteria, and a restaurant. The outer grounds include a baseball field, soccer/football field, softball field, a track and parking areas.

Table 1: Population and Median Household Income by In-District Town. (2017 Census)

Town County Population Median Income

Sherborn Middlesex 4,122 $148,635
North Attleboro Bristol 29,153 $83,735
Seekonk Bristol 15,548 $82,094
Franklin Norfolk 32,996 $108,815
Medfield Norfolk 12,288 $117,500
Medway Norfolk 13,329 $109,865
Millis Norfolk 8,216 $85,472
Norfolk Norfolk 11,793 $138,452
Plainville Norfolk 9,154 $92,014
Walpole Norfolk 25,073 $99,102
Wrentham Norfolk 11,838 $99,924

Total Population173,510

The majority of students enrolled at Tri-County live within the school district. In 2018, in-district students made up approximately 93 percent of the secondary student population. Out-of-district students made up the additional seven percent of the enrolled students with the majority coming from Attleboro and Bellingham.

The enrollment figures per town are as follows:

Franklin = 178; Plainville = 89; Wrentham = 54; Medway = 59; N. Attleboro = 332; Walpole = 42; Millis = 45; Norfolk = 29; Medfield = 10; Seekonk = 75; Bellingham = 17; Attleboro = 41; Other Out of District = 15;
Total Enrollment = 986

The breakdown of school enrollment by grade: Grade 9 =248; Grade 10 =271; Grade 11 = 256; Grade 12 = 211, and by race: White 88.9 percent, Hispanic 5.3 percent, Multi-race 4.3 percent, African American .5 percent, Asian .7 percent, Native American .2 percent and Pacific islander .1 percent.

The administrative structure of the school has 10 administrators with the head of the school being the Superintendent. There are 120 faculty members. The Superintendent is the District Administrator. The Principal, Special Education Director, Academic Coordinator, Dean of Students, Head of Guidance and Vocational Coordinator conduct teacher evaluations, and are trained and follow the DESE guidelines.

Tri-County hosts Career Days for Grade 8 students from each of the member towns in late October. The Guidance Department, with the assistance of personnel from the Massachusetts Educational Financing Authority (MEFA), annually presents a program on college preparation. In addition, the Guidance Department hosts a very successful evening College Fair each year. The Guidance Department also organizes SAT and ASVAB testing each year.

The Special Education Department provides Transition Planning each summer. A school adjustment counselor and guidance counselor attended the Signs of Suicide Training and collaborated with a health teacher to embed the SOS protocols into the tenth grade health curriculum, which resulted in the identification of at-risk students. Several presentations were brought to faculty and parents on the topics of drug abuse and addiction, mental health, and executive functioning.

The class of 2018 scored exceptionally well in all three areas of MCAS, continuing to keep Tri-County rated as a Level I school. In ELA, 97 percent of students scored Proficient/Advanced. In Mathematics, 83 percent of students scored Proficient/Advanced. In Biology, 77 percent of students scored Proficient/Advanced. All students completed the Mass Core Curriculum requirement which is the Department of Elementary and Secondary Education recommended academic program for college and career readiness.

Annually, several seniors earn the John and Abigail Adams Scholarships. These scholarships are awarded to students who achieve a minimum of two proficient and one advanced score on the Grade 10 English Language Arts, Mathematics, and Biology MCAS exams. Student scores must be in the top 25 percent of tested students.

Tri-County has implemented the *itsLearning* platform. Teachers have embraced this learning platform, using it for lessons, power point slides, class notes, embedding video, remediation links, textbook links, uploading worksheets, collecting homework, online polls, data collection, submitting work and taking exams. All academic and many of their vocational teachers have been trained and are using *itsLearning* on a regular basis. Academic standards and VTE Frameworks are all on *itsLearning* and can be accessed for both formative and summative assessments.

The school has 28 Chromebook Carts (approximately 700 devices) used in both the vocational and academic areas, approximately 300 Desktop/Laptop PCs used in vocational programs and approximately 200 Desktop/Laptop PCs used in the academic areas.

Tri-County continues to train teachers in an in-house professional development focused around Differentiated Instruction. With help from an outside consultant, 39 teachers have been trained since the inception of the program. Teachers from academics, vocational, and special education, all have worked together during the course of this training to learn about the different types of differentiation, observe colleagues, and take place in learning walks, in an effort to enhance their teaching practice. The Academic Coordinator, Vocational Coordinator, and Instructional Technology Specialist all have participated and worked with the cohort groups in an effort to bring all areas together, plan, debrief, and most of all, learn from one another.

Tri-County has partnered with Mass Insight to not only increase AP offerings in the future, but to also improve how to teach both AP and pre-AP courses. Several of their teachers have attended pre-AP strategies workshops in an effort to improve vertical teaming to attract more students to enroll and be successful in their AP programs. The school hopes to improve qualifying scores on AP exams through their partnership with Mass Insights. Teachers attend extensive trainings through Mass Insights and students spend three Saturdays at workshops with other AP students to learn strategies, curriculum, and take mock exams. Tri-County offers AP Physics 1, AP Calculus (AB), AP Language and Composition, AP Literature and Composition, AP Statistics, and AP Computer Science Principles. This year the school will be offering AP US History for the first time.

The Tri-County Robotics Team, named "Tri-Force", competes in the FIRST Robotics Regional Competitions and this year competed in the World Competition in Michigan. Tri-County SkillsUSA competes in local, state and national competitions each year. Tri-County pays an annual subscription each year for all students to enroll in SkillsUSA.

Tri-County is proud to provide a quality career education to the residents of its 11 member towns. Tri-County students are highly visible in sending districts in a variety of roles. They serve as interns, summer employees, and cooperative education students, and have completed a number of outside projects within member communities. Each of these experiences assists the students in demonstrating what they have learned in their vocational programs.

Vocational training is only part of their success. Academic preparation is noted through the growing number of scholarships acquired from local associations and organizations, as well as the increased number of students now attending college upon graduation. The Senior Project is an excellent example of the integration of vocational and academic skills. Tri-County continues to prepare students as good citizens and this is witnessed through the actions of individual accomplishment of students through community service projects organized through a number of extra-curricular organizations. The students participate in the annual *Holiday Gift Drive*, coordinated by the Santa Foundation. In another outstanding example of community school collaboration, Medical Careers students teamed up with Franklin Police and Arbella Insurance to educate teens about risky behavior behind the wheel. In addition, the school is excited to report that the Culinary Arts students and their teachers collaborate with Franklin Cable TV to produce Cooking Thyme with Tri-County.

Standard 1 Indicator 1

Narrative Program Summary

The school community engaged in a collaborative and inclusive process to identify and commit to its mission, core values, and beliefs about learning.

It was noted that students, staff, and parents agree with the current mission, core values, and beliefs about learning with the understanding that there is significant work to be done to ensure they are implemented to the fullest extent.

The Positive Attitudes for Work Success (PAWS) program has allowed students to provide feedback on the new mission and core values in a debate format, allowing each side to present pros and cons of each of the values as accepted.

Sources of Evidence
- self-study
- panel presentation
- facility tour
- teachers
- students
- Standard sub-committee

Standard 1 Indicator 2

Narrative Program Summary

The school has some challenging and measurable learning expectations for students which address career, academic, social, and civic competencies. Each expectation is partially defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.

The visiting team recognizes Tri-County for their commitment to creating competencies in the areas of career, academic, social and civics, that are accepted by staff, students, parents, and administration. Each of the competencies are specific in nature.

The visiting team interviewed teachers who indicated direct teaching of the core values within the classroom and encouraging students to use the verbiage of TC PRIDE when advocating for their needs. Examples were provided regarding students stating they wanted increased empowerment and responsibility with cell phone usage. Policies regarding cell phone usage were modified to allow student phone usage in hallways between classes.

Rubrics are provided to students in the Junior year to address the required competencies for successful progression through the project phases. Measurements for successful completion of competencies at each grade level vary across vocational and academic courses. The culmination of the high school experience is the production of a senior project, in which students merge their vocational and academic learning. Students are provided technology, podium, and round table discussion to showcase their learning. Industry and school staff are present for the presentation and students are provided supports via summer experiences to assist them in attaining successful completion of this graduation requirement. Presentations take place in the Senior Project Room that is dedicated to the professional atmosphere for presenting student work.

The school reported need to improve diversity during the presentation of the core values, to align with their competencies. Diversity should be embedded within the curriculum to help students become global learners with understanding of various cultures, religions, sexual orientations and disabilities.

The visiting team observed that there was a lack of real world civic engagement, such as voting processes, political debates, and citizenship responsibilities.

Sources of Evidence
- self-study
- facility tour
- teacher interview
- school website
- Standard sub-committee

Standard 1 Indicator 3

Narrative Program Summary

The school's newly adopted mission, core values, beliefs, and learning expectations are in the process of being reflected in the culture of the school, driving curriculum, instruction and assessment in every classroom, and guiding the school's policies, procedures, decisions, and resource allocations.

The visiting team recognizes the new implementation of Tri-County's mission, core values, beliefs and learning expectations. There is evidence of signage within the classrooms regarding the mission, motto, and core values. The transitional classroom allows for differentiated learning for students who may need modified curriculum or modified processes for learning.

Throughout the classrooms, interactive whiteboards are available for vocational and academic teachers. As evidenced in the Graphic Communications vocational program, new Mac computers are used and older computers are recycled for use by younger students. Additional equipment has been ordered to help students have current up to date skills in this field. Use of technology allows for access to additional resources for student achievement, improve technical skills, and prepare students for post-secondary learning.

The visiting team teacher interviews indicated sharing the core values with elementary school students via a construction project, in which students taught elementary students how to make a tool box and put one of the core values in each tool box. Tri-County students explained to elementary students that the words are part of their tool box for success.

The visiting team observed increased commitment to academics in the offering of new Advanced Placement programs, including the addition of AP History for sophomore students.

Policies regarding wearing of hoods in the building, wearing of hats in the building, use of water bottles, and cell phone usage are inconsistently enforced throughout the school.

Sources of Evidence
- self-study
- panel presentation
- facility tour
- teacher interview
- department leaders
- school website
- Standard sub-committee

Standard 1 Indicator 4

Narrative Program Summary

The school recently reviewed and revised its mission, core values, beliefs, and learning expectations based on current research, multiple data sources, as well as district and school community priorities.

Tri-County reviewed the mission, philosophy, and core values over the past 10 years, determining that it was too detailed and difficult to read. Over the past year, the mission, core values, and beliefs have been reviewed and revised to reflect the current motto: "Work Hard. Today Counts". The visiting team viewed evidence of the mission, core values, beliefs, and learning expectations that incorporated feedback from administration, faculty, students, parents, and the community. These guiding principles were accepted with overwhelming enthusiasm. The school committee accepted the mission, core values, beliefs and learning experiences in May 2018.

Data provided regarding core values and learning expectations were provided indicating 98 percent of the faculty approved of the new core values, learning expectations and beliefs about learning. There was also a 94 percent approval from faculty on the mission statement. Student input was also sought out with regards to core values and 81 percent felt the core values were important. The beliefs about learning were agreed upon by 85.5 percent of the student body. Families agreed with the new beliefs about learning with 96.8 percent in favor, 95.1 percent were in favor of the core values, with no statistics offered regarding family agreement with the mission.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- Standard sub-committee

Standard 1 Indicator 5

Narrative Program Summary

The school's mission, core values, beliefs, and learning expectations are inconsistently displayed throughout the facility, on the website, and in all handbooks.

The visiting team observed Tri-County's mission, core values, beliefs, and learning expectations displayed within some of the classrooms and the student handbook. The new core values were printed on t-shirts for incoming students. There was no evidence of the core values, mission, beliefs and learning expectations displayed in common areas.

School staff continue to gather ideas to incorporate the core values into the curriculum.

Sources of Evidence
- self-study
- panel presentation
- facility tour
- teacher interview

Standard 1 Commendations

Commendation

Inclusion of all staff, students, and parents to provide feedback on the mission statement via democratic process.(1.1)

Commendation

Requirement of completion of senior projects for graduation to incorporate academic and vocational learning.(1.2)

Commendation

Implementation of PAWS to develop social, emotional, and workplace skills to help students develop sense of self and self-assessment to better improve employability and college success outcomes. (1.2)

Commendation

The collaboration of school personnel with professionals to develop a "Rubric for Employability" with outside resources to align school curriculum with real world expectations to increase student employability after graduation. (1.2)

Commendation

Student led projects in vocational areas to spread the motto and core values throughout school.(1.5)

Standard 1 Recommendations

Recommendation

Identify community members that were surveyed regarding the mission, core values, and beliefs about learning to ensure the community is accurately reflected to meet school population and student needs for future planning. (1.1)

Recommendation

Include diversity in curriculum and experiences to enhance exposure and understanding of student differences (1.2).

Recommendation

Improve visibility of mission, core values, beliefs throughout the school building and on social media and school website to allow students, faculty, and administration to reflect and improve school culture. (1.3)

Recommendation

Continue to assess the implementation of the mission, core values, beliefs, and learning expectations to provide a measure of integration within the curriculum and school culture by all staff, students, administration, and community members. (1.4)

Recommendation

Create rubrics that are adopted in each of the academic and vocational areas to enhance cross curriculum alignment to improve consistent student achievement and close the gap between competencies. (1.2)

Recommendation

Define measurements for success in each of the 4 competencies to allow for student, parent, and teacher understanding of competency achievement. (1.2)

Recommendation

Display UbD throughout classrooms and programs for students and faculty to understanding learning processes and how to communicate their learning effectively (1.3)

Recommendation

Ensure policies are enforced consistently to all students across all content areas to improve culture and social responsibility. (1.3)

Recommendation

Explore and develop real world civic engagement to connect academic learning to civic responsibility (1.2)

Standard 2 Indicator 1

Narrative Program Summary

The curriculum is purposefully designed to ensure that all students practice and achieve each of the school learning expectations. The use of the Understanding by Design (UbD) approach to curriculum development encourages teachers to consider the objectives, expectations and competencies when designing units. Having outcomes at the forefront of planning what to teach allows instructors to design courses and programs that adhere to not only the school's expectations, but the Massachusetts curriculum and VTE frameworks. This ensures that the instructors will meet the expectations laid out by both the school, the state, and students' achievement will reflect what is expected of highly skilled graduates of a technical institution.

Sources of Evidence
- self-study
- teacher interview

Standard 2 Indicator 2

Narrative Program Summary

Most of the curriculum is written in a common format which includes essential questions, concepts, content, and skills. While much of the curriculum, and most of the departments and programs, are using the UbD approach to curriculum development, adoption of this approach is not yet 100 percent at Tri-County. Only about half of the vocational instructors have received training in UbD, and not all the shops' curriculum is written using the UbD template. Additionally, curriculum in the advanced placement core academic courses do not follow the UbD format, though the self-study report claims that the philosophical foundation of UbD are followed in creating AP course maps. The visiting team observed the use of developmentally appropriate instructional strategies in lesson planning as well as a variety of developmentally appropriate assessment practices. Much of the reviewed curriculum does emphasize inquiry, problem solving, exploration, creativity, higher order thinking, collaboration, communication, cross-disciplinary learning, informed use of technology, and learning opportunities in and out of school, not all programs or shops follow the common format.

Sources of Evidence
- self-study
- teacher interview
- school leadership

Standard 2 Indicator 3

Narrative Program Summary

The curriculum at Tri-County emphasizes depth of understanding and application of knowledge at the appropriate developmental levels. While application of the common UbD template is not 100 percent, anecdotal evidence and observation indicate that indeed Tri-County curriculum emphasizes depth of understanding through inquiry, problem-solving, and higher-order thinking skills in most courses and levels. Also, they provide many in-school, authentic learning opportunities for students during the school day. In addition some shops provide outside production and co-op opportunities. The mandated senior project requires cross-disciplinary learning and collaboration and communication from both students and teachers. Engineering students worked together to design paper airplanes reinforcing aeronautical concepts. In Dental Assisting students were working collaboratively on infection control. Classroom teachers were observed using a wide variety of activities and strategies to encourage students to work on higher-order thinking, and to use technology in an efficient and ethical way. Examples of this include Chromebooks in the use of composition in English, designing a flyer/poster in graphics using the Adobe CC programs, graphing calculators being used to explore quadratic equations in math classes. It was also observed that in the co-taught classes, the special education instructor was able to differentiate and modify the material and activities so that students at all developmental levels were able to achieve the same results. Additionally, the medical and engineering shops welcome science instructors to teach a part of their curricula, a psychology class is taught by a Social Studies teacher for the legal and protective services shop, an instructor from science teaches a Physics For Engineering class, and biology teachers provide content and lectures for the medical careers shop.

Sources of Evidence
- classroom observations
- self-study
- student work
- teacher interview

Standard 2 Indicator 4

Narrative Program Summary

There is a clear and recognizable alignment between the curriculum maps as written, and the instructional practices witnessed in the classroom. UbD units have curriculum pacing guides embedded. All staff who have received UbD training use pacing guides to stay on track with the other members of the department. While some trades have not implemented UbD, all curriculum is aligned to the MA Frameworks. This ensures that what is written in each curriculum unit is being addressed by the instructors. This is something the administration makes a priority, reporting that the connection between instructional practices and written curriculum is "routinely and extensively examined." This seems to be effective in making sure classroom content and written curriculum maps correspond. Alignment between written and taught curriculum in the vocational programs at Tri-County is close by necessity, because much of the written curriculum is based on the standards for external certifications of the students in
their fields. Success by the students in gaining certifications depends critically on this alignment.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- teachers
- school leadership

Standard 2 Indicator 5

Narrative Program Summary

Effective curricular coordination and vertical articulation exist between and among all areas within the school. There are a number of inter-curricular efforts in place at Tri-County, both among academic departments, and between academic departments and vocational programs. The English department provides school-wide writing rubrics based on the John Collins writing program. The ELA department and the social studies departments share rubrics and expectations for both writing and presentations/public speaking. Additionally, the medical and engineering shops welcome science instructors to teach a part of their curricula, a psychology class is taught by a Social Studies teacher for the legal and protective services shop, an instructor from science teaches a Physics For Engineering class, and biology teachers provide content and lectures for the medical careers shop. Perhaps the biggest example of curriculum coordination is the senior project, in which a student selects a topic from their shop, completes a writing assignment, a presentation, and a completion of the project, in which they produce a product related to their chosen shop.

Sources of Evidence
- self-study
- teacher interview

Standard 2 Indicator 6

Narrative Program Summary

For the most part, the curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs, and other learning opportunities. Inclusion classrooms are staffed by two certified teachers -- an instructor certified in the subject area, and a certified special education teacher. While there isn't a one-to-one ratio of Chromebooks to students, there are, in academics, enough that students always have access to one during their class time. In ELA, they are not always able to teach the same book at the same time, as there aren't enough classroom sets of a given text. In vocational shops, the program advisory committee has been instrumental in gauging the necessary purchases of materials, equipment, supplies and other items necessary for each program's needs.

Sources of Evidence
- classroom observations
- self-study
- teacher interview

Standard 2 Indicator 7

Narrative Program Summary

Curriculum is developed, evaluated, and revised using assessment results and current research. Members of the ELA department report that through regular department meetings, working periods, and/or stipends allocated for teacher UbD creation in the summer, there is a continuous internal review and editing of the curricula at Tri-County. On-site and off-site professional training provide an opportunity for the review and incorporation of new ideas into the curricula. The current curriculum has been revised and rebuilt around the UbD model, which is a building-wide initiative, though there are still vocational instructors who have not been trained in UbD.

Sources of Evidence
- self-study
- teacher interview
- teachers

Standard 2 Indicator 8

Narrative Program Summary

In shops, program advisory committees are effectively utilized to recommend program modifications based on changing technology, assist with the development of an equipment acquisition plan, assist in the development of the technology plan, and review the technical curricula. (Their agendas/minutes are maintained on file.) However, the visiting team observed there is inconsistent adherence to the advisory committee's suggestions in Cosmetology.

Sources of Evidence

- teachers

Standard 2 Indicator 9

Narrative Program Summary

Technical programs are competency-based education identifying specific duties and tasks. The skills and knowledge learned in Tri-County's technical programs are based on the MA VTE Frameworks and the professional organizations who certify the students. Student competency is determined when students have met these standards. The UbD model of curriculum development, which the school has embraced building-wide, places results, objectives, and competencies as the starting point for developing curriculum maps, which guarantee the programs will be built to achieve professional proficiency by its graduates.

Sources of Evidence
- self-study
- teacher interview

Standard 2 Indicator 10

Narrative Program Summary

Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements. The licensure requirements of the various careers for which the students prepare are the starting point for the curriculum maps in vocational programs. As a result, the students enrolled in these programs must meet licensure standards and requirements before successfully completing their studies at Tri-County. A review of the curriculum maps demonstrate these requirements.

Sources of Evidence

- self-study
- teacher interview

Standard 2 Commendations

Commendation

The units in academic classes and shop programs all have clearly determined outcomes, objectives, and expectations, allowing instructors and students to have a clear sense of purpose. (2.1)

Commendation

The UbD model has been adopted by all academic departments and most vocational programs, allowing for consistent language when discussing course content. (2.2)

Commendation

The academic plans are thoroughly rigorous, yet easily adapted for differentiation and, when needed, remediation, insuring all students will have the opportunity for success with the material. (2.3)

Commendation

Tri-County has provided professional development, common planning time, and opportunities for collaboration to review and revise curriculum on a regular and consistent basis in most areas. (2.7)

Standard 2 Recommendations

Recommendation

Explore ways to secure time and funding to train the remaining staff on UbD curriculum planning so the curriculum is 100 percent common format. (2.2)

Recommendation

Create and implement a plan to provide direction and accountability for the development and implementation of curriculum. (2.6)

Standard 3 Indicator 1

Narrative Program Summary

Teachers' instructional practices are continuously examined to ensure consistency with the school's mission, core values, beliefs and learning expectations. There is alignment between the curriculum, both written and taught. Both vocational and academic teachers stress the necessary dedication and drive to be academically successful.

The school's core values are new, and are currently in the process of implementation.

Sources of Evidence
- self-study
- teacher interview
- teachers
- school leadership
- school website
- Standard sub-committee

Standard 3 Indicator 2

Narrative Program Summary

Tri-County teachers consistently differentiate and personalize instruction to meet the needs of individual learners. Beyond traditional lecture and discussion, teachers actively use hands-on demonstrations, skills practice, videos, and group projects. Instruction is enhanced through the use of interactive whiteboards. Chromebooks are widely available throughout the school, however, there is a desire for all students have a 1 to 1 device.

Tri-County teachers actively use cross-disciplinary learning. Some examples include English and History incorporating historical literary comparisons, and collaboration between Engineering and Early Childhood Education on designing a playground. However, cross-disciplinary seems to primarily take place either shop to shop or academic to academic.

Teachers engage students in active learning. In observations, the visiting team noted the following strategies: flexible grouping, incorporation of technology, hands-on laboratory experiments, exploration and discovery, and student-driven discussion. Through cooperative education, Tri-County students continually participate in authentic training in actual jobs in the field. This supports student learning from the shop classroom.

Tri-County students in academic and CTE classes consistently apply knowledge and skills to authentic tasks. The following vocational programs offer walk-in services to the community: Culinary Arts, Cosmetology, Early Childhood Education, Graphics Communication, Medical Careers, Automotive Technology, and Automotive Collision Repair. The visiting team observed several examples of applying industry standards for practical work experience. Students receive appropriate training requirements and hours to obtain licenses and certifications. Academic courses are aligned to the MA frameworks using the UbD model. The vocational programs are aligned to the MA frameworks but not all are using the UbD model.

Teachers emphasize both spoken and written communication skills through lesson design. A variety of student groupings was observed by the visiting team. Tri-County has a comprehensive senior capstone project in which students present to members of the school and the greater community.

Students at Tri-County actively participate in self-assessment and reflection. The visiting team observed examples such as: reflective journaling in Early Childhood Education, Medical Careers and Carpentry, reflection on writing process in English, discussion boards, re-evaluating work in Science, and reflection on overall work ethic in trades.

Most Tri-County teachers incorporate technology into aspects of the teaching process. Examples of technology used include: itslearning, Google drive, Newsela, Socrative, Quizlet, Kahoot, Khan Academy, Youtube/Teachertube, TedTalks, CK12.org, graphing calculators, Chromebooks, interactive white boards, and up-to-date shop equipment. Electronic versions of some textbooks are available.

Sources of Evidence
- classroom observations
- self-study
- student work
- teacher interview
- teachers
- department leaders
- Standard sub-committee

Standard 3 Indicator 3

Narrative Program Summary

Tri-County teachers continually adjust instructional practices based on student need. Consistent working periods provide valuable collaboration time to discuss instruction. The visiting team observed many examples of formative assessment including: exit tickets, class discussion, questioning, thumbs-up/thumbs-down, circulation of the room with student check in, and quizzes.

Tri-County teachers differentiate instruction to meet the various needs of learners. Student needs are considered when teachers write lessons and create class groups. Most observed curriculum uses the UbD model and includes clear examples of differentiation.

There is some evidence of Tri-County purposefully organizing group learning activities. For example, in trade, upperclassmen assist underclassmen to reinforce subject knowledge. Teachers also encourage student collaboration, and to serve as positive role models.

Tri-County's personnel includes para-professionals and a vocational resource teacher who are available to support students. Instructional differentiation strategies are actively pursued through the school's professional development plan.

Sources of Evidence
- classroom observations
- self-study
- student work
- teachers
- Standard sub-committee

Standard 3 Indicator 4

Narrative Program Summary

The visiting team observed regular use of formative and summative assessments to differentiate lesson plans. Some examples include: disaggregation of MCAS data in core academic classes, tests, quizzes, performance-based skills in Dental Assisting, presentations, projects in Graphics, Plumbing, Electrical and Carpentry, Kahoot games being played in Medical Careers, specific feedback on performance assessments and demonstrations and modeling in Cosmotology and CIS used an online game to check for understanding. Teachers place emphasis on mastery of learning objectives by analyzing data, discussion with colleagues, and adjusting instructional practices. At Tri-County, there is clear vertical collaboration among teachers, administrators, and staff. Tri-County provides valuable planning time, working periods, and scheduled department meetings.

Tri-County considers feedback from a variety of sources. Parents are given opportunities to be partners in learning. Some of these opportunities include parent orientation, parent-teacher conferences, and by participation in trade advisory boards. Many teachers keep logs of parent communication about student performance. Teachers also communicate with parents electronically, via email, PowerSchool, and itslearning. Student feedback is obtained through formative assessments, student information forms/surveys, and student-teacher discussions. Feedback from other teachers is provided through learning walks and peer observation.

Tri-County teachers participate in professional learning. Teachers are required to stay current with the professional development requirements outlined through the Massachusetts Department of Education, Guidelines for Massachusetts Educators on Recertification. Teachers who attend professional development are encouraged to share the most useful strategies with colleagues. The district allocates yearly funds to allow teachers to pursue professional development and college credit. Furthermore, new teachers are assigned a mentor which involves observation of both trade and academic classes to promote professional discourse.

Sources of Evidence
- classroom observations
- self-study
- teachers
- Standard sub-committee

Standard 3 Indicator 5

Narrative Program Summary

In compliance with the Massachusetts Department of Education, staff in academic, vocational, and student services maintain expertise in content area pedagogy. Professional development is provided both in-house and outside. The district allocates yearly funds to support professional learning. The school's professional development plan can be accessed through the school website.

Tri-County utilizes common planning time which provides staff the opportunity for unit development, lesson planning, and professional dialogue.

The Professional Development Plan aligns with the School Improvement plan and supports the school mission and goals. There is an ongoing professional development focus to not only increase learning in the academic environment but also to foster growth within the community. This current professional development plan includes five categories: pedagogy, classroom management, curriculum and content, technology, and health and safety.

Through the use of program advisory committees, trades gain insight about current and future industry changes. The committee recommends modifications based on changing technology, assists in creating a plan to acquire equipment, helps to review and revise the technology plan, and helps to assess technical and academic curricula.

Sources of Evidence
- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- school website
- Standard sub-committee

Standard 3 Indicator 6

Narrative Program Summary

Tri-County has 16 career technical areas, all of which provide safety instruction in the use of tools, equipment, and hazardous materials. They also provide written and applied safety testing. All tenth grade students are trained and OSHA certified. Students are taught to interpret safety data sheets (sds). SDS binders are readily available in shop settings, which are updated regularly.

Students and staff are properly trained in lockdown and other emergency procedures, fire exit locations and procedures, eye wash stations, fire extinguisher locations and usage, first aid kits, safety blankets, and emergency shutdown switches.

Individual shops provide rigorous safety training with pre and post testing for tools and equipment.

Sources of Evidence
- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- students
- department leaders

Standard 3 Commendations

Commendation

Creating a detailed, comprehensive and well-communicated professional development plan to focus on school improvement. (3.5)

Commendation

Purposefully scheduling a common planning time for professional dialogue around improvement in teaching and learning. (3.4)

Commendation

Teachers for incorporating formative and summative assessments to maximize student learning. (3.4)

Standard 3 Recommendations

Recommendation

Evaluate providing all students with a 1 to 1 device (e.g. Chromebook) to promote 21st century technology skills for easy student access to technology. (7.1)

Recommendation

Consider an implementation plan to roll out core values to improve consistency in buy-in from all stakeholders. (i.e community and industry partners). (1.1., 1.3)

Recommendation

Consider additional opportunities to implement cross disciplinary learning, especially trade to academic, in order to increase students' conceptual understanding. (3.2)

Recommendation

Continue training of all teachers on differentiated instruction and the UbD format through the "teach the teacher" model and/or outside providers to increase student achievement. (3.5)

Standard 4 Indicator 1

Narrative Program Summary

The professional staff at Tri-County is currently employing a formal process, based on analytical rubrics, to assess whole-school and individual student progress in achieving the school's learning expectations.

A committee of academic and CTE instructors are collaborating with an outside consultant to develop and align school-wide CTE employability rubrics with the school's learning expectations.The committee expects these rubrics to be completed by the beginning of 2019, at which time they will be disseminated to the staff. The expectation among staff is to use these rubrics to assess students on the schools' learning expectations. The assessment will count as part of the students grade in both trades and academics. Although these rubrics will assess individual student progress, currently it is unclear if there is a plan to use this data to assess the whole-school in achieving the school's learning expectations.

Presently, all shop teachers are using the Big 5 Employability/Soft Skills Evaluation Form (Employability Evaluation Form). Shop teachers use this evaluation form to assess students on a daily basis as a percentage of their shop grade. The assessment will count as part of the student's grade in CTE programs. The rubrics will assist academic teachers in providing common language throughout the school instituting the newly adopted core values and learning expectations. The common language will assist all teachers in developing academic classrooms and vocational programs that provide safe learning environments and support the student's Social and Emotional learning.

Sources of Evidence
- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers

Standard 4 Indicator 2

Narrative Program Summary

The professional staff at Tri-County communicates individual student progress in achieving the school's learning expectations to students and their families.

At present, CTE instructors use the employability evaluation form to assess students in some of the school's learning expectations. This evaluation measures progress a student is presenting in 5 employability categories. Results of student progress is recorded by shop teachers in Powerschool in a specific and timely manner. Both parents and students have online access to Powerschool and have the ability to monitor student progress based on the employability evaluation.

The professional staff communicates the student's employability evaluation to parents in their shop grade and the school is currently developing ways to communicate progress on the new learning expectations to the community and stakeholders.

A professional committee of both CTE instructors and academic teachers are collaborating with an outside consultant to create a school-wide analytic employability rubric which will align with the school's learning expectations. The expectation of the school is that vocational teachers will assess students using the rubric at the beginning of 2019. The school has the ability through Powerschool to communicate the student's employability evaluation to parents in their shop grade and is currently developing ways to communicate progress on the new learning expectations to the community and stakeholders.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 3

Narrative Program Summary

The Tri-County professional staff sometimes communicates to students the learning expectations and the unit-specific learning goals to be assessed.

In reference to student learning expectations, trade teachers communicate some of the learning expectations they are going to assess but academic teachers do not. As stated in previous assessment indicators, there is a committee that is currently addressing this part of standard 3.

The majority of teachers at Tri-County utilize the itslearning platform to communicate unit-specific learning goals. This includes posting course syllabi and course expectations during the first two weeks of school. In addition, teachers post objectives of the unit or lesson and daily agendas on this same platform. Typically, presentations, handouts and materials needed to achieve the goals of a lesson are made available through the resources section of itslearning. Measurable and precise learning objectives relating to the unit goals are posted daily for each lesson so that students are able to assess their progress in each unit. Rubrics are provided with assessments to inform students of leveled benchmarks of performance expectations.

Sources of Evidence
- self-study
- teacher interview
- teachers

Standard 4 Indicator 4

Narrative Program Summary

At Tri-County, teachers, individually and collectively, employ a range of assessments, including formative and summative assessments.

Ongoing formative and summative assessments are given to students to evaluate student knowledge and checks for understanding. Formative assessments are given primarily to inform teachers about the progress of students growth and understanding of concepts or units. Formative assessments also help teachers make informed decisions about their instructional practice. Summative assessments are primarily given to assess student knowledge at the end of a unit or course and to determine if students have reached benchmarks for the purpose of vocational certifications.

The following is a partial list of assessment tools employed by Tri-County:

Formative	Summative	Summative (Certifications)
Kahoot	Research papers	Tier I and II (plumbing)
Quizlet	Oral presentations	EPA 608 (HVAC+R)
Graphic organizers	Midterms	ACR 410a (HVAC+R)
KWL charts	Finals	OSHA 10 (All)
Bell ringers	Shop program safety assessment	ProStart (culinary)
Exit tickets	MCAS	ServSafe (culinary)
Collins writing assignments	Collins writing assignments	DEEC Teacher Certification Childhood)
Newsela Nonfiction reading activities	Senior Project*	Adobe Certifications (Graph
Observations of field work	Performance Tasks	ASE (Auto Technology ad A
Observations of student work	Portfolio	CNA (Medical Careers)
Discussion	Debate	Programming certifications (Engineering)

The senior project graduation requirement is a comprehensive presentation developed over both junior and senior year. In 11th grade, all students will conduct research and write a research paper on a topic related to their trade but not part of their trade's curriculum. During junior year, students must reach specific benchmarks throughout the process in order to complete the research paper. Assessment of these benchmarks are completed by both their trade teacher for content and their English teacher for conventions. Beginning senior year, students will begin creating a product based on their research. Students will work with their trade instructors to complete the product. All products are required to be finished by winter break. Using a pre-described schedule, each senior will present their product and research to a panel of three adults. The panel consists of an administrator, teacher and outside business liaison. Students who present and do not meet the minimum requirements of the project will have an opportunity to present a second time.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- teachers
- students

- department leaders
- school leadership

Standard 4 Indicator 5

Narrative Program Summary

The professional staff at Tri-County provide specific and timely feedback to ensure students revise and improve their work.

All vocational programs and academic subjects update student grades regularly on powerschool as a means of providing feedback. Students and parents can access their grades anytime and see grades updated in real time. Through powerschool, teachers provide individual comments to students on their quarter grades, but many teachers also include personalized, written feedback on specific assignments. Students also have the option to receive notifications on their mobile devices whenever there is a change to their shop or academic grade.

Teachers who utilize the itslearning platform can easily provide feedback on digital tests and assignments. In addition, students and teachers can communicate with each other regarding questions about assignments or information to help with remediation. In most cases, students are allowed to retake exams, quizzes and tests. Students have a two day grace period for missing work and graded assignments can be resubmitted with corrections.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- students

Standard 4 Indicator 6

Narrative Program Summary

The professional staff at Tri-County regularly use formative assessments to inform and adapt their instruction for the purpose of improving student learning.

Throughout the school, teachers use a myriad of formative assessments to adjust their instruction both in real time and for future lessons. Formative assessments are used on a daily basis and include: bell work, exit tickets, polling, white boards, pre-tests, discussion, questioning techniques, graphic organizers and countless others. Informal observations of student work and performance in clinical or real world situations, drive teacher instruction to improve student outcomes.

Teachers formatively assess students using high level questions to afford the students an opportunity for critical thinking and providing instructors with significant insight into the degree and depth of student understanding. Exit tickets are most commonly used by teachers in order to help the teacher assess the effectiveness of their lesson. Data gained from exit tickets provides specific feedback to teachers about instructional strategies.

Sources of Evidence
- self-study
- teacher interview
- teachers
- students

Standard 4 Indicator 7

Narrative Program Summary

Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice.

The professional staff at Tri-County continuously examine both formally and informally student learning data, performance and growth. Over the past few years, teachers have been allotted time in the schedule for "working periods". During this time common academic content area teachers collaborate to improve instructional strategies, examine student data and improve student outcomes. A major focus for working periods include analyzing MCAS test data. Teachers look at deficiencies in student MCAS scores to guide them to areas where instruction needs to be improved.

All teachers are required to create SMART learning goals (slg). Goals are decided by the teacher and administrator based on student needs. Teachers collect baseline data through pre-tests and with the use of specific instructional strategies need to prove student growth over time. Through the use of progress monitoring, teachers have the ability to adjust their slg with their administrator if needed. Data collected during progress monitoring will be analyzed to determine if instructional strategies are working or if they need to be adjusted.

Sources of Evidence
- self-study
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 8

Narrative Program Summary

The professional staff at Tri-County periodically conducts a systematic program review to guarantee program design.

All programs are reviewed regularly to assess their effectiveness and usefulness. The review process for vocational departments include bi-annual meetings with their program advisory committee. During these meetings, frameworks, scope and sequence, professional development, equipment, certifications and licensures are discussed by instructors and program advisory committee members. Recommendations for changes in program design are noted in the meeting minutes and reviewed by administration. Administrator's make informed decisions to make changes to programs using multiple data points and metrics.

There is no formal process for academic systematic program review. Working periods provide some time for academic teachers to review their programs but it not always the main focus of concentration. After seniors have graduated and left the building, administrators ask senior academic teachers to reflect on their past years practice and submit any ideas for improvement before they leave for summer break.

Sources of Evidence
- self-study
- teacher interview
- teachers

Standard 4 Commendations

Commendation

Implementing a comprehensive summative senior project as a graduation requirement to assess student outcomes in academics, trade content and civic and social responsibility. (4.4)

Standard 4 Recommendations

Recommendation

Aggregate assessment data from the school-wide analytic rubric that measures student learning expectations for the purpose of disseminating the data to school community and stakeholders. (4.2)

Recommendation

Implement a periodic, formal process for all academic teachers to conduct a systematic program review to guarantee effective program design. (4.8)

Standard 5 Indicator 1

Narrative Program Summary

Tri-County is a school community that consciously and continuously puts forth great effort to build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning. The visiting team observed a shared ownership and pride in the school. Tri-County is a welcoming place, where student performance, work, and achievement are recognized and highlighted throughout the building. Pictures, posters and display boards accent the walls representing school pride. Students and staff interact in a pleasant manner and genuinely care for one another. The positive relationships and true sense of respect between students and staff permeates every aspect of daily interaction. A family-like atmosphere with high energy was observed and infused throughout the campus. Safety procedures such as shelter in place, lock doors and barricade are currently in place. The district is in the process of hiring a .5 Student Resource Officer to be shared with the Town of Franklin school district.

Sources of Evidence
- self-study
- facility tour
- teacher interview
- school board
- community members
- school support staff

Standard 5 Indicator 2

Narrative Program Summary

The school is equitable and inclusive, ensuring access to challenging CTE experiences for all students. In general, students throughout the school exhibited a high degree of congeniality and acceptance among students. The administration, teachers and students reported that fighting and bullying are not prevalent. There is a zero-tolerance policy against student bullying and hate crimes. Students "choose" to come to Tri-County which creates a culture of pride and ownership. A PAWS program was formed which assigned a faculty mentor to each student in the building. Topics discussed in the PAWS program are: employability skills, professionalism, career success and physical and mental health issues.

Sources of Evidence
- self-study
- teacher interview
- students
- department leaders

Standard 5 Indicator 3

Narrative Program Summary

In order to improve student learning through professional development (PD), the Principal and professional staff engage in professional discourse for reflection during ten half days in one school year. There is sufficient formal time to implement professional development, but time to apply the skills, practices, and ideas are limited. Last year's school wide professional focus was Differentiated Instruction. This school year's school wide PD focus is Co-teaching with emphasis on greater Special Education Support. A new staff orientation program exists and is implemented when a new hire comes aboard and each staff member is assigned a teacher mentor. A faculty advisor is responsible for agendas and meeting topics.

Sources of Evidence
- self-study
- teachers
- department leaders
- central office personnel
- school leadership

Standard 5 Indicator 4

Narrative Program Summary

The Principal and other administration use research-based evaluation and supervision processes that focus on improved student learning based on the Massachusetts Department of Elementary and Secondary Education's (DESE) evaluation system. An online evaluation tool by the name of Teach Point is administered and used by administration and teachers. S.M.A.R.T goals are created individually and/or as a Team goal by department. The Principal and administration has provided clear expectations and deadlines for teachers and teachers are held accountable for their engagement in the process. All teachers at the school have been classified as "Proficient, Exemplary or Needs Improvement" according to (DESE) teacher outcomes.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- teachers
- community members
- department leaders

Standard 5 Indicator 5

Narrative Program Summary

The organization of time supports research-based instruction sporadically and professional collaboration among teachers is limited due to scheduling. Tri-County follows a week about schedule. For example, one week ninth and eleventh graders are in academics and the next week they are in the vocational area. All teachers are working at their maximum of contracted services. This creates a challenge for any cross-curricular ideas and exploration in varied electives. The implantation of double block periods have enhanced core academic subjects but limited students access to electives. Spanish is currently offered after school.

Sources of Evidence

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

Standard 5 Indicator 6

Narrative Program Summary

The Principal, working with other building leaders, consistently provides instructional leadership that is rooted in Tri-County's learning expectations. A number of transitions in administration over the past few years has resulted in varying instructional leadership. As a result, the school is refocusing the implementation of a fresh and revised core value statements and beliefs at this time. The school is in the process of incorporating the school committee approved values of "Work Hard. Today Counts", and TCPRIDE, that is rooted in personal growth both academically and vocationally . The Principal is viewed as both a leader and visionary and is always open to new ideas with an "open door" policy. The Principal, other administrators, and staff, is focused intently on instructional leadership and the well-being of his students. As a result, the Principal, working with other district leaders, provides leadership that is rooted in the beliefs and importance of CTE and job readiness.

Sources of Evidence
- self-study
- panel presentation
- teachers
- students
- department leaders

Standard 5 Indicator 7

Narrative Program Summary

Teachers, students, and community members are involved in meaningful and defined roles in decision-making that promote responsibility and ownership to various degrees. The Principal is the chairperson of the school council which provides a voice for parents, students and industry leaders. The Principal and Dean of students sits in on the Student council meetings and hears student perspectives. Tri-County's Program Advisory Board which is composed of industry leaders in each vocational/technical area meet to discuss career orientated topics. However, the emphasis of Co-operative student placement is lacking. Currently 72 students out of 257 (28 percent) senior students are Co-operative placed as of 10/17/18.

Sources of Evidence

- self-study
- facility tour
- teachers
- students
- parents
- school board

Standard 5 Indicator 8

Narrative Program Summary

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers are constantly leading outside projects across the communities such as: building a house, improvements to Plainville Library, Speed Ball Tournament raising funds for the Jimmy Fund in Franklin, MA Cosmo Cut-A-thon and helping elderly at the Millis, MA Council on Aging with their cellphones. Teachers go above and beyond the scope of the school day. The rapport the staff has with the students is incredible. Characteristics of the teachers here at Tri-County were described as: counselor, mentor, coach, parental figure and role model. To say teachers are invested is an understatement. Teachers are "all in" and provide the essential leadership to the students.

Sources of Evidence
- self-study
- student work
- teacher interview
- teachers
- students
- department leaders

Standard 5 Indicator 9

Narrative Program Summary

The work, contributions and achievements of students and center personnel are somewhat acknowledged and celebrated at the school. The school has committed to a new social media initiative via Twitter and Facebook. Frequent social media updates highlight accomplishments of students and staff. A new marketing position was established to stay up to date on an ever changing social media world. Students are honored for their achievements at SkillsUSA, Robotics, and seasonal sports night. A "Cougar Culture" award is a capstone award that is received by the to the top academic student in each grade.

Sources of Evidence

- self-study
- panel presentation
- student work
- teacher interview
- teachers
- parents

Standard 5 Indicator 10

Narrative Program Summary

The school committee, superintendent, and Principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The principal and superintendent meet weekly and serve as the liaison between teachers and students with school committee. School committee meetings occur monthly in which the principal and administration attend along with a selected student representative. Efforts have been made to establish consistent meeting schedules to address policy-making, long- and short-term school scheduling, and budgeting. The school board, superintendent, and Principal engage in yearly budget meetings over several months, with the ultimate goal being the delivery of CTE so that students are able to meet industry leading standards. School board meetings are open meetings and agendas and meeting minutes are published to keep the community informed.

Sources of Evidence

- self-study
- panel presentation
- student work
- teacher interview
- students
- community members
- department leaders
- school leadership

Standard 5 Indicator 11

Narrative Program Summary

The school committee and superintendent provide the Principal with sufficient decision-making and authority to lead the school. The Principal has autonomy and the ability to address school-wide, district, and state initiatives at the school level. These include working with the staff, planning for implementation of curriculum, instruction, and assessment. Also, standards-based grading practices; student discipline; and developing consistent evaluation and grading of students. With the support from the school committee and superintendent, the Principal has sufficient decision-making authority to make ongoing determinations in moving the school forward.

Sources of Evidence
- self-study
- teacher interview
- teachers
- students
- community members
- school leadership

Standard 5 Indicator 12

Narrative Program Summary

Current written policies and procedures are readily available to all personnel and to the public. The school's website includes policies set by the school committee and meeting minutes are readily available. The Program of Studies, Student Handbook and Faculty Handbook are available via the school's website. Hard copies of all documents are located in the Principals office and can be accessed upon request.

Sources of Evidence
- self-study
- teacher interview
- department leaders
- central office personnel
- school leadership

Standard 5 Indicator 13

Narrative Program Summary

A written school improvement plan with measures of accountability exists and is updated by the school council each year. Highlights of the plan are: College and Career Readiness, Adult Education, Facilities, Fiscal Planning, Community Outreach/Public Relations, and Safety & Security. The strategic plan focus areas provide Tri-County Leadership policy decisions and development of goals to achieve the district's vision.

Sources of Evidence
- self-study
- teachers
- students
- community members
- department leaders
- school leadership

Standard 5 Indicator 14

Narrative Program Summary

Students are provided opportunities for student government/leadership at Tri-County. Government/Leadership opportunities are available via SkillsUSA, school council, student council and class officers elections. Student ambassadors are selected by a teacher recommendation.

Sources of Evidence
- self-study
- student work
- teacher interview
- teachers
- students
- community members
- department leaders
- central office personnel

Standard 5 Indicator 15

Narrative Program Summary

The school's calendar is designed to ensure minimal disruption of the center's educational programs for all students. Some students from sending districts have systematic difficulties caused by longer commutes. A focus group has been formed to look into the Master Schedule to address this need.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- students
- school board
- community members
- department leaders

Standard 5 Indicator 16

Narrative Program Summary

The school encourages non-traditional careers for students and supports gender equity. Currently, Tri-County has 83 students out of 501 who are enrolled in a non-traditional trade area. There is formal non-traditional club and teacher advisor to promote non-traditional trades. Activities such as career days and panel discussion for incoming eighth graders happen during the fall and spring. Students complete and submit non-traditional career portfolios for SkillsUSA. Currently the school provides two gender neutral bathrooms however zero gender neutral locker-room areas for transitioning students.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- central office personnel
- school leadership

Standard 5 Commendations

Commendation

The positive, respectful, and supportive culture of the school which supports student well-being, achievement and success. (5.1)

Commendation

The high level of commitment and caring demonstrated by staff creates a family-like atmosphere and in "All In" investment from staff and students. (5.7)

Commendation

The vision and leadership exhibited by the Principal promotes a shared enthusiasm among staff with a clearly communicated sense of purpose and direction. (5.6)

Commendation

The school committee and Superintendent for empowering the Principal to function as the educational leader for career and technical education in the district. (5.11)

Standard 5 Recommendations

Recommendations

Continue to implement a focus driven Master scheduling committee to provide direction for access to all electives for all students (5.13)

Recommendations

Continue to market/display student accomplishments, achievements, and awards throughout the district. (5.7)

Recommendations

Continue to pursue and explore strategies to promote the newly established core values. (5.14)

Recommendations

Investigate forming a committee to increase the number of students who are working on Co-Operative placement opportunities. (5.7)

Recommendations

Investigate methods to regularly celebrate recognition of student achievement (monthly). (5.9)

Standard 6 Indicator 1

Narrative Program Summary

Most students have an equal opportunity to achieve the school's learning expectations. The current Academic and Vocational Learning Expectations as accepted by the School Committee, staff, administration, students, parents, and community are partially practiced in the academic and vocational classes.

The visiting team recognizes the attempts for Tri-County to provide an equal opportunity to all students. They offer small class sizes, with an average class size of 18:1 in academic classes, 16:2 in inclusion classes, and an effort to cap class size at 20:1, all of which fall below the 24:1 regulations. The visiting team received information from several staff members, including social workers, guidance counselors, and teachers, that there does not appear to be a sufficient amount of Special Education services to support the increasing Special Education population. They have an English Language Learner Coordinator to provide consultation.No ELL classes are currently provided, as the population at this time does not currently require a classroom.Services are provided and planned if the need increases.The student population according to the self study includes 88 percent white and 5 percent Hispanic. There is a significant increase in students requiring Special Education services, with 44 percent requiring moderate services and 30 percent with lower level needs. Information was provided regarding a higher number of special education students being scheduled into regular education classes in which the number of special education students was such so to render some classes as special education classes and not main stream classes.The need for increased special education services is currently under review. Students requiring intensive special education services, such as 1-1 services, are encouraged at the point of the admission interview to reassess their desire for a career technical education with the hope that all students will make the best informed decision regarding their choice for a high school education.

There are several services available to students to help with academic supports, including teacher availability after school and online resources. Students with extended absences or extenuating circumstances can be referred to a Transitional Program, offered in the school and overseen by one teacher. Students are provided work from teachers and given access to a computer to complete work and access online credit recovery programs. There is also a Homework Center which is open three days a week, operating out of the library. There is technology access in this area allowing media access beyond school hours. There are teachers available in the Homework Center to provide additional academic support. There are late buses available for student transportation. Students may choose to attend the Homework center. Referrals to the Homework Center are also made by teachers, parents, and Guidance Counselors.

The visiting team reviewed the Social and Civic Learning Expectations as adopted in May 2018 finding there were concerns with the practices of embracing diversity by exemplifying tolerance, understanding and respect; and actively participating and positively engaging in the community. Community Service is not required of students prior to graduation. Students are encouraged to take part in extracurricular activities, including athletics, interest clubs, and academic clubs.Although the staff and students strive to embrace diversity in publicizing non-traditional shops, the visiting team did receive information from staff that some non-traditional students have been verbally harassed. The staff who reported this to the visiting team said they neither intervened nor reported the offending behavior to the Dean for follow up.

The visiting team was provided copies of the Tri-County Viewbook online, as well as hard copies of the Student and Faculty Handbook. Graduation requirements, Certificate of Attainment, and Certificate of Attendance guidelines are clearly outlined. Student grading rubrics and trade certificate requirements are also provided in each of these modules. Publication of these requirements provides students, parents, faculty, and prospective students constant access to expectations and requirements.

The visiting team was provided information on the Positive Attitudes for Work Success (PAWS) curriculum, promoting team building, employability skills, personal and daily living responsibilities, and high standards of achievement. There are four stipend PAWS advisor positions available requiring staff application. The PAWS advisors work with the Guidance Director at the beginning of the school year to develop a curriculum and share resources to develop the delivery of curriculum in the classroom. Seniors PAWS advisory meets together as a group reviewing financial literacy and management, transitional planning, positive decision making skills

regarding Prom, Drinking and Driving, and substance use. Seniors are also required to present Senior Projects to Freshman during the Freshman PAWS class. Providing dedicated time in the schedule for direct teaching of the PAWS curriculum provides equal education to students around social and personal assessment.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- department leaders
- school leadership
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 2

Narrative Program Summary

The visiting team spent significant time within the Guidance office, located opposite the main office on the main floor upon entering the building. Within this office space is the Director of Special Education (private office), Special Education Secretary, Guidance Director (private office), Guidance Secretary, and four Guidance Counselors (each has their own private office). There are six chairs for a waiting area in the Guidance office. There is no collaboration between Tri-County Guidance Counselors and Guidance departments from feeder towns. The entrance to the Guidance wing is bright, open with glass windows and doors, and welcoming. There is motivational signage throughout the lobby area of the Guidance wing as well as in each counselors office. The wall across from the individual offices has several file cabinets with student records. Each counselors office has a door which each counselor has a lock to for security. Keys to offices are maintained by each counselor to their respective office, Guidance Director, and Guidance Secretary. Furniture within the Guidance wing is up to date and in good condition.

Adjustment Counselor and Social Worker offices are located on the 2nd floor within two hallways. Each adjustment counselor and social worker has a private office with a door and lock with a small window. The offices are roomy, welcoming, and have a desk and table with a minimum of four chairs surrounding them. The School Social worker has windows on all sides of her office, which are covered by curtains to maintain privacy. Each office reflects the individuality of the counselor and is decorated simply. Adjustment counselor offices have nicely painted white cinder block walls, which are relatively bare. Throughout the day, adjustment counselors were meeting with students, yet were welcoming and accommodating to meet with the visiting team.

The School Nurse's office is in the North Corridor on the Main floor. It is a straight walk back from the main entrance. It is well marked outside the door. The nurse's office is a welcoming space for the entire Tri-County community, especially the students. The hours are 7:30 am- 2:30 pm, since there are two nurses they cover lunches. Right inside the room there is a waiting room with seating for seven students. Off the waiting room there are the two nurse's offices. All the rooms connect with wooden, locking doors. One room has a triage bed/bench against the wall. This room is where all medications are dispensed and are under lock and key. The other room has three bed/benches with privacy dividers. Both rooms have a teacher desk and computer with printer access and supplies are stocked in each room for first aid.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 3

Narrative Program Summary

Student records are maintained in the Guidance office in file cabinets which are not fireproof, but do have locks. Guidance counselors maintain running files within their offices in non-fireproof file cabinets which have locks and are locked within their office and within Guidance wing. Keys to each counselors office and their file cabinet are kept with the counselor, Guidance Director and Guidance Secretary. Special Education records including testing and IEPs are maintained in the Guidance wing lobby in non-fireproof file cabinets with locks. Keys are maintained by Special Education Director and Special Education secretary. The Guidance wing is also locked. Alumni records are maintained for the past 60 years on site and via digital archiving. Adjustment counselors keep minimal records as their work is highly confidential. They have copies of testing and hospital reports in their offices, maintained in a locked drawer in their locked offices. Originals are kept in the cumulative file and Director of Student Services office files respectively. 504 plans are maintained with parent signature in a drawer in the Guidance office in a designated file cabinet that is not fireproof, but does have key access maintained by the Special Education Director and Special Education Secretary. Electronic copies of 504 are maintained and parents will soon have the ability to sign off electronically via tie-net which connects directly to Powerschool for access by all teachers and staff that are allowed access.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- teachers
- department leaders
- school support staff
- Standard sub-committee

Standard 6 Indicator 4

Narrative Program Summary

There are four Guidance Counselors carrying caseloads of approximately 220-270 students, slightly below or above the state recommendation of 250. Guidance Counselors are supervised by one Guidance Director, who is overseen by the School Principal. Guidance Counselors primarily work with students on employability, personal and social success, course scheduling, and post-secondary planning. These ratios and focused job responsibilities allow each Guidance Counselor to provide group and individual guidance on current progress and future planning.All staff hold required Massachusetts licenses for practicing Guidance 5-12.

Guidance counselors utilize the MEFA Pathways (Also known as MEFA Your Plan For the Future) program to guide students through personal, career, and college processes. The Guidance Department was proud to be a part of the creation of the MEFA Pathways program several years ago. Due to ongoing data collection issues with this program, in which student data is erased, there is a funding request to purchase and implement the Naviance College and Career Readiness program. Curriculum is adapted for each grade level. While the Guidance Department does not adhere strictly to the MASCA model 2.0, they do practice more closely to the outdated MASCA model. Freshman Guidance Counselors are required to provide classroom instruction three times during the year, twice during exploratory program to deliver Career Interest and Learning Styles Inventories. In March, meetings consist of course selection and transcripts. Classroom topics also include importance of class rigor, Math and Science offerings and tracks, dual enrollment opportunities for Spanish, and course selection impact on transcripts and career pathways. The course selection process involves Freshman students taking placement tests designed by Math and English teachers. There are intentions to devise placement tests for Biology as well. Guidance Director oversees all scheduling. Once selections are made, parents have two weeks to contact Guidance regarding changes. Sophomore guidance curriculum focuses on Counselor classroom education focusing on goal setting, licensure and certification, extracurricular involvement, increase rigor, community service and future thinking in the first semester. During the 2nd semester Counselors focus on resume building which must submitted by all students, per SkillsUSA membership requirements. All students enroll in SkillsUSA, but not all students participate in the competition level. Sophomores are also provided the same powerpoint presentation on Course selection and transcripts as 9th grade students. There is an additional focus on PSAT testing, which is administered to all 10th and 11th grade students. Juniors Guidance classroom curriculum focuses on Career plan finalization, resumes updating, and PSAT preparation in the first half of the year. The second half of the year, counselors classroom education covers transcripts, senior course selection, adding 10 colleges to interest list if attending a four year college and two colleges if attending community college. Senior Guidance classroom curriculum is held as a Senior seminar, where seniors gather in the auditorium for group presentations arranged by guidance. All military branches are present, Co-op coordinator and vocational director present regarding completing applications, interviewing and transitional issues. College application processes are also covered for those entering the post-secondary educational track. The senior seminar is not currently reflected on transcripts. This curriculum has produced outcomes of 97-99 percent positive placement after high school in college, career, or military. In an effort to ensure all classes are receiving required support for college, career, academic, personal, and social success, the Guidance Department meets weekly to discuss curriculum and student issues, as well as provide Counselor peer support. The visiting team did observe counselors meeting with students individually, seeking support from Guidance Director, and collaborating with other counselors. The Guidance Director does meet with colleges and has forged a positive relationship with local community colleges to provide dual enrollment courses at Tri-County. The Guidance Department does not currently have an advisory board.

There are two School Adjustment Counselors and one School Social Worker, who are supervised by the Director of Support Services. School Adjustment Counselors and the Social Worker primarily deal with social/emotional issues, mental health issues, substance abuse education, and community engagement with mental health, legal, and protective services. Access to three counselors providing these services and their collaboration with each other regarding student issues allows students to improve overall well-being and balance school expectations and personal matters.All staff hold required Massachusetts licenses for School Adjustment Counseling. Director of Student Support Services is a position that is new to Tri-County. The wellness coordinator heads a meeting

every Wednesday in order to identify students that need mental health interventions, update the team on court issues, and to coordinate work with DYS. The team consists of the head of guidance, director of special education, and the dean of students.

School Adjustment counselors work in conjunction with Nurses and Health teachers to deliver the One Choice Curriculum, held in conjunction with a pharmacist from CVS Pharmacy, which developed this program. Pre and Post tests are provided by Adjustment Counselors prior to and following this 40 minute science based presentation. Signs of Suicide (SOS) Program is presented over the course of one week during health classes alongside Health teachers and Guidance Counselors. Opioid Awareness is presented via the Screening, Brief Intervention and Referral to Treatment (SBIRT) program to Sophomores per the DESE requirements. Counselors have also done psychoeducational seminars for students regarding vaping and other mental health and health issues as needed. Counselors have not needed to access intensive substance abuse services, but are aware of substance abuse services in the community, as well as Recovery High Schools. Adjustment counselors also interact with therapeutic agencies and programs, hospital, physicians, and state agencies. These interactions are on an individual basis. There is little interaction with the court system unless a student is involved. Adjustment counselors and Social Workers do not file Child Requiring Assistance (CRA) for Truancy with the courts, but are encouraged to contact parents and encourage parents to file a CRA for Stubborn Child. Adjustment counselors do reach out to student and parents regarding attendance and have requested well checks on students by local police departments if they are not successful. School social workers and adjustment counselors do contact Emergency Mental Health services as needed. Re-entry meetings are held if a student is referred for emergency mental health evaluations and documentation must be provided by parents at this time. Parent collaboration is also sought in this process and students are transported from school directly to hospital level of evaluation and care as needed. Adjustment Counselors and Social Workers do not currently have community resource meetings. The visiting team was informed that there are no current therapeutic or social skills groups offered by Adjustment Counselors or Social Workers regarding student needs due to the low need population. Counseling services are offered on an individual basis as needed by students based on IEP goals or referrals from Guidance, teachers, nurses, or other staff. Adjustment counselors and Social Worker meet weekly for peer supervision.

Teachers have access to medical plans, 504 plans and IEPs via the Powerschool system.

Nurses and Adjustment Counselors are frequently in contact throughout the day as services provided to students are often interconnected.

The Dean is the head of disciplinary matters at Tri-County. Disciplinary procedures include detentions and out of school suspensions. There are no restorative justice practices in place and there are no in school suspensions currently. The visiting team was informed that there is a room identified as the "Holding Room" where students wait to meet with the Dean or wait for parents if they are being sent home or if they have been removed from a classroom. Teachers are assigned to the holding room as a professional duty in order to have supervision for these students. The students of Tri-County sign an acknowledgement of the student handbook. The handbook provides procedures for student behavioral expectations and discipline. The discipline procedure includes progressive consequence measures. Teachers are expected to take a big part in student accountability. They can assign teacher detentions or office detentions served through the dean's office. The next step in the tiered disciplinary system is an extended detention. Students that are serving extended detentions are expected to stay with the Dean's office from 2:30PM-6:30PM. If a student continues to have discipline issues, the next step is an outside suspension. The dean of students will review the cases of students who have excessive suspension records or who have had serious discipline problems to determine whether or not to take further disciplinary action through the principal. Expulsion hearings are dictated by MA state law. The dean's office reports that they have an appropriate system in place to handle discipline issues with Tri-County students.

Preventive health services are the responsibility of the Nurse's Office, which employs two full-time registered nurses.

Nurses provide care for routine illnesses and injuries, as well as ongoing care for chronic conditions such as Diabetes and emergency care as needed. Regular student health assessments include collection of copies of physical exams for 10th grade students. These are kept in locked files then inputted into the SNAP software. Also during that year, nurses provide vision and hearing screenings to all students, as well as a height/weight/BMI checks. Last year SNAP, a software program that manages all student health records, was implemented. As part

of the SNAP program, teachers are made aware of chronic or acute conditions at the start of the school year and ongoing as the need arises. Nurses are currently working to access all the available features of SNAP so that can be utilized to improve and streamline nurse services and improve dissemination of medical information to faculty on an as needed basis. PowerSchool also has the tools to alert the staff when a student has a medical issue. There will be an Icon near the students name and the teacher can see the nurse for more information. Confidentiality is maintained through strict adherence to FERPA, HIPPA and mandates associated with individual state licenses (as applicable to Social Work licenses or licenses granted from the Board of Allied Mental Health). A training to review these policies was provided to all staff during a faculty meeting held in December, 2017.

Guidance Counselors, School Adjustment Counselors and Nurses work collaboratively to attend to the medical and emotional health of the student body. The nurse states often students are triaged in the nurse's office before they go to guidance or the mental health counselors. Sometimes some biofeedback or calm breathing to refocus is all that is needed to get back on track.

The visiting team observed a steady flow of students being seen in the office. The students were respectful of each other and the nurse, each waiting their turn to get their needs met. The office was welcoming and cheery.

Standard 6 Indicator 5

Narrative Program Summary

The school does ensure that students have access to education media services that are integrated into curriculum and instruction practices. There are adequate personnel and support staff who are engaged in the implementation of the curriculum, provide a range of materials, technologies, and other information services, are responsive to student interests and needs to support independent learning, and conduct ongoing assessments using data and feedback.

The MEFA Pathways program delivered by the Guidance Department is an online program delivered utilizing the technology within the classrooms. Adjustment counselors use Powerpoint presentations, pre and post tests on paper, and guest speakers, to deliver curriculum.

Students are required to make appointments with Guidance staff, or can walk in for assistance in the morning, at lunch, or after school. If students require Guidance assistance during the classroom time, teachers are required to contact the Guidance secretary to assess counselor availability.

Adjustments counselors see students on a regular basis as indicated on IEP grids, or via referral from Guidance, teachers, or other staff.

There is a transitional classroom with one teacher, computers, and work area to allow students to have a modified curriculum as needed due to medical, mental health, or other issues that have impacted learning and/or attendance.

A Data Specialists is on staff to analyze data from Guidance and testing results and disseminate information as required to specific personnel. The visiting team noted that the Guidance Director also has created documents to gather data regarding alumni statistics.

Ongoing state protective agencies and courts generally contact Guidance Director who will collect information from Guidance and the Social Worker.

There is a close working relationship with MassRehab to provide supportive and transitional services to students with IEP and 504 supports as needed. Special education staff, Adjustment Counselors, and occasionally Guidance Counselors will be involved in collaborating with MassRehab.

There has been ongoing conversation regarding implementing a wellness team to review students' needs and provide student support services. The student support services team would include Nurse, Director of Student Services, Dean, Guidance Director and Counselor, Adjustment Counselors, and Social Worker. In the past, these meetings would take place on Wednesdays to discuss new referrals and follow up on students currently serviced.

The visiting team was part of a discussion to develop a more unified approach to working with students requiring several supportive services, and to continue to build relationships with community services. Special Education, Guidance, and Social Worker cited concern with collaborative meetings and advisory meetings because of the several towns served and location of offices.

In addition, the Library/Media services center was exceptionally organized with a multi-functional layout that is conducive to optimal learning . The center was well equipped and displayed the following hard copy resources: best sellers, yearbooks, Teen Health and Wellness "Destiny Discover", fiction books, non-fiction, magazines, news print and audio books. Digital resources available to students are: OverDrive, Newsela, Follet, EDbooks, and BookShare. The library/media specialist has created an inclusive center with course specific resources that are easily accessed and available. A current database is being maintained by Follet. The visiting team was shown data to confirm an increased center usage over the last four years by more than 75 percent of students.

Standard 6 Indicator 6

Narrative Program Summary

Support services for identified students, including special education, Section 504, and English language learners, do not have an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted services and other support staff; do provide inclusive learning opportunities for all students; and do perform ongoing assessment using relevant data to improve services and ensure each student achieves the school's learning expectations.

The visiting team was provided with information and engaged in conversation with Special Education staff, Guidance Staff and English language learner staff to obtain the following information, as well as reviewing the Tri-County Self Study.

According to visiting team interviews, there is a slight disconnect between Guidance, Special Education staff, and Adjustment Counselors. While they do interact at times to address student needs, each department operates separately and interaction occurs as needed only. Guidance staff are responsible for 504 meetings, Special education is not involved in this process. School counselors may interact with Adjustment counselors as needed in 504 development. In the event there is a need for a school psychology consult, Guidance is unable to access this service because it under the special education umbrella. There is interaction between guidance and adjustment counselors as student needs require and there is a clear delineation of roles and responsibilities. Collaboration is not positively fostered between Guidance, Adjustment Counselors, and Special Education outside of required student needs.

The Special Education Department consists of 12 teachers, 1 chair, 1 psychologist, 1 secretary, 1 director, 4 paraprofessionals, 1 reading specialist, 1 speech pathologist contracted, and PT and OT contracted from agencies in the area as needed.

Tri-County employs both direct and indirect inclusion classroom service models and therefore special education teachers work in a number of different capacities. In a consultation model the general educator delivers instruction while the special educator consults with this teacher, ensures accommodations are in place and monitors student progress. The special educator spends very little time in the classroom. In a collaborative consultation model the general educator and the special educator collaborate in the classroom to gauge the impact of the disability, apply accommodations that ensure success and secure the learning gap. The special educator is in the classroom regularly, but not on a full time basis. In a co-teaching model the general educator and the special educator share equally the responsibility to plan, deliver and evaluate all aspects of instruction and assessment. The special educator is in the classroom on a full time basis. Currently, there are three special educators co-teaching math, four co-teaching in English, three co-teaching in history and two co-teaching in science. Tri-County also has four paraprofessionals on staff who provide direct support in the classroom.

The visiting team was informed that the number of students with special needs dramatically increased during the 18-19 school year. Approximately 42 percent of the freshman class is comprised of students with special needs. The overall special needs population stands at 32 percent. It was reported that some of the co-teaching sections are exclusively special needs. The Special Education Director is in the process of assessing how to best meet the needs of this rising population.

Transition meetings for students on IEPs who have been accepted to Tri-County are held each spring at the sending middle schools. Tri-County sends a member of its special education department to attend each of these meetings. General information topics that are covered at these meetings includes the Tri-County schedule, after school help, the exploratory program, summer reading, suggested supplies list, busing and sports and club opportunities. During a review of the student's IEP the goals, accommodations, modifications to content, methodology and/or performance, C Grid services and nursing information are discussed. During this meeting the Tri-County special educator will also explain to the Team how goals and accommodations may be rewritten to more appropriately support a student who is poised to enter into a vocational high school experience. The Tri-County representative will then explain the grade 9 course options to include Honors classes, general education

CP courses, the aforementioned consult/co-teaching options as well as electives. After the Team decides on a tentative schedule, a course selection sheet is completed to reflect these choices. The complete IEP service delivery summary is reviewed and the placement consent form which will be checked "full inclusion program" is presented to the parent/guardian. Once the draft transition IEP is developed it is sent home for parent/guardian consideration.

There is ongoing concern by special education staff and guidance staff that middle schools are withholding or sanitizing records to increase students chance of acceptance at Tri-County.

The visiting team was informed of previous attempts to create a psycho-educational program provided to parents of students throughout the year on topics relating to substances, mental health, and additional issues affecting the adolescent population. Due to low attendance these program were discontinued. Suggestions were made among team members to collaborate with local schools to provide these educational opportunities to parents.

In conversation with the visiting team, the counselors are open to seeking feedback to improve services to ensure students meet the school's learning expectations.

Guidance Director is the coordinator for all 504 plans. Each counselor runs 504 meetings. Parent, student, vocational and academic teachers are invited. Additional support services invites are sent based on area of concern for the student. Tri-County has had DCAP in the past, listing best practices implemented by all teachers, however this is not currently a practice in use. All teachers differentiate instructions and operate with best practices as directed through Professional Development. A list of best practices has not been established and provided.

Required documentation for 504 implementation include medical testing, psychological or achievement testing, student records review, current teacher feedback, and previous 504 plans in place.

SEPAC is the advisory council for special education. There is documentation that was not observed by the visiting team that previous Special Education Directors attempted to establish this council. Currently, regulations from DESE require partnership with parents of students in school, quarterly meetings, published agenda, officers, bylaws, programs offered to parent on timely topics (rights, transitions, ASD). Currently the SEPAC consists of two parents (chair and co-chair), 21 agreed to attend, agenda was created, a meeting is scheduled in December, and the DESE has been notified.

The visiting team was informed by Special education staff that the barriers to creating the SEPAC team was primarily the distance between the school location and communities served. Recommendations were provided to utilize voice and facial recognition technology to include members with transportation or time constraint issues.

There is one Special Education teacher who also serves as the English Language Learner coordinator and teacher, SEI Liaison, and WIDA testing coordinator. Tri County reports low ELL enrollment at this time, as they are currently servicing one student with pull out services during vocational programming. The visiting team interviewed this student who reported being well supported and provided with required services to be successful. This student is to be retested this year by the ELL coordinator. Last academic year, there were four students being serviced by ELL, two of whom are monitored and in the FLEP process, one student left Tri-County and the other student has been previously referenced. The visiting team was provided with the Tri-County English Language Learner Education Policies and Procedures, created by the ELL Coordinator. Parents do have the option to opt-out of ELL services via waiver forms that are mailed out to identified families at the start of the school year. ESL/ELL collaborates with academic and vocational teachers to ensure identified students are receiving services as required. There is written communication and translation services available for meetings with parents/guardians in the language identified by the parent in the Home Language Survey completed at the start of the school year. In the event there is an increase in ELL students requiring services, group instruction may be provided for students placing in levels 1-3 and 3-5. Students in levels 1-2 are not grouped with students in levels 4-5. WIDA test outcomes are sent home and provided to parents.

At this time SEI courses are offered to staff to achieve the SEI endorsement, required for license renewal. ELL students are presently placed in core academic classes with teachers that have the SEI endorsement where possible.Teachers are provided with professional development regarding ELL students, needs, WIDA CAN DO descriptors, tiered vocabulary instruction, and SEI strategies.

Standard 6 Indicator 7

Narrative Program Summary

Tri-County has a published Information Resources and Responsible Use policy which is consistent with its mission. The visiting team observed technology use throughout the school and students utilizing technology resources for research projects and presentations. The Information Resources and Responsible Use policy is posted online at the school website, reviewed with students in the beginning of the year, and student and parents must sign in acknowledgement and agreement to the said policy.

Standard 6 Indicator 8

Narrative Program Summary

There is an adequate method of student record keeping in place and student files do not always include documents including attendance, technical competency assessment, academic achievement, test results, IEP or 504 accommodations, Safety test documentation and industry recognized certifications.

Attendance is taken daily it the morning during 1st period and at the end of the day at 8th period. This information is provided by teachers at this time period and entered in to the Student Data Management System. Technical competency assessments were not provided and kept in the Guidance office with additional records, however progress in courses is recorded in the student data management system for vocational program and the related theory courses. Academic achievement is recorded in a timely manner in the school chosen data management system at the end of each quarter and at the half way point of each quarter. Test results regarding state required testing and PSAT testing is maintained in the Guidance office. Students and parents may access this information via the student data management system. IEP documents are maintain in the Guidance Wing, monitored and updated by the Special Education Team Chair, overseen by the Special Education director. IEP accommodations and needs are posted via the student data management system and accessible to all teachers for whom that student is listed on their roster. The same process is available for 504 plans. Safety test documentation and industry recognized certifications are maintained by the Vocational Director, within the vocational programs, and provided to the student upon passing required certification tests.

Vocational certifications are required to successfully complete vocational programs and receive trade certificates. All students are required to pass the OSHA 10 hour exam for safety during their vocational program. Students are provided OSHA card upon successful completion, copies are maintained in some vocational programs, and all are maintained in the vocational directors office. License certifications earned by students are maintained in some vocational programs and all are maintained in the vocational directors office.

Standard 6 Indicator 9

Narrative Program Summary

Graduate follow-up studies are conducted and resultant data is shared with pertinent staff to but its use with program and curriculum development is unknown. The visiting team was provided alumni data that is collected and maintained by the Guidance Director. Data is also collected and analyzed by the Data Specialist and shared with administration as requested. The visiting team was not provided any information as to how this data is utilized to assist with program and curriculum development.

The visiting team was provided with statistics on the 2017 graduating class. This data included:

- 100% secured placement
- 39.9% 4 year college - increased 37.8% from 2016
- 18% 2 year college - decrease 20.7% from 2016
- 31.1% placement in trade area - increase from 27.2%
- 4.4% placement in non-trade area - decrease from 7.2%
- 4% in military
- 8 students received articulation credits
    - 2 - Auto Tech
    - 2 - CIS
    - 1 - CA
    - 2 - ECC
    - 1 - AC

Sources of Evidence
- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 6 Indicator 10

Narrative Program Summary

Tri County does have an assessment system available to assist students with the identification of career aptitudes and interests. Guidance staff utilize the MEFA Pathways program to administer career interest inventories to 9th grade students. The program is again revisited in the 10th grade to re-evaluate career interests and assist in post-secondary planning. The Guidance Director is requesting the purchase of the Naviance college/career program to improve collection of student data and connection to career choices.

There is a 9th grade Guidance Counselor who is actively engaged in the career assessment process and vocational exploratory process. Students are provided an assessment sheet after each exploratory week, rating their overall match to the vocational program via checklist questions and open-ended questions. These opportunities assist students in making sound decisions regarding vocational programs.

Standard 6 Indicator 11

Narrative Program Summary

The school does not properly implement the safety/crisis response plan. There is a general overview of emergency and safety/crisis response provided to all staff at the start of the school year as part of professional development. The visiting team engaged in conversation regarding school emergencies and staff understanding was for staff to "trust your gut and think on your feet". The lockdown plan is to shelter in place, lock and barricade doors and evacuate from any open area. Staff did convey to the visiting team that they would not be held at fault if they acted in the most responsible manner depending on the situation.

Students and staff are trained in emergency protocol, including lockdowns, evacuations, and fire drills. The Emergency Response Plan is posted in each classroom in word only, no maps are provided. This includes procedures for lockdowns, evacuations and fire drills. In addition, most classrooms have placed a plastic sheet protector with additional information regarding building/grounds safety, accidents, medical emergencies, violent acts, and natural disasters. These procedures are reviewed with all students on the first day of school. Franklin Police provide annual trainings to all staff regarding updated best practices. It was shared with the visiting team that there are some personnel in the building that have received the Alert, Lockdown, Inform, Counter, Evacuate training in other settings. On the first day, teachers are given a universal emergency kit to keep in the classroom. The kit includes gloves, bandages, and other first aid basics. There is no written crisis intervention plan provided, outside of the general Emergency Provider book that is expected to be available and visible in each classroom. Records of fire drills are kept in the office of the Facilities Manager, the visiting team found them in compliance. Additionally, lockdown records are kept by the Franklin Police. There have been two lockdown drills this school year.

The Dean of Students is in his second year at Tri County. He has begun work with the vocational coordinator updating the emergency response plan. The Dean reports that he has started communication with the Franklin and Seekonk Police Departments to help develop an updated response plan. As part of their ongoing work, Tri County will add a half time school resource officer January 2, 2019. As of this report, Tri-County shares a resource officer with Franklin High School. He is not in the building, but when there was an incident during the NEASC team's visit the officer was in the building and conducting an investigation quickly.

Medical emergencies are handled through the Nurse's Office. Recent initiatives include the availability of Narcan as well as increased AEDs in the building. The visiting team found eight strategically placed AED units. Teachers in the Medical Careers Shop offer a wide variety of CPR courses building-wide to train the staff as needed. Mental health emergencies are handled by school adjustment counselors/school social workers, in collaboration with outside Crisis Teams. The school trains a select group of staff members for a restraint team. The initial training was done through Crisis Prevention Institute. Many staff have let their certification expire. The school utilizes the Good Grief Protocol for handling emergencies such as faculty and student deaths. In cases such as these, the school principal calls together Crisis Team comprised of school counselors and situationally appropriate faculty, to implement the Good Grief Protocol.

Sources of Evidence
- classroom observations
- facility tour
- teacher interview
- teachers
- department leaders
- school support staff
- Standard sub-committee

Standard 6 Indicator 12

Narrative Program Summary

Tri-County written admissions policy does identify enrollment criteria for all students, as well as the process for determining student enrollment allotments, from sending schools. Students from three counties, 11 towns are eligible. Although the school is located in Franklin, MA, Franklin middle schools and high schools do not collaborate with Tri-County.

The Guidance Director oversees the admissions process independently until mid-year. Tri-County has marketed the programs and admissions process via mailings, flyer distribution in middle schools, rented signage in Franklin Center, Social Media, Newspapers, and three middle schools programs attended by the Guidance Director, Vocational teacher, and Academics to inform students of the Tri-County programs and admissions procedures. The visiting team was informed there is a marketing specialist at Tri-County who is responsible for the update of all school websites and school social media.

Students eligible for admission are part of the identified towns. Non-resident students are not able to apply to Tri-County due to DESE Chapter 74 regulations. There is an exception in that students may apply and attend in the event there is a program they seek to enroll in that is not offered in their local Chapter 74 schools. The school committee has approved this non-resident applicant procedure.

The visiting team was provided information regarding Career days, consisting of two days at end of October. Careers days allow resident middle schools to attend a day of exploration of Tri-County.Students are bused in from nine towns to rotate through a schedule from 8:20 - 12:57

Students and staff are scheduled during this time to explore all the programs offered. Tri-County students do not attend school on Career days, however many Tri-County students volunteer to attend panels and assist in providing information to prospective students. Career days include presentations by

- Non-traditional students advisor and club
- Vocational and academic teachers
- Extracurricular activities
- Student panel shares experiences - co-op, explore, placement, AP, athletics

Tri-County hosts an 8th Grade Open house evening event in November. This event is published via the same means as the career day. The visiting team observed the Guidance Director contacting the Marketing specialist to arrange for yard signs to be ordered for publication of the Open House.

Tri-County has an online application process https://tri-county.go2cte.com. The visiting team observed this website and it appears clear and easy to use. The school motto, mission, and core values are not up to date on this site. Eligibility and Deadlines for applications and transfer student information is posted clearly on the admissions site. Priority deadline is in January, however they do offer rolling admissions. The site was last updated in August 2018. There has been no noticeable increase or decrease in the number of applications submitted upon utilizing the online application process.

Paper applications are available in multiple languages from the Tri-County Guidance office, however online applications are the preferred method. During open house, there is an opportunity to apply to the school online. Middle schools are notified when prospective students have submitted applications so that supporting documents can be provided.The visiting team reviewed the admissions site and the admissions rating procedures were easily accessible and detailed. In conjunction with resident middle schools, and interviews conducted by the Guidance Director and Guidance Counselors, applicants receive a rating of 0-100. Rubrics are provided to middle schools for consistency in the rating process. Applicants are rated on academics, attendance, conduct, effort and interview. The visiting team was provided with the interview questions asked of every applicant. Applicants are provided 5 of the 10 questions in advance to help them prepare. The Guidance Director did

recognize that middle schools have been known to clean records in an effort to improve student ratings. The Guidance Director has in the past and will continue to address this issue with middle schools. There are ongoing reviews of the interview process among the Guidance counselors in their cluster supervision.

The online application process does merge with the student data management system and allows for easy transfer of student information from middle schools to high schools.

Decisions on acceptance are mailed out the first week of April. Once student are accepted, they are mailed an acceptance letter and have 2 weeks to return their registration. At that time their status is changed to enrolled and student information is merged with the student data management system.

Accepted students are required to take a placement exam designed by English and Math teachers on last Saturday of the month in April. Teachers analyze results and provide Guidance Director with recommendations for placement. Placement tests are administered online and paper. If an accepted student misses the placement test date, they can schedule an alternate date. Students are also allowed to retake the placement exam.

Per the DESE regulation, after July 1st Tri-County is allowed to accept out of district students, provided they meet the criteria of established by the school committee and in compliance with the Chapter 74 regulations, student may apply out of district if the student's local Chapter 74 program does not offer an vocational program of interest.

Tri-County has a low rejection rate.

At the end of the school year, prior to students attending Tri-County, the Guidance Director and Guidance Counselors attend transition meetings with middle schools. Transition meetings occur at the middle school and include parents, students, and middle school staff. Students with IEP and 504 needs have a scheduled meeting with Tri-County Special Education Director and/or Team Chair to review required accommodations. Parents are provided a list of available accommodations at Tri-County and are required to sign a document that they are understanding of the supports. The IEP or 504 are updated during this time to ensure Tri-County compliance with the IEP when the student enters.If a student requires accommodations not available at Tri-County, they are encouraged to attend their home school.

Tri-County admits a student and the student or staff recognize the student is struggling after a series of meetings, they offer the student an opportunity to repeat the grade level. Additional options are presented during these meetings for students to return to their sending schools, attend an evening program, or Job Corps.

Incoming students participate in an exploratory process and experience one week in nine of the 16 vocational programs, three of which need to be non-traditional. Students choose their three top programs and are assigned based on academic performance and teacher recommendation. If a student is struggling in their assigned vocational program, they must stay in assigned shop for one quarter. Vocational changes can be discussed in 4th quarter. Students may only change a vocational program if there is space and it is a program they have explored. Students seeking to change vocational programs meet with Guidance counselors and must provide a reason for the change.

Admissions for 10th grade students is permitted if students are transferring from their home school. The application process is the same for 10th grade transfer students as is for incoming 9th grade students. Acceptance of 11th and 12th grade students are accepted if they were previously attending a vocational school. Students transferring to Tri-County in the 10th grade participate in a mini-exploratory of vocational programs that have availability to accept students. Transcripts are reflective of the transferring school and there is a d irect transcription. If the sending school does not specify levels, CP level is designated by Tri-County. Vocational programs are identified as the name of the shop on the transcript. Specific courses and content covered in the vocational program are not provided on the transcript.

Sources of Evidence

- self-study

- teacher interview
- teachers
- department leaders
- school leadership
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 13

Narrative Program Summary

Student transportation is scheduled primarily by the Dean of Students. The Guidance Director handles transportation for foster care and homeless students. Transportation is scheduled to ensure all students will arrive and depart from school with minimal loss of time on task.

Tri-County utilizes the Holmes Bus Company for in district students and bus routes are published in the local newpaper or students may contact Tri-County to obtain their bus route information. No bus passes are issued or required for students to take transportation to and from school during regular school hours. Out of district students use buses from their respective districts: Vendetti Bus co.for Bellingham/ Uxbridge/Whitinsville, H&L Bloom for Attleboro, Telstone for Blackstone, Travelers for Millville, Kiessling for Ashland, and Marks Transport for Hopedale. Out of district buses drop students off in the center of their town, then they walk home or get picked up. Students who are not on co-op but are in work placement are provided transportation by Holmes Bus Company for Dental, and Early Childhood students. Teachers drive the school owned van for Medical and Carpentry students to get to placement sites. Students on co-op are responsible for their own transportation.

There are two late buses Tuesday, Wednesday, and Thursday. These buses are leave at 3:15 and 4:15. Students stay after school for homework, after school activities, detention and extra help. Students go to the Main office to get a bus pass to take the late bus.

Holmes Bus Company provides transportation for students participating in sports after school and leave between 5 and 5:30. Students are transported by the same bus company to other schools for sporting events.

Junior and senior students can bring their cars to school. The visiting team was provided a copy of the contract signed by students and parents, agreeing to the rules and expectations of having vehicles on campus. Students pay a $100 fee and have a designated parking area in two lower parking lots, and are provided an assigned space and a tag. Student parking information is maintained by the Dean of Students.

Students participating in the Continuing Education program are also issued parking tags and park in the designated faculty parking area.

Students with a homeless status requiring transportation are identified by the Guidance Director. Transportation is arranged as instructed by law under the McKinney Vento Act by the Guidance Director.

Standard 6 Commendations

Commendation

The location and space of student services which allow for collaboration and accessibility. (6.2)

Commendation

Maintaining classroom sizes that are below that of the maximum size, providing for productive learning experiences and opportunities for students. (6.1)

Commendation

The homework center allows for extended opportunities and access to teachers for assistance and media services. (6.1)

Commendation

The creation of the PAWS program as a way to embed and teach core values, employability skills, and collaboration among staff and peers. (6.1)

Commendation

The guidance staff for their involvement with the exploratory process via classroom curriculum which assists students in making informed career choices. (6.10)

Commendation

The physical layout of the library media center which allows for collaboration among students and access to a wide range of materials that support the school's curriculum. (6.5)

Commendation

The guidance staff for an established process for interviews and admission that is clear, concise, and uniform.(6.3)

Commendation

The use of community organizations to deliver health education awareness to students. (6.4)

Standard 6 Recommendations

Recommendation

Increase motivational signage in counselor offices to encourage practicing of core values and social responsibility. (6.2)

Recommendation

Train all staff in a unified crisis intervention plan that is published throughout the school. (6.1, 6.2)

Recommendation

Enforce policies regarding bullying and harassment, and educate staff and students about the reporting process. (6.1)

Recommendation

Ensure all record keeping cabinets are fireproof. (6.3)

Recommendation

Collaborate with community health and social service agencies to provide services that target student social and civic learning expectations. (6.4)

Recommendation

Evaluate the number of certified/licensed personnel and support staff in relation to the number of identified students to provide inclusive learning opportunities for all students. (6.6)

Recommendation

Provide career and interest inventory programming that retains student data and allows for measurement of student progress to help in guiding students toward employability skills and career planning. (6.8)

Standard 7 Indicator 1

Narrative Program Summary

As a whole the community and the district's governing body provide dependable funding for a wide range of school/center programs and services: sufficient professional and support staff; on-going professional development and curriculum revision; a full range of technology support; sufficient personnel and infrastructure, sufficient equipment for CTE and academic support; sufficient instructional material and supplies; and a learning environment that supports high levels of learning for all.

The overall school-year budget had a 4.25 percent increase from 2016/17 to 2017/18 and an anticipated 3.3 percent increase from 2017/18 to 2018/19 school years. Tri -county offers a wide range of school/center programs including AP.Honors, and CP courses offerings for all core departments (Math, English, Social studies, and Science.) In addition, Academic and Math support classes and MCAS tutoring are available for students requiring additional assistance outside the classroom. Electives currently available include two music electives, two business electives, one social studies elective, and additional physical education courses. The school's library and media resourses adequately support the classes and shops.

Tri-County's full-range of technology support, including personnel and infrastructure, is evident in the current up-date technology infrastructure, including SmartBoards and wifi in every classroom, four computer labs (two available for school-wide use 10 percent of time, one is available 50 percent and one 100 percent of time) plus two shop-specific computer labs (Dental and Engineering). Adequate broadband, and over 560 Chromebooks, with plans to purchase additional Chromebooks and upgrade wifi, as needed. The technology support is provided by a technology director, assistant technology director, and Instructional Technology Specialist- providing teachers with both services and training on the different technology tools, with some exceptions.

Sources of Evidence
- school leadership

Standard 7 Indicator 2

Narrative Program Summary

The school in conjunction with district administration plans and funds programs to ensure that all areas are properly maintained. The Maintenance building department catalogues and replaces equipment in order to keep the school safe and clean on daily basis. The center has adequate network infrastructure and technological peripherals. The center provides students with Chromebooks via carts located shared throughout the CTE areas and academic classrooms. Teachers have expressed that there is a need for more devices.

The school is showing its age, however, routine office, shop, restroom cleaning and maintenance are done on a daily basis. Larger systems and equipment are serviced annually but are in need of updating. The center is adequately ventilated, and provides ample light. The district's governing body funds the school annually. Currently the building is in need of a new roof, doors, windows, parking lot, athletic fields and track surface. Although the District has identified funding sources, no funding source has been secured. Funding sources include the District issuing municipal bonds on their own or obtaining funding from the Massachusetts School Building Authority (MSBa). The District has applied for funding from the MSBA in 2016, 2017, and 2018 and was unsuccessful. If the District was to issue municipal bonds on their own, the entire cost would be borne by the member towns while if funding was obtained through the MSBA, approximately 50 percent of the cost would be passed on.

Standard 7 Indicator 3

Narrative Program Summary

The district's governing body funds the school annually. However, there are limited long-range plans for programs and services, infrastructure, staffing needs, and facility needs. A five-year improvement capital plan was created but funding has not been obtained. There is also an ongoing issue with roof leaks and keeping the building cooled and heated. All of the boilers in the building were replaced in 2015. However, the duct work and piping throughout the building are 40 years old. The windows and doors are the originals. District administration and school committee members are exploring a complete renovation project. The District is uncertain which funding source (municipal bonds or MSBA) will be approved for these projects.

Standard 7 Indicator 4

Narrative Program Summary

The budget process begins with the Advisory committee recommendations in October. Teachers begin submitting departmental requests through their respective facilitators or budget liaisons. Then these requests are compiled by the respective supervising administrators, such as the Vocational Director, the Academic Coordinator or Special Education Director. All respective administrators consolidate priorities and balance the need of all instructional and support programs. The next step is for the Principal, Director of Facilities, School Business Administrator and Director of Adult Education to further refine priorities and, consider all recommendations. Next they finalize a draft and submit similar requests to the Superintendent-Director who meets with this last team, further refines priorities and, having considered the recommendations of all finalizes a draft budget. The draft budget is submitted to a subcommittee of the school Committee for its consideration in a series of budget sessions. After the subcommittee's work is finished, a proposed budget is submitted to the School Committee. The Superintendent and the School business Administrator then present the budget to the Finance Committees, board of Selectmen at Town Meetings as requested by the member towns. A final approval is voted by the Tri-County school Committee.

Standard 7 Indicator 5

Narrative Program Summary

Evidence from visual inspections as well as interview with the Director of Maintenance shows that the facility accurately and efficiently logs all required documents in order to show proper maintenance within the facilities. The records are stored on file in the maintenance office. Inspections occur on a quarterly, biannual and annual basis. The records are stored in the maintenance office. The school also goes above the standards in regards to health, fire, and safety by implementing procedures and protocols at the school level. Examples of these are:

- Lockdown drills
- Hand sanitizers in classrooms and shops
- Compliance with OSHA Regulations
- Emergency Response Plans provided and visually accessible in every room
- 8 AED's located throughout the building, this includes 2 portable units.
- Updated Science Labs to include eyewash, chemical showers, fire blankets and gas lines
- Updated and Accessible MSD's sheets for all chemical materials
- Shops can notify maintenance for inspection of to correspond with OSHA regulations
- Students are OHSA certified.

Standard 7 Indicator 6

Narrative Program Summary

Transportation procedures are in place and ensure safety of the students at the center. All bus drivers work for an independent transportation company. The district provides transportation to the school for all in-district students. Other districts provide transportation for out of district students. The bus company and sending districts maintains a fleet maintenance program to ensure all vehicles meet state regulations. The buses are a contracted service that is awarded each year. The current bus company has been providing transportation for 40 years.

Standard 7 Indicator 7

Narrative Program Summary

Professional staff actively engages parents and families as partners in each student's education. The school employs a continuing education director that offers 95 CE programs generally from 6pm-10pm on most week nights. Some of the highlighted programs are Basic Accounting, Construction Supervisor License, Decoding European Wine Labels, Archery and Complete Makeup Artistry. The District holds an open house for interested 8th graders from their sending towns and other adjacent communities. During this event students experience three CTE programs. Community open houses are offered two times per year with exhibits and access to all shops and are open to all community families.

Standard 7 Indicator 8

Narrative Program Summary

The school develops extensive and productive community, business, and higher education partnerships that support student learning. Articulation agreements are made with the following organizations: Holyoke Community College, Bristol Community College, Mass. Bay, Newbury, Massasoit, Johnson and Wales University, Northwestern, CCRI, and URI . Tri-County has business partnerships with many area companies, such as nursing homes and day care centers.

Standard 7 Indicator 9

Narrative Program Summary

Records of all funds are collected and kept current in the business manager's office. Any service CTE areas (i.e. Auto-Tech, Culinary) submit daily deposits that are taken to the local bank and deposited in their appropriate revolving fund. Weekly checks and balances are made from the business office.

Standard 7 Indicator 10

Narrative Program Summary

Funds are collected and properly safeguarded. All monies that are received during the day are deposited to the cashier located outside the cafeteria to be deposited that night at the local bank. Money awaiting to be deposited is locked in a safe located in the cashier's office.

Standard 7 Indicator 11

Narrative Program Summary

The school committee and superintendent as well as the business manager oversee financial operations. A checks balances system is current and up to date in the business manager's office via an account managers online database. CTE service areas receive disbursement to their respective revolving accounts to supplement operating costs and supplies.

Standard 7 Indicator 12

Narrative Program Summary

All records of collected funds are audited. All funds are audited to appropriate intervals by the district's hired financial auditors in accordance with local and MA state requirements. Disbursement of funds is by requisition signed by the Business Manager with an attached purchase order or invoice. Tri- County administration also receives a monthly productivity funds internal audit by the district's Business office.

Standard 7 Commendations

Commendation

The community for providing ample funding to support a range of unique CTE services and programs that are available to students. (7.1)

Standard 7 Recommendations

Recommendation

Develop and implement a focus driven five year capital improvement budget focusing on replacing infrastructure (e.g. windows, doors, roof top units, and roof) and outside athletic area (e.g. football field, softball field, baseball field and track).(7.1, 7.2, 7.3)

English Language Arts

Narrative Program Summary

The English department is located on the second floor of the north wing. The department has 10 teachers and 9 classrooms. Each room features a sign with the room number and instructor's name, as well as the subject. Teachers are able to decorate their rooms to their personal taste. The results are colorful, diverse, and engaging learning environments that reflect the teacher's interests and personality. Each classroom has an interactive whiteboard; the uses of the board were varied during team observations. The school's mission statement and core beliefs were posted in most of the classrooms, and all had clearly displayed evacuation plans. Agendas and daily objectives were posted in most of the classes visited; in some, the agendas were posted on itslearning and displayed on the interactive whiteboard until the surface was needed for the lessons of the day. In some classes, the students were on ChromeBooks, which the department shares on a schedule that allows each student to have access to one during their ELA class. All instructors seemed upbeat, and committed to fostering a positive, safe classroom environment.

The literature, vocabulary, grammar and composition is taught by one or two instructors, depending on the developmental makeup of the class. In inclusion classes, in which students on individualized education plans (IEPs) and standard-level college prep students learn together, the classes are team taught by a certified English teacher and a certified special education teacher. Members of the department collaborated to develop the current curriculum. It was unclear if the newly revised curriculum was revised with the school's core values or mission statement in mind.

The basis of the curriculum units is four core units for each grade, sharing common themes reflective of the literature and texts for each grade level. For grades nine and ten, the themes are taken from the new Pearson-published texts that the department acquired in advance of the revised, Pearson-written MCAS test. For grades 11 and 12, the four distinct units are repeated both years, with different texts. For each of the units, there are essential questions, expected outcomes, and performance based assessments that remain consistent regardless. The various activities and assessments that are included in these units seem to promote higher order thinking, exploration and creativity, and 21st Century skills.

Student performance assessments include nonfiction narrative writing in all four grades, informational and explanatory writing or speeches in all four grades, written argument (grades 9 and 12), and persuasive speeches (grades 10 and 11).

During classroom visits, the teachers in each class were delivering lessons that aligned with the curriculum as it was written. All freshmen, both college prep and honors alike, were reading *Of Mice and Men*; the essential questions and expected outcomes matched the curriculum maps that were shared. This is something the administration makes a priority, reporting that the connection between instructional practices and written curriculum is "routinely and extensively examined."

While the themes of the units for grades nine and ten are different, the assessments are consistent. Students in grades nine are expected to produce a narrative essay, an explanatory essay, and a pair of written arguments. Students in grade ten also produce a narrative, a persuasive speech, an explanatory essay and two informative essays. There are similar assessments for grades 11 and 12, including narrative writing, persuasive speeches, and informational writing.

Teachers report using formal assessment results, such as MCAS, as a source for revising curriculum and instructional practices on an annual basis. They also reflect on the results of less formal, formative assessments and determine and adapt their teaching to meet the needs of the classroom that day.

Instructors in the ELA department spoke of regularly examining their instructional practices and revising their approach to their classes. This is done individually by teachers, who report a number of different methods for informing change to their instruction. These include anecdotal evidence from verbal check-ins and daily and weekly formative assessments. Teachers also consult with one another as co-teachers, and as a department,

and use the results of these conversations to adjust their lessons to be more effective for all students. The English department at Tri-County is a diverse group, and the visiting team witnessed a wide variety of teaching methods and classroom activities. These ranged from direct instruction, class discussion, in-class reading, use of grammar manipulatives, use of dry erase markers and boards, and the use of vocabulary handouts. There was no observable evidence of the taught curriculum being integrated into the CTE programs. In the CP classes, there were many examples of differentiation in the instructional practices. In co-taught classes, students were, at times, placed in separate groups, allowing the special education teacher to work with struggling students, or implement strategies to clarify content. Higher-level thinking question and 21st Century skills were evident in several classes, with students volunteering answers eagerly, or working confidently on Chromebooks to complete a variety of assessments. Classes seemed universally well managed; in each room, students were focused, productive, and attentive. The instructors appeared to be making accommodations for students on IEPs and 504 plans in a number of ways, including breaking classes into smaller groups, delivering information in a multisensory fashion, and working one-on-one with students needing more immediate support. The inclusion model is effectively staffed by co-teachers. However, there is some concern for students going from a self-contained model to an all inclusive classroom. They report examining various courses of action to support students currently struggling, but, as of now, have yet to arrive at a definitive solution. 50 percent of the English Department has participated in a three-year differentiated instruction cohort. Instructors were observed using scaffolded materials to achieve daily objectives. Instructors use a variety of formative assessment tools to improve and inform their instructional practices. In addition to the incoming freshman entrance exam, which was designed by the department to use for the purposes of placement but is also used as a resource for modifying and adjusting class practices, the department studies MCAS data, and weekly reports from itslearning that indicate student performance on daily activities and assessments.

Tri-County's English Department reports using a variety of data sources to align measures of student learning goals. These analyses includes SMART Goal measurements. Samples include: Senior Project Paper, MCAS results, and mid-year and final exams. Department members regularly review common assessment results such as mid-year and final exams as well as unit transfer tasks. Formative assessments observed included class discussions, individual vocabulary assignments, and a hands-on grammar assignment that assess individual student progress. In each class, the objectives of the lessons were clearly displayed at the start of the class, with either the phrase "Students will be able to…" or the acronym SWBAT above the objectives of the day. Student performance on assessments are communicated to parents through the use of the PowerSchool grading platform, allowing students and parents 24 hour access to a student's grades. Instructors were also witnessed delivering immediate feedback during class time, responding to students in class discussions. They are also able to use the Chromebooks to comment on written work and compositions as they are being written. The visiting team witnessed teachers using verbal check-ins to ascertain comprehension of a topic; this allowed the instructor to adapt the lessons to provide greater detail or support to help ensure students' clarity on the material being addressed. Faculty report using common planning time and department meetings to plan and evaluate department-wide assessments and rubrics, work on standardizing grading.

Honor students are required to participate in writing contests, and students in college prep classes have the opportunity to earn extra credit for participating. There are a number of contests listed annually on itslearning, and instructors report that student submissions to contests have been published.

The faculty report receiving professional development in the areas of differentiated instruction and Understanding by Design for lesson planning. Additionally, individual PD is encouraged by the school, with a reimbursement of $1,500 available to defray the cost of tuition.

While the visiting team observed several classes working through the same unit on the same work of literature, interview with faculty indicate that some instruction of units needs to be staggered, as there aren't enough books for everyone to teach the same thing at the same time. While there is not an exact one-to-one ratio of students to Chromebooks, the department shares several carts, allowing all students to have access to a functioning Chromebook during their ELA class. Each classroom had a functioning digital whiteboard.

The climate of the department appears to be excellent. All teachers observed were actively engaged in student learning activities, appeared to be successful creating an inclusive atmosphere in which students, regardless of gender identity or skill level were free to take intellectual risks. Teachers were witnessed collaborating harmoniously on lessons in co-taught classes, and with paraprofessionals.

English Language Arts Commendations

Commendation

The co-teaching model provides support for students during class time leading to greater student achievement. (3.2)

Commendation

The units of curriculum are well-structured, rigorous, and able to be easily differentiated to support and challenge all students. (2.1)

Commendation

The newly acquired textbooks for grades nine and ten include an online edition that allows for text to be modified for students with reading disabilities, allowing all students to study the same content. (2.7)

Commendation

The units of curriculum are designed in such a way to allow individual teachers to modify the content in order bring their own interests and style to the classroom. (3.2)

English Language Arts Recommendations

Recommendation

Explore ways to support struggling students on IEPs by establishing programs that offer more intensive support in order to ensure student success in ELA. (6.8)

Recommendation

Consider acquiring more copies of the core texts so all classes can work on the same material at the same time. (2.2)

Health / Physical Education

Narrative Program Summary

The Health/Physical department's gymnasium at Tri-County is located on the lower level and upper level of the school, in the center of the south and north wing. The gymnasium is divided into two areas an upper and a lower area. The upper gym consists of a fitness room and wrestling room. The fitness room includes: stationary equipment, weight resistance machines, aerobic apparatuses and cardio-vascular equipment. The wrestling room consists of wrestling mats and training equipment. The lower level of the gym is a multi-sport surface area consists of a rubberized floor, 8 basketball hoops, two spectator bleacher areas for home and away fans, two multi-sport scoreboards. Displayed are league and state championship banners, a plaque honoring the inductees in the Athletic hall of fame and sportsmanship banner given by the Massachusetts Interscholastic Athletic Association (MIAA). The approximate square footage of the lower gym area is 8000 square feet. Along the sides of the walls there is access to a men's and women's locker-room, Physical Education offices, Athletic Directors office, after school sports team's locker-rooms and a storage closet. The gym area has ample lighting, renovated bleachers, and appropriate signage of gender specific locker areas. Evacuation diagrams are located on the wall next to the entrance doors in the gym. Fire extinguishers and lighted exit signs are located throughout the gym and classroom. Gymnasium rules are displayed upon entering.

Outdoor PE/athletic areas are: softball field, baseball field, a track and football/soccer/lacrosse field. The overall field conditions are poor with inadequate drainage and uneven surfaces. The track is unusable and all Spring track meets are away at this time. There are two scoreboards that currently do not work properly. The spectator bleacher area holds 100 people and does not house the amount of spectators they draw for athletic events. A large storage/concession building is dated and is need of routine maintenance. There is one building technician who is responsible for the entire outside campus and grounds.

There are three PE instructors in the program. One female and two male instructors. Each PE teacher teaches Health and Physical Education. They also are assigned to cover the "Academic Support" which is a period for students to catch up on classroom work.
The PE instructor's offices are located in the gender specific locker-room for appropriate supervision. If a Physical Education class occurs where a male and female instructor is not assigned, another Tri-County faculty member is assigned to supervise the locker-room area.

It is the visiting team's observation that the overall appearance of the gym is bright, clean and adequate. Storage in the gym is present but not sufficient for the program. Currently, equipment is stored in a hallway entrance, that could present a fire hazard in the future. It is the visiting team's observation that the outside PE/athletic areas are inadequate, in need of repair, and have suffered neglect.

All students in ninth and tenth grades are required to take Health and Physical Education. The Physical Education program, provides a learning environment to develop, and improve a student's emotional, and social acuity. Assessment and evaluation is determined by the quantity and quality of participation. Courses in team and individual sports (e.g. Speedball, Bombardment, Frisbee, Football, Basketball, Pickleball, Soccer, Badminton, Ping Pong, Wiffle Ball, Floor Hockey, and Volleyball) are offered.

The Health Education program is using an online curriculum program (itslearning), which they recently purchased. This program is a web-based program that allows high levels of differentiation in instruction among students. The program also allows for tracking of the students' performance standards as outlined in the student handbook. The supplier of the program regularly updates the curriculum. Both formative and summative assessments are being used with the web-based program. The assessments are part of the program, but can be modified by the instructor. As students move through the program, at certain points questions about the material

being covered are generated by the program to make sure students understand the topic area before moving on. Students and parents have access to an online grade book that allows them to stay up to date on the students' scores.

The Health room is equipped with 25 chrome books and a (SMART) board. Health topics in the ninth and tenth grade include: drugs, alcohol, sexually transmitted diseases, and opioid prevention. Parents may request a waiver to opt out of any human sexuality topics. These students will be assigned an alternate assignment. The eleventh and twelve graders can choose to take PE as an elective. Those electives include: total body conditioning, yoga, self-defense, Pilates, cardio kickboxing, Zumba, and cardiovascular endurance. The newest elective is Archery, each teacher is certified by the National Archery in Schools Program (NASP). In order to meet the state requirement (MA General Law Ch. 71 section 3, Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students) Physical Education students in eleventh and twelfth grades whose schedule does not allow time for an elective PE class, are pulled out of their related class for two weeks to take PE. Health topics are not offered past grade ten.

Health / Physical Education Commendations

Commendation

The PE/Health department for tracking all students' individual progress (itslearning) making sure they meet the minimum core requirements for the Massachusetts Curriculum Frameworks (3.4, 4.1)

Commendation

The department for updating the current curriculum via a web based curriculum that accommodates differentiation among students. (3.2,3.3)

Commendation

The department for enhancing its PE program with Archery and maintaining strict safety certifications. (7.2)

Health / Physical Education Recommendations

Recommendation

Create and implement a plan to address the lack of adequate storage in the Gymnasium for instructional materials and equipment (7.1, 7.2, 2.6)

Recommendation

Create and implement a five year capital improvement plan to address all outdoor Athletic fields and surfaces. (7.1, 7.2, 7.4)

Recommendation

Explore access for eleventh and twelfth graders to gain knowledge in Health topics beyond the sophomore year.(2.7)

Mathematics

Narrative Program Summary

The mathematics classes are clustered in the south academic wing of the school. All math classes are equipped with a Smart board, and students have access to a set of graphing calculators. Both the Smart board and the graphing calculators were in use during class observations. There were no obvious safety or health issues, and the classrooms were clean. Most of the mathematics classes had the school core values and beliefs posted. Evacuation routes were posted in the mathematics classrooms. Observed teaching strategies which contributed to a positive school climate included: calling on students by name, using humor, encouraging student participation, allowing students to work with a partner, and positive reinforcement.

The mathematics curriculum is aligned with the Massachusetts State Curriculum Frameworks, and the school mission. The curricular goals are posted in the Program of Studies. There are 10 math teachers (one is a Title I teacher). Subjects taught include: Algebra I, Geometry, Algebra II, Trigonometry, Algebra II/Trig, Pre-Calculus, AP Statistics, AP Calculus. Program of Studies are reviewed annually by math department members and the academic director. Nearly all documents are written in Understanding by Design format. Course offerings change based on the needs of the students. Curriculum is updated during teacher working periods to ensure understanding of all students.

The curriculum is written in a common format, Understanding by Design, and developed by course. It is broken down into standards, essential questions, content, skills, materials/resources and assessments. Curriculum is applied to real-world scenarios. Objectives are written using higher-level thinking verbs from Bloom's Taxonomy. Collaboration is used in math classes, including groups and sharing of student responses. Learning projects, in-class examples and lessons are geared toward math in the vocational areas. Technology is used in authentic learning opportunities (itslearning, Launchpad, Newsela).

The curriculum is competency based and aligned with the Massachusetts State Curricular Framework. The performance expectations are in line with the school motto, "Work Hard. Today Counts." During math class observations, all students were engaged in math work. All students in Tri-County Regional Vocational Technical School are expected to participate in the standard administration of the MCAS, and not the alternative test. If students need Algebra I remediation, they are offered help in their academic support class. However, since this class was described by one of the math teachers as more like a study hall, students are likely not to have a math teacher supporting them in this class. Students who are identified as Title I can get math support from a Title I math teacher who teaches complementary lessons to those of the math instructors. The Title I math teacher also gets input from math teachers. It is not evident from discussion with the teachers, or from the math self-study resources, if there is a clear tiered intervention plan for non-Title I students who struggle with math.

Lesson plans indicated the state standards addressed in the lesson. Lesson plans are kept on itslearning, a school-wide practice. Teachers meet during working periods to verify pacing.

The curriculum is aligned from grades 9 through 12. Teachers meet regularly to discuss curriculum and pacing. This is essential to avoiding issues with students getting credit in math. This is especially important because of alternate week schedule, limit of course offerings, and the fact that students cannot double up on math courses.

Curriculum is developed, evaluated and revised using assessment results and current research. Math teachers meet frequently to analyze results of the MCAS exam, and look closely at areas in which the district scored lower than state averages. Teachers are given item-analysis for each class. The department researches where these items of concern have been taught in the curriculum, and use this information to make changes in the current curriculum.

Teacher meet regularly during their working periods to collaborate and ensure they are pacing classes at the same rate. The visiting team observed all grade 11 classes were teaching graphing quadratic equations.

Teachers also look at data from the common mid-year and final exams.

In the lessons observed, classes were structured as whole class and small group learning. In all observed math classes, active student engagement and learning was noted. The lessons were student-centered. Teachers continually asked questions to gauge student understanding. Teachers circulated the room to look at student work on their papers, their calculators, and their whiteboards. In classes where graphing calculators were being used, each student had his/her own during the lesson. Smart boards with graphing software were also used. Teachers in the math department reported that there is no established routine for collaboration with shop for teaching students trade-related math. There is no established collaboration time between trade teachers and math teachers.

In all classes observed, students were participating in problem-solving either individually or in a small group. Teachers report that differentiation occurs in several ways, such as: tiered assessments, pre-assessments, co-taught classes, modified grades, and student choice for assessments. Teachers are available for help after school. In addition, there is a homework center which runs from 2:15-3:10pm, and there is always a math teacher there to help students.

In all mathematics classes observed, student behavior was excellent, and students seemed to be aware of the classroom procedures. Students took initiative to access supplies as needed during class, and knew the procedure for using the lav. Technology is also used as an engagement strategy. Six of the math teachers are trained in differentiation strategies.

A co-taught class with a special education teacher was observed. In this class, the co-teacher was assisting all of the students in the class. Teachers report that accommodations include: movement breaks, access to Smart Board notes, retaking tests, reference sheets, use of a calculator, and reduction in assignments for content and quantity.

Data from the MCAS exam is examined. Teachers are given an item-analysis results for their individual classes. Teachers also use formative and summative assessment data to improve instructional practices. In addition, they examine student work, and accept feedback from other teachers, supervisors, and parents. Math teachers also stay current with research, and engage in professional discourse on math practices. Teachers also participate in content area professional development.

The math department uses both formative and summative assessments to assess student progress. Summative assessments include common mid-year and final exams which contain multiple choice, short answer, and open–response questions. Formative assessments include: verbal responses, quizzes, activities, review materials, and individual or group projects. In classes observed, teachers circulated among the students to check progress.

Teachers report that math data on incoming 9th graders is not shared with the math teachers. MCAS math data is disaggregated yearly, and used to modify instruction. Teachers meet during work periods to discuss pacing. Teachers monitor student data from their own classes, and modify instruction based on data.

Math teachers continually update the PowerSchool online grade reporting system. Teachers reported that there are no deadlines for reporting grades in PowerSchool. Parents are invited to an open house, and individual parent-teacher conferences are held. Progress reports are given to students who are in danger of failing the quarter.

Many classes observed had lesson objectives posted on the wall. Lesson objectives were written in terms of what students would be able to do.

The math department has common mid-year and final assessments. Formal assessment types used include: verbal responses, quizzes, activities, review materials, and individual or group projects.

Rubrics were not included as part of the self-assessment, nor were rubrics observed during classroom observations. As reported by a math teacher, rubrics are used for projects only, and not daily.

Students participate in self-assessment by checking their homework answers. Frequent quizzes and tests are used to assess students, and lessons are adjusted accordingly. Grades are entered into PowerSchool. Some teachers send home quizzes and tests, and ask for them to be returned. Teachers allow retakes on some assessments, however, the policy on this is not clear.

In the classes observed, teachers used formative assessments such as: questioning and verbal responses, checking students answers on the white board, monitoring student answers on the graphing calculator, and monitoring small group work. Teachers also report using frequent quizzes.

Teachers look at assessment data, formative and summative. Teachers invite students to attend after school help sessions, and also work on math during their academic support periods. In grade 9, students who are Title I can get extra help in an elective Title I math class, and in grade 10, extra help is available in an MCAS tutoring class.

Every year, math teachers meet to analyze the results of the MCAS, and focus on items on which district scores were lower than the state average. Teachers look to determine where these items are taught in the curriculum, and make changes to the curriculum to improve student achievement. The math teachers report that they recently created a new pre-assessment for incoming ninth graders.

There is a school-based math team which hosts the annual Massachusetts Vocational math meet. Approximately 10-14 vocational schools attend this after school event. The math team also competes at WPI every year. Math teachers are asked to nominate students for the SkillsUSA technical math competition each year. Students also take AP exams, however, it was reported that last year only half of the students scored a 3 or 4, and no students scored a 5.

Teachers who attend professional development share newfound knowledge and skills with peers at department meetings and/or working periods.

The department seems to have sufficient resources and staff. The equipment and technology (graphing calculators, Smart boards, and computer software) are consistent with current education practice. The equipment is working properly. The department facilitator manages funds allocated to the math department in order to fulfill as many requests for supplies per year as possible.

The climate, culture and atmosphere in the math department seems to be positive and collaborative. Teachers were seen collaborating during their work periods. The climate, culture and atmosphere in the classroom is supportive of student learning. There is no evidence of harassing behavior or language, and the classroom is gender neutral.

Mathematics Commendations

Commendation

Math teachers for making effective use of the double period class time to incorporate modeling, problem-solving, flexible grouping, and integration of technology. (3.2)

Commendation

The high level of student engagement in math classes which resulted in collaborative and active learning. (3.2)

Mathematics Recommendations

Recommendation

Develop and implement a clearly-communicated intervention plan for students who need extra help in math (2.7).

Music

Narrative Program Summary

The music department is housed on the second floor in the center of the school in room C-224. The department includes one regular size classroom and two small storage closets. The classroom is equipped with five long tables arranged in a "u" pattern. Roughly 24 student chairs are placed on the outside perimeter. In the classroom there are eight full size vertical storage lockers. Two of the storage lockers contain 24 portable keyboards. In one storage closet there are various musical instruments and sound equipment components including percussion, acoustic and electric guitars and a p.a. system. The second storage closet does not have musical equipment in it. There is a mounted projector suspended from the ceiling and a drop-down screen that is in working order. There is a chromebook cart with 24 working chromebooks in the room. There is also a stereo system with speakers in working order. The room appears clean, organized and safe for instruction. Outside the classroom there is a clearly marked sign stating the room number C-224. There is an evacuation document posted by the door. The evacuation route is clear and straightforward. The teacher has music visuals posted throughout the room to promote music instruction.

There are two courses included in the music curriculum. The first course is titled "Music Theory and Appreciation I". The second course is titled "Music Theory and Appreciation II." Both courses are taught by one certified music teacher. Each course is broken into four quarters with a different theme for each quarter. Quarters two and four are project based. There is a basic syllabus for both courses. Both courses are available to all students. Students that complete both courses do not have another music option. The curriculum is based off the Massachusetts Standards for Music. The two courses being taught use most components from the music standards. The basis of the curriculum includes creating, performing and responding to music which are the core elements of the state music standards. The curriculum does not account for ensemble performance standards. There is significant alignment of the school core values and the music curriculum. Components from both courses promote core knowledge, communicating comprehension, critical thinking skills, synthesizing research and evaluating resources. Both courses also promote social and civic values including communicating appropriately, embracing diversity and building interpersonal relationships. The format for the music curriculum is based on "understanding by design". The instructor utilizes important features of understanding by design when lesson planning. The lesson plan includes both a content and language objective on a daily basis. There is no detailed information about instructional strategies, differentiated instruction or accommodations for IEPs and 504 students on the lesson plan. There is no evidence that the lesson plans are aligned with the curriculum. The instructor does not collect pre-assessment data in relation to performance expectations. Through formative assessment observations, the instructor decides performance expectations for each student. The curriculum is competency based in that students must reach specific benchmarks during performance assessments. Students performing on keyboards must be able to complete right hand patterns. Students performing on guitar must complete basic chord structures.

The instructor reflects on their learning practices daily while driving into and from school. The instructor uses student questions and student performance on assessments to reflect on previous lessons. The instructor does not keep a reflective journal. Instructional strategies observed of teacher instruction include questioning strategies, think-pair-share, hands up and down, and lecture. The teacher uses an online graphic organizer to help students' complete tasks. There is some evidence of student-centered lessons. Students work with partners to develop answers to questions. The teacher seamlessly uses technology as a basis for instruction. Each student uses their own chromebook to use as visuals, task completion, models, and homework. The platform for technological instruction is itslearning. There is some evidence that the teacher utilizes higher order thinking questions during instruction. Teacher asks students to think about first, second and third person perspectives when analyzing song lyrics. The instructor employs effective classroom management strategies. Students are rarely off task and are highly engaged. Upon entering the room, a positive mood is set with light background music. Students follow classroom procedures seamlessly. The instructor does not utilize differentiated instruction

for students. Each student is given the same graphic organizer for instruction and to complete tasks. The music department does integrate its curriculum with career technical education programs. Students in music build musical instruments from construction trades. The instructor is also planning a Theremin project with the carpentry trade. The instructor is knowledgeable about student accommodations for students with disabilities and students on 504 plans. The instructor uses speech to text application for students who have a disability in writing. The instructor stated that he does not utilize specific student data to improve instructional practices in music.

The music program assesses students both formatively and summatively. Formative assessments include teacher observations, exit tickets and quizzes. Summative assessments include performance evaluations and online unit tests. The teacher does not formally disaggregate student data to inform instruction. The instructor through observations informally assesses student performance and makes instructional decisions based on those observations. The teacher utilizes email and telephone communication to parents regarding student progress. The instructor utilizes the comment section in PowerSchool to communicate strengths and struggles to both parents and students. The instructor also uses the comment section in various google applications regarding student work. Lesson objectives are clearly stated in the daily agenda and can be viewed on each student's chromebook through itslearning. The teacher utilizes both content and language objectives. The teacher utilizes a performance based summative assessment for both second and fourth quarters. The teacher utilized formative assessments and uses data to help students improve their performance leading up to the summative assessment. There is no evidence of teacher generated rubrics on either formative or summative assessments. The instructor utilizes the itslearning platform to provide specific and timely feedback to students. Students can edit or redo writing assignments based on instructor feedback. Students are allowed to retry performance assessments if requested. The instructor does not formally use assessments to adapt their instruction. There is no formal process in music to review program design. The instructor has suggested to administration that there is a need for additional music classes.

Some students in the music program participate in the after school music club. The club meets once a week in the music room. The club is not advised by the music teacher. The music club performs at various school functions including an after-school coffee house, National Honor Society Induction and talent shows. The instructor is currently enrolled in a music professional development course at the Berkeley College of Music. The instructor acts as a differentiated instruction coach for the school. The instructor feels as though he is properly supplied with music instruments and technology for music instruction. The instructor has asked for more space for the music program. The instructor is budgeted $200 a year for equipment and is requesting an instructor keyboard for this year. The climate of the music department is positive and welcoming. There is a sense that students want to be there and that they enjoy the class. Students work collaboratively without incident and use proper language during group discussions. There is no evidence of harassing language or behavior. There is no evidence of gender, race, or ethnicity discrimination.

Music Commendations

Commendation

Clearly stated lesson objectives in both content and language to promote connections between vocabulary and music content. (4.3)

Commendation

Effectively utilizing technology and music equipment during instruction that has led to high student engagement. (3.2)

Music Recommendations

Recommendation

Align teacher lesson plans to curricular standards and include instructional strategies and differentiation strategies for students. (2.4)

Recommendation

Collect baseline data on student performance levels and use as a guide to differentiate instruction and monitor progress. (3.3)

Recommendation

Create rubrics with detailed leveled indicators that outline benchmarks for student achievement aligned to summative assessment. (4.4)

Science

Narrative Program Summary

The Science department at Tri-county is located in the academic wing of the school. Science classrooms are mostly clustered together in one area, with one room on the lower floor. Science rooms are appointed with proper safety equipment, which are clearly marked. Rooms are clean, organized, and evacuation routes are clearly marked.

Tri-county requires science courses all four years for its students. Course offerings include mandated state requirements as well as elective courses including AP Physics. Each science course incorporates laboratory-based activities, higher order thinking skills, authentic performance tasks, and the integration of technology. Additionally, there is an ongoing effort to incorporate cross disciplinary lessons throughout the science curriculum.

The science department at Tri-county has six full time and two part time teachers. Curriculum is written in UbD format for all courses, was created by the science department team, and is supported by the 2006 MA STE Standards and MA Literacy and Common Core Standards. Tri-County uses 21st century learning objectives in order to set expectations for student learning. Performance assessments are included within the curriculum show evidence of learning throughout the academic year.

Teachers consistently use UbD curriculum for all science courses. Daily objectives and agendas are posted in the classroom and on an online learning management system (itslearning). The science department uses the UbD curriculum to consistently ensure teachers are on a similar pace for their students. Students take common summative assessments both half-way through the year and as a final. Tri-country has instituted peer observations for teachers in order to provide feedback to colleagues and build teaching skills across the department. Collaborative work is done on a weekly basis during "working periods" which has provided valuable time to better implement the curriculum and share/evaluate student data.

Science teachers at Tri-Country consistently examine and revise instructional practices. An evaluation system is in place to ensure teachers are meeting evaluative standards. The weekly working period and ongoing department meetings provide time to collaborate and improve instructional strategies. Other opportunities, such as professional development and workshops provide more instructional resources to the staff at Tri-County.

The science department implements differentiation of instruction across the curriculum. 504 plans and IEPs are followed to ensure identified students are being serviced. Furthermore, science classrooms are co-taught and/or supported when mandated. Teachers personalize instruction by using assignment grouping (itslearning) and grouping students by skill level. Assignments are differentiated based on course level and specific student's needs.

The department often integrates technology at Tri-Country. While some classrooms have a Chromebook cart, this is not the case for all rooms. Teachers consistently use technology to provide real time feedback to students through online quiz software (Quizlet, Kahoot, etc…). Also, some science courses frequently use the "flipped classroom" model to help students increase understanding at home and in school. Furthermore, the department uses the scientific and classroom technical equipment to better their instruction at Tri-County.

Teachers at Tri-Country continuously assess whole-school and individual student progress. The department uses data from formative and summative assessments, the MCAS, and AP exams to assess and shape curriculum.

Following the school standards, assessment results are given via itslearning, Powerschool, report cards, and progress reports. Students who have IEPs or 504s have scheduled meetings to discuss achievement towards student goals. Science teachers at Tri-county also regularly communicate with guardians via phone, email, and/or parent-teacher conferences.

Teachers in the Tri-Country Science department individually and collectively use a range of assessment strategies in their classrooms. Both summative and formative assessments are consistently used. Teachers also use pre and post testing, MCAS test preparation style assignments, and hands on labs to ensure student achievement.

The science department provides specific, timely, and ongoing feedback to students to ensure student reflection and success. Students are encouraged to revise work for better understanding.

Beyond professional development offered at the school, science department teachers maintain expertise as adult learners through various workshops (RISE training, Differentiated Learning Group, Collins Writing Workshop, itslearning, MASS Insight Education), and graduate coursework.

The annual department budget (supplemented by opportunities including MassInsight and/or grants) accommodates needs for permanent and consumable supplies and equipment for the department. Science class size has increased at Tri-County since the implementation of double periods. Some science classes exceed the contractually stipulated safety amount of 24 students. Furthermore, approximately one quarter of the laboratory based sciences are not taught in laboratory classrooms.

The science department at Tri-County is a collegiate department that is welcoming and all-inclusive. Collaboration takes place on regular basis with a drive for professional development. The co-taught classrooms are effectively structured and clearly planned. The department works in cooperation to better curriculum, assessment, and instruction.

Science Commendations

Commendation

The collaborative and focused work of the department which has resulted in strong curriculum, assessment, and instruction. (3.4)

Commendation

The consistently funded departmental budget which provides students with the necessary scientific tools and resources for learning. (7.1)

Science Recommendations

Recommendation

Investigate ways to keep science classroom enrollment under 24 students to meet contractual safety guidelines. (2.6)

Recommendation

Seek out additional resources to ensure all science classrooms have consistent access to Chromebooks to facilitate learning. (7.2)

Social Studies

Narrative Program Summary

The social studies department consists of five classrooms located in the north wing of Tri-County. Each of the five department teachers has their own room and have direct access to one another. The classrooms are all equipped with interactive whiteboards. The area is clean. There are no obvious health or safety issues. The rooms have proper signage. Teacher emails are posted. Class objectives and agendas are visible. Evacuation routes are posted. The hallway is somewhat sterile, but each individual classroom provides a welcoming and positive physical environment. The visiting team observed that students are quick to participate in class.

There are two levels of History courses offered at every grade level: Honors and College Preparatory (CP). In grade 10 there is also a Pre-Advanced Placement (pre-AP) United States History II course, and an Advanced Placement (AP) course for grade 11. Psychology and Street Law are two College Preparatory electives offered by the Social Studies Department in grade 12. Each teacher is assigned both Honors and CP classes. One teacher is piloting the two year pre-AP/ AP curriculum. Freshman year, students are placed in these classes based on an ELA placement test. From sophomore to senior year, student level placement is based on grades. Teacher recommendations are also used for placement. Teacher recommendations can overrule the grade requirement. Classes are 100 percent inclusive of special education students.

Curriculum is built using the "Understanding by Design" school-wide program. The curriculum is clearly aligned through the four year program. Lessons and curriculum are skills based. Work with primary source documents is a focus of lessons and common rubrics. Lesson plans provided in the self study are aligned with the MA History Frameworks. The visiting team observed lessons that also aligned with the Frameworks. The curriculum is reviewed yearly by the department as a team. The department has looked at the new History Frameworks, adopted in June 2018. They have started to plan realigning courses to meet the new frameworks. Curriculum is also reviewed regularly in department meetings. The social studies department is a small department that informally reviews curriculum regularly. The department has a single block schedule (44 minute period) making curriculum difficult to complete.

Members of the social studies department reflect on learning practices as a group in regular department meetings. The department assesses instruction yearly in June. The department created their first data team to assess instruction through summative assessments in World History during the 2017-2018 school year. This information was used to improve instructional practices. During the 2018-2019 school year the team is collecting data on the USI-USIII curriculum.

The visiting team observed student centered teaching. Instructors used student led examination of primary sources. Students participated through random instructor choice. Students were also eager to volunteer. Technology is a vital part of the department's teaching. Electronic presentations are used for note taking. The notes are color coded for clarity on important topics. The itslearning platform is used consistently throughout the department. Students have access to all class materials through the platform.

The visiting team observed differentiated instruction in lecture, class materials, and assessment. Lesson plans in the self study demonstrate higher order thinking skills encouraged through data based questions. The self study also provided evidence of differentiated instruction. Classroom management is achieved through clear rigorous expectations. Accommodations for IEP and 504 plans were evident in lesson plans provided in the department's self study.

Summative assessments are common to all instructors and differentiated by course. Examples of formative assessments were provided. The visiting team also observed "exit tickets" as formative assessments. The team's observation also included formative assessment in the form of student discussion.

The social studies department demonstrated data informed instruction in their data analysis provided in their self study. The visiting team also observed instructors changing their instruction based on formative assessment during class. Assessment results are shared with students and parents through the powerschool platform.

Parents and students have access to grades through powerschool at all times. Teachers do provide feedback to students. Verbal feedback is a consistent way for instructors to help improve student work. The visiting team observed how the itslearning platform is used to provide students with feedback to improve their work.

Clear objectives are posted in the classrooms and shared on the itslearning platform. The department provided evidence of a variety of common rubrics that are used to clarify learning goals.

The visiting team observed instructors demonstrating attitudes of lifelong learners. The department feels that they are provided adequate professional development from the school. They also pursue adult learning through workshops and graduate classes. Based on visiting team observations and the self study provided by the department, instructors are regularly involved in updating pedagogy. The visiting team also observed up to date curriculum and content knowledge. The department provided evidence of professional leadership in the shared responsibility for curriculum in the self study. The visiting team also observed teaching responsibilities in a department meeting. During the meeting, the department demonstrated shared responsibility for their work.

The department has sufficient classroom resources. Each room has a working interactive whiteboard. The itslearning platform is well utilized by the department. The number of staff members in the department creates a large student load for each teacher and limits differentiation.

The culture of the social studies department is very positive for students and instructors. The visiting team also observed strong collaboration between instructors. The visiting team observed students engaged in the classroom and observed students willing to answer questions even when unsure of the answer.

Social Studies Commendations

Commendation

Developing data teams to improve assessment and instruction. (4.1)

Commendation

The department models lifelong learning attitudes that foster student learning expectations. (5.3)

Commendation

The department excels at providing feedback to students despite large student loads. (4.5)

Commendation

The department's positive and collaborative culture which leads to student success. (5.8)

Social Studies Recommendations

Recommendation

Investigate a plan to provide the department with more instructional time. (3.3)

Recommendation

Investigate a plan to support the department's need for assistance in analyzing data and setting benchmarks for growth. (4.6)

Other Academic Program

Narrative Program Summary

Business Technology is in three separate classrooms in different locations of the school; central, north wing, south wing. With the locations being separated it does not appear to affect student learning. Each classroom displays a well organized, neat, welcoming atmosphere and posts the evacuation plan map, posters of educational strategies and academic resources. Each classroom appeared to be safe. The layout consists of computers facing the walls with the center of the room predominately open.

There are four course topics: Technology Literacy, Personal Finance, Managing Your Own Business (MYOB) and Social Media for the Business World (SMBW). Technology Literacy is a half-year course required for freshmen. Personal Finance is a half-year course required for sophomores. SMBW and MYOB are elective full-year courses available to juniors. Marketing Basics is also offered as an elective to seniors.

There are three teachers, two of which are full time and one half-time.The half-time teacher instructs 160 students, 90 freshmen in Tech Lit and 70 juniors in Personal Finance. The full time teacher has 506 students, 104 are medical assisting 9th and 11th grade students. There is a total of 272 students on "A" week and 234 students on "B" week. One teacher teaches Personal Finances to sophomores all year following the blue and gold alternating day schedule. The teacher is proud of being a paperless classroom. On "B" week the teacher has Technology Literacy with freshmen and juniors. The other full time teacher has 235 students, 133 on "A" week and 102 on "B" week. Both cycles that teacher has MYOB and SMBW. Personal Finance had a grade level change from junior to sophomore, which left a group of juniors without the course and did not seem imperative that they need the course. Those juniors are currently in a double block science class.

In all three rooms, students are assigned computers, which are arranged facing the perimeter walls in a U-shaped layout. Each computer has specific log in information and passwords for student reference. There is a minimum of one printer in each room. Electronic white boards are utilized which displayed the daily assignment. Student computers are part of a technology plan to be replaced over a several year period keeping computers current. Software is current using Windows 10 and Microsoft 2016. A Learning Management System (LMS) called itslearning is used to deliver files, agendas, and objectives to the students where they can also upload completed assignments. Nettop's Vision software is used to project the teacher's screen onto the student's computer, which also benefits students who may need additional instruction. It also allows the teacher to monitor students' on-line focus and progress.

The curriculum for Business Technology at Tri-County is a combination of the Massachusetts Framework, Understanding by Design (UbD) and teacher research. The MYOB and SMBW teacher uses the Massachusetts Framework – Strand 5, UbD and Virtual Business Management and EverFi Venture Entrepreneurial Expedition resources. Personal Finance utilizes Virtual Business and EverFi resources combined with the Massachusetts Framework as evidenced by binder, not indicators in a lesson plan.

Technology Literacy and Personal Finance are written as curriculum maps, tied to corresponding state and/or national frameworks. Tech Lit also works in conjunction with Microsoft Word and Excel computer guided lessons to improve student knowledge and skill within those programs. Part of the Word course offers computer generated keyboard proficiency skills which the program corrects and generates scores and feedback. With the Tech Lit course being computer generated, performance expectations and competencies are clear. It was not evidenced what the performance expectations and competencies are for MYOB, SMBW and Personal Finance. Lesson plans are in place but lack clarity to standards from Massachusetts Frameworks or UbD. The courses being separate do not have a specific flow but follow grade specified content. The curriculum is reviewed as an ongoing process within the department regularly. If the teachers identify modifications it is brought to the academic coordinator who reviews the recommendations and forwards them to the principal for further review.

The visiting team observed strategies are utilized keeping students on task, in work areas and the class was

engaged. Student questions were addressed and direction reiterated for clarity. All students were actively working individually and collaboratively on computers. The assignment was posted on the interactive white board and the instructor was assisting a student. When the instructor needed to display a different document, the objectives and lesson were no longer visible but the newest information was clear and concise for students to refer to. There are a variety of software programs, projects, reports and occasionally guest speakers come in throughout the Business Tech course. Lessons are student centered using differentiated instruction to meet their needs based on collaboration from resources such as case manager, technology instructor, parent and student. All teachers work with each student fully accommodating IEP's and 504 plans. Technology is integrated by utilizing computer programs that provide audio or visual assistance for those in need. Headphones are available. A textbook is also available for Tech Lit, which will focus on preparing students to develop numerous documents, and spreadsheets that is common in the business and academic world. Teachers prepare additional written and video supplements to assist students in the completion of these projects. Microsoft lessons are a self-paced, level-up completion program. Students must pass each section before moving to the next level.

Data and feedback is considered when planning lessons year to year as students' progress to other classes/teachers within the department. Data gathered by pretests is examined for the purpose of lesson planning and differentiated instruction and identifying student growth goals. The teachers welcome observation recommendations from supervisors and used to drive teacher delivery of instruction and assessment. Informal feedback is gathered during parent-teacher conferences and used to determine the direction of courses offered.

Teachers reflect on their learning practices by utilizing various assessments, including quizzes and exams, polls, written assignments, and projects to determine the effectiveness of instruction. Based on results, teachers collaborate with each other to make adjustments to improve instructional practice.

Communication with students and parents regarding assessment data is emailed with personalized feedback, both positive and negative, to parents through itslearning, PowerSchool, and phone calls throughout the year. itslearning is also instrumental for teachers and students to access business courses curriculum, instruction and assessment and allows for access to student work in various ways. Formative assessments are administered in the form of multiple choice questions, matching quizzes, click on hotspots, written submissions, document uploads for assessment, and open response to discussion feeds. The nature of the educational platform allows students, teachers, parents and administrators to share in monitoring student achievement.

As a regular practice all instructors use several forms of assessment which include observation of skill mastery, exit tickets, formative assessments, poll questions, informal checks for understanding and surveys. Rubrics are used to support student accuracy, guidelines and focus.

Tri-County is a total participation SkillsUSA chapter and the instructors encourage students to enter into the business-related competitions of which this is a growth area for them.

The two full time teachers participate in professional development which has them current. The half-time teacher is currently involved in certification for academic instruction. Resources in Business Technology are sufficient. Staffing is adequate for the courses offered. The equipment is up to date, functioning properly and the budget is large enough to support the curriculum.

The climate in all three Business Technology classrooms is welcoming. All teachers are knowledgeable, approachable and friendly. The freshmen class observed had a gender-neutral atmosphere and there was no evidence of harassment, bullying or inappropriate language.

Other Academic Program Recommendations

Recommendation

Develop daily lesson plans in all courses to ensure clear alignment between the written and taught curriculum. (2.4)

Graphic Arts (Communication, Design, Printing)

Narrative Program Summary

Graphic Communications is located on the 2ndfloor in the north wing and employs three teachers specializing in their respective content areas. The physical layout of Graphic Communications is approximately 26,000 sq. ft. including four rooms to accommodate specific instructional areas. The three main areas are theory; printing; digital printing, dye sublimation printing and computer lab. The fourth room is a camera/video studio.

Upon entering Graphics, the first area is a combination of digital printing, sublimation and an iMac computer lab. This is also the center room that has doorways leading into the other areas. The digital area consists of a Konica Minolta C7000 Digital Press with multiple binding stations. Dye sublimation has two types of heat presses (a flat platen and a mug press) and a dye sublimation inkjet printer. The are two iMac labs laid out in a "u" format of ten and 12 computer stations with an area in the center for group discussions. There are two small white boards with the daily assignment written for students, two teacher desks and three color laser printers. The room is well lit, organized. However it is at maximum capacity. Toward the front left of the room is the entrance to the related theory room which is a large enough to comfortably seat 24 student desks, one teacher desk, an interactive whiteboard, and storage cabinets. Within this room is a door in the front left corner leading into the renovated dark room. The darkroom has been converted into a camera/video room with a green screen, photography lamps, camera and video camera. Passing back through the computer labs on the interior perimeter wall is a storage crib, locker room and clearly identified male and female restrooms. The entrance to Printing is on the interior wall. In this area, one teacher is responsible for screen printing, embroidery, traditional printing and bindery and finishing operations. This room is long and narrow. The room is compressed but functional. Upon entering, the storage room is to the right. Within the room there is an Itek polyester platemaker and a metal platemaker (CTP) with a PC workstation with RIP software, a paper cutter and a fire extinguisher. The bindery consists of spiral binders, a drill press, a heavy duty saddle stitcher is to the right and along the entrance wall. To the center of this room is one teacher desk with a computer and an interactive whiteboard. There is an embroidery machine and silkscreen printing area with a four-color screen printing press, a conveyor belt high heat oven dryer, a screen exposure vacuum frame and a flash dryer. There are two traditional printing presses and a shrink wrap machine on the far end of the room. Visible on the walls in each room are evacuation plans and educational posters. Fire extinguishers, eye wash station are visible and accessible as are the marked lanes for walking.

The current student enrollment is: 14 seniors, seven male, seven female with five currently on co-operative education; 17 juniors, eight male, nine female; 11 sophomores, five male, six female for a combined total of 42 students. Since the last decennial the student ratios have remained somewhat steady with a slight increase in special education students.

The Graphic Communications curriculum is up to date with the last revision approved and adopted in 2016. The curriculum is reviewed and updated yearly to keep up with local business and industry needs with input from the program advisory committee. It is designed to support access, participation and progress for all learners. This is done through the development of varied lessons, projects and activities that align with the CTE state frameworks for Graphic Communications.Instructors also pull from theGraphic Communications Skills Competencies (GCSC). There is evidence of curriculum and lesson planning by subject, grade and specific content. Scope and sequence is aligned with the proper strand as evidenced for the grade levels. The lesson plans are specific and tied to the standards on separate sheets. There is no direct student objective on the lesson plan but it did reference specific safety, resources, and assessments.

Graphics is technologically up-to-date with a state-of-the-art digital press, iMac workstations with the latest version of the Adobe CC software. Students are exposed, but not limited to, desktop printers with varying inks (dye sublimation vs. desktop printers). The press room offers presswork that aligns with industry, real-work experience through production and projects. During academic/theory graphics students learn foundation skills in which they build upon over the years. They gain a solid vocabulary and terminology base using approved software and ACA testing sites. Math is an integral part of the theory lessons. Goals are reviewed and discussed,

modified or reset. As students' needs change, the department makes necessary adjustments to practices and collaborates to find the best methods for their students. Through observation, questioning, class discussion and exit slips, the teachers are able to gain a better view of the student growth and knowledge. Student work is assessed with rubrics, goal setting and meeting customer expectations. Students are expected to use communication and problem solving skills individually and collaboratively in completion of customer work.

As a full service design and print shop, Graphics has on-going projects within the district providing a variety of instructional practices and assessments. Each student is expected to meet the benchmarks set by their teacher. Additionally, students learn many different forms of printing, such as Offset, Screen Printing, Digital Printing, Dye Sublimation, Embroidery, Bindery and Finishing.

During the observations, students were on task, asking questions and collaboratively working. Each student was respectful to each other and their teacher. Students appeared to be happy with the work they were assigned and understood the desired outcome. Teachers were equally respectful to students and demonstrated a genuine positive atmosphere.

Graphic Communications uses both formative and summative assessments for all students. Equipment safety and OSHA 10 are examples of whole-school assessment in Graphic Communications. Students complete pre-tests at the beginning of a new learning task to provide teachers with baseline data. Formative assessments are given to provide data on student understanding of lesson material. Lessons are adjusted as needed. Students complete exit tickets to provide feedback to the teacher for that lesson. Students are provided feedback on a daily basis. Parents and students are informed of student progress through PowerSchool, email and phone calls. Student progress is also provided by the school in a quarterly term format. This insures a positive experience, and instruction is adjusted to give each student a path to success.

Students have the opportunity to earn multiple certifications. Using SkillsPlus and ACA certifications, teachers can develop genuine learning opportunities to prepare students for real world understanding.Although not a licensed trade, students are offered Adobe Certified Associate certifications in Adobe CC InDesign, Photoshop and Illustrator through Certiport.com. Students also can earn their OSHA 10-hour general certification in the sophomore year. During their time students also have exposure to co-curricular programs such as SkillsUSA, Employability Skills through Career Readiness Program, Polly Bath-Health and Wellness and Personal Finance.

Each student is a member of SkillsUSA. Each year students in grades ten through twelve compete in a shop SkillsUSA competition in Graphic Communications, Advertising and Design, Screen Printing, and Dye Sublimation. The top four students of each contest move on to compete at the district level. Annually, there are 3-4 students in the National Honor Society. Many of the students participate in Yearbook Club and Green Club.

Students in the Graphic Communications Program engage in work-based experience in a variety of ways. Juniors and seniors have the opportunity to work in paid co-op positions. Five of the 14 seniors are employed through the Tri-County Cooperative Education program. Graphic Communications has articulation agreements with all Massachusetts Community Colleges and Center for Digital Imaging Arts at Boston University. Post Secondary placement have included the following; Rhode Island School of Design, Rochester Institute of Technology, Mass Art and Design, Savannah College of Art and Design, Boston College, Framingham State University, University of Massachusetts- Dartmouth, Bridgewater State University, Johnson & Wales University, and Maine School of Art & Design.

Since 2007, 187 students have graduated from Graphics with 180 pursuing college degrees or the workforce. 80.7 percent of students went on to a four-year, two-year or technical school. 15.5 percent went straight into the workforce or entered a trade.

The three teachers in the program are all professionally licensed through the DESE and hold college degrees. They are members of the Printing Industries of New England and Printing Industries of America. They also hold Adobe Certified Associate in Photoshop, Illustrator and InDesign. They are advisors to SkillsUSA, Yearbook, Green Club and Game Club. Teachers stay current with their certifications, program affiliations and future growth through professional development and self study with embroidery, photography, digital imaging as well as videography.

The program has a budget of $13,000 and a revolving spending account to supplement the budget from monies charged for out of school printing. They do not receive donations from industry. There is an active program advisory committee which meets twice a year and provides feedback to the program.

Students have the opportunity to improve skills through production for municipalities and nonprofit businesses. Production is real-world related and mainly in the areas of digital printing, offset printing and screen printing and students conduct themselves as if they are in the workplace.

A positive climate is modeled by the teachers. There is a firm belief that all teachers should use the same classroom discipline plan and expectations as their students, demonstrating an equal level of respect and behaviors.

Graphic Arts (Communication, Design, Printing) Commendations

Commendation

The dedication of the instructors that have multiple Adobe certifications, professional graphics organization membership, and are advisors of multiple clubs which promote positive school climate and connectedness to both students and their craft. (5.3)

Graphic Arts (Communication, Design, Printing) Recommendations

Recommendation

Identify professional development courses relevant to equipment and processes to bring additional skills to the student body, but not limited to; embroidery, photography, digital imaging as well as videography. (3.1)

Recommendation

Implement a multimedia component to allow students an opportunity to develop overlapping skills needed in today's job-market. (3.7)

Cosmetology

Narrative Program Summary

The cosmetology program at the Tri-County Regional Vocational Technical High School is located at the front of the school where visiting clients have easy access to and from the salon clinic service area. There are various learning spaces within the facilities students can apply proper learning applications related to hair, skin, and nails. Shop areas are well-lit, clean, and organized. However, the visiting committee observed some outdated furniture, significant deterioration such as floor lifting throughout the shop area, and visible water damage.

Observations include proper ventilation within all chemical application working areas. The Safety Data Sheets (SDS) binder is located in the dispensary area for quick access. Illuminated exit signs posted above all evacuation pathways. A visible hard copy with clear emergency directions is posted in every room with two fire extinguishers located at each end of the clinic space.

The cosmetology program has a yearly budget of $9,000 and runs on a revolving account which replenishes product, chemical, back bar stock along with any additional supplies needed for clinic and client services or student learning tools and equipment. Teachers report students are assigned to the reception area on a rotating base which includes business tasks such as cashing out clients, balancing the cash register at the end of the day, answering the phone, and booking appointments.

The cosmetology program serves 39 students which consist of 15 sophomores, 15 juniors, and nine seniors. Enrolled in the cosmetology program are 37 females and two males. Twelve of the students receive special needs services and/or other accommodations. Demographic enrollment percentage reports show the cosmetology program has maintained a steady pattern of enrollment over the past ten years.

Data states all cosmetology student curriculum progression is documented twice throughout the school year. This documentation is completed utilizing a web-based SkillsPlus software. Evidence of current curriculum consists of the Milady Cosmetology Instructors' Guide and the Massachusetts Department of Elementary and Secondary Education Cosmetology Framework Standards. However, teachers were not using the latest version of the Milady online coursework: Mindtap and the licensing preparation for students. In addition, teachers report that student learning does not include advanced nail enhancements, eyelash enhancements, diversification of makeup, and theatrical make-up applications. There is no evidence of the cosmetology curriculum alignment to the (UbD) framework which is currently used by the school to provide a standard based curriculum that leads students to a higher level of understanding and achievement. Cosmetology teachers report that they have not been trained in using the UbD template or process for designing curriculum.

Four program instructors are professionally licensed cosmetologists in the state of Massachusetts by the Board of Cosmetology and Barbering. Each maintains the professional development practices required for renewal every five years through the Department of Elementary and Secondary Education (DESE). All instructors participate in industry-based classes that expose them to new tools, haircutting trends, and advanced haircoloring techniques. Instructors also attend industry trade hairshows which provide them with the latest styles and fashions they can go back and reteach to their students. Each instructor is assigned a grade level in alternating weeks and assist with students during their alternating week off. Teachers report there are 20 laptop computers for the entire program, which does not accommodate all students in the shop. There is also a TV and interactive whiteboard that provide students with multiple sensory learning engines.

Classroom observations include posted daily student expectations and learning objectives. Students were engaged in individual activities. Teachers were conducting demonstrations on male haircutting and relaxer treatments. However, positive reinforcement of behavioral expectations needs revision to reflect the core value of character, responsibility, and pride of their own self-image and actions. With the new core value implementation, the learning objective observed during the visit was unclear. Tri-County students are 100 percent SkillsUSA participants. In the last five years, cosmetology has had one state-level gold medalist for Hair.

Teachers report students at Tri-County Regional Vocational Technical High School are provided with an evolving learning environment that is continuously improving and implements stimulating intellectual growth, self-discovery tactics that are contributed to both academic and technical training such as the Positive Attitudes for Work Success (PAWS), creating the necessary preparedness needed to meet the demands of the 21st-century workforce. The program utilizes a variety of basic formative and summative assessments methods to determine student progress throughout the curricula.

Instructors also report scaffolding is used to establish foundational learning which allows for differentiation of curriculum content. These include experiences and instruction through various project-based assignments, participation in the student salon, site visits, project-based tasks that are real-world scenarios either in salon related industry or business and through presentations by industry experts and business professionals. Also, there is the senior project, a graduation requirement, that bridges vocational content and academics. Once the project is completed, the students share out the results of their research project through an oral presentation to a panel of judges.

Teachers report student progress is shared with parents via email, phone, and through face to face conversations.

The Cosmetology program has an active Program Advisory Committee which meets twice a year. The committee contributes assistance and recommendations for continuous program improvements and is an integral part of the program by providing directions to the curriculum's content, scope, and sequence.

Upon completion of the cosmetology program, students earn 1000 hours which enable them to take the written and practical state board exam to obtain licensure through The Massachusetts State Board of Cosmetology and Barbering. In addition, students also are barbicide certified and complete a 10-hour General Industry Safety OSHA Certification.

Cosmetology Commendations

Commendation

The cosmetology department for actively providing opportunities for students to participate in a variety of community outreach events. (7.7)

Cosmetology Recommendations

Recommendation

Explore possibilities to provide time, funding and professional development opportunities for the teachers to gain knowledge and the opportunity to use UbD to design curricula which includes a common format. (2.4)

Recommendation

Explore possible science credits for the cosmetology program so students can obtain a science credit towards graduation requirements. (2.0)

Recommendation

Analyze instructional practices individually and collaboratively examining current coursework, including the latest online Milady coursework, that integrates technology based lesson activities and practices that engage students as active learners. (3.2)

Recommendation

Pursue through available funding the update of clinic facilities so students are exposed and provided with modern, real world learning experiences and practices. (7.2)

Recommendation

Expand on the nail enhancement practices, makeup and theatrical makeup applications, eyelash extensions so students are able to offer them to visiting clients to make students more marketable. (3.0)

Carpentry

Narrative Program Summary

The Carpentry shop is located on the first floor in the north wing. The shop consists of five rooms. The main floor is 4988 sq ft, the related classroom is 320 sq ft, the spray room is 352 sq ft, two tool cribs are 136 sq ft each and an office. The layout of the shop appears open, organized, properly marked for safety, entrance and evacuation. Storage for tools and materials appears sufficient and organized. There is also plenty of room to safely operate each stationary machine on the shop floor.

There are currently 43 students enrolled in the carpentry program in grades 10-12 while freshmen are in exploratory at the time of the visit. Enrollment has been approximately 60 students each over the past five years. There have been approximately 17 percent female students in a non-traditional shop enrolled in each grade over the last three years with seven female students currently enrolled in the carpentry program at the time of the visit.

Curriculum used for carpentry is the Massachusetts Vocational Technical Education Frameworks. Each Framework for each trade consists of six strands as follows: Strand 1: Safety and Health Knowledge and Skills. Strand 2: Technical Knowledge and Skills. Strand 3: Embedded Academic Knowledge and Skills. Strand 4: Employability and Career Readiness Knowledge and Skills. Strand 5: Management and Entrepreneurship Knowledge and Skills. Strand 6: Technological Knowledge and Skills. Within each stand of the curriculum are topics that are specific to each grade and student. This curriculum's latest revision was in 2014 which is the current version being used. This curriculum is visible, posted and accessible in the carpentry shop and online. The curriculum is delivered by three teachers. There are average of 33 students in carpentry at any given time. Resources used are the career connections textbooks which are designed by and affiliated with the carpenters union as well as Carpentry from Residential Construction Academy. There are seven permanent desktop computers in Carpentry and all students have access to chrome books at any given time.

Instruction and instructional strategies are routinely discussed among all three teachers. Data from assessments are also used to drive instruction. Each teacher creates and uses their own personalized lessons to engage and differentiate all types of learners. Students routinely engage in projects and activities that include self-assessment, problem solving and reflection. Formative assessments are used while students work independently or in groups. All students must be instructed on and pass a safety test on every tool or machine before they are able to use it. All three teachers must maintain a construction supervisor's license. This also requires them to take continuing education classes that expose them to new products and materials as well as new concepts and trends in the industry.

The visiting team observed teachers and students were very welcoming and also very positive. Watching the teachers at work was clearly a collaborative effort with a focus on student success and safety. The visiting team also observed all students working with safety glasses on. These students were working on various projects throughout the shop, independently and in groups. All three instructors were rotating throughout the shop helping these students on each of their tasks and projects. The visiting team spoke with multiple groups of students about their experience in the shop, what they were working on and what they liked and disliked about the program. Answers were very similar. The students were very positive. They knew what they were working on, what they had completed and where they were going next within that project. The students spoke highly of all three instructors and how they worked together as a team. The students expressed concern and dislike about the dangers in the shop. They noted that you had to be awake and alert at all times to work safely and prevent injury. Students expressed a real sense of accomplishment when a project was completed.

The carpentry program uses both formative and summative assessments as a gauge for student knowledge, understanding and mastery. School wide assessments that have been established and implemented are OSHA, First Aid and CPR, the shop safety program and MCAS. Students are continuously receiving feedback throughout the day as formative assessments while project completion and oral presentations are used for summative assessments. Teachers collaborate and review the data from formative and summative assessments.

This data drives instruction individually and within each group or class to ensure the success of all learners. The carpentry program teachers frequently contact parents and guardians for grades, behavior, accomplishments and struggles. Utilizing the Class Dojo program within carpentry helps teachers keep students and families up to date on pictures and related shop information.

All students have the option to participate and compete in SkillsUSA. Winners move on to district, state and national competitions. Student grades determine if they are eligible to participate in National Honor Society.

The carpentry program has an articulation agreement with the Carpenters union and all Massachusetts state colleges.

Since 2007 134 students have graduated from the carpentry program with 128 of them pursuing a college degree, entering the military or entering the workforce. 58.2 percent of students went on to two or four-year technical school. 33.6 percent went straight into the workforce or entered the trade. 3.7 percent of students entered the military or national guard.

The carpentry program relies heavily upon donated materials to implement projects and deliver the curriculum. The carpentry teachers were unanimous in determining that a $10,500 annual budget is insufficient to run the program and successfully complete the curriculum for each student. The visiting team agrees with this budget deficiency.

Over the last five years the carpentry program has integrated an entry level CNC router in the shop, completed a 24'x40' house in the town of Franklin, constructed a senior housing garage in Medfield and one in Franklin. They have also constructed multiple podiums for the town of Seekonk, built cabinets for the town of Sherborn and made six picnic tables for the YMCA in North Attleboro. 10 picnic tables were made for the WWII memorial park. Multiple 10'x12' sheds as well as cutting boards, trellises and corn hole games were also built. Carpentry students work on these outside production jobs within the local community. Students, tools and equipment are transported to and from these production sites via passenger van. This transporting vehicle has passed a safety inspection yet a visual of the vehicle by the visiting team questions its safe transportation of students.

The carpentry program has a program advisory committee. This committee meets twice a year. The members of this committee is comprised of, contractors, former students, union carpenters, community leaders and is 13 plus members strong. This committee continuously leads the carpentry program in the direction of business and industry with input to the carpentry teachers, curriculum, scope and sequence, instruction, assessment and projects.

Carpentry Commendations

Commendation

The Carpentry teachers for creating a positive and challenging environment that is conducive to learning.(3.3)

Commendation

The collaboration of creating formative and summative assessments that challenge students and strive for higher learning.(4.4)

Commendation

Integrating sawstop technology into the program to ensure student safety measures.(3.6)

Commendation

Introducing new CNC technology into a program which aligns with business and industry standards.(2.8)

Carpentry Recommendations

Recommendation

Explore avenues to increase the program budget for the purchase of materials to complete projects required within the curriculum. (2.3,3.2)

Recommendation

Investigate options for continuous, safe and effective transportation of tools and students to and from local construction sites to aid in delivery of the curriculum in a real world setting. (2.6,1.1,4.2)

Recommendation

Explore options to build and expand relationship with the Carpenters Union to include fieldtrips, guest speakers, informational seminars, commercial construction sites, apprentice training centers etc.., to aid in commercial construction employment preparation, opportunity and awareness, locally and globally. (1.2,2.10,4.8)

Recommendation

Investigate community needs for local CNC router operators for the purpose of expanding the curriculum to train students. (1.2,2.1,2.10)

Electricity

Narrative Program Summary

The Electrical shop is located on the first floor in the north wing. The main floor is approximately 5000 sq ft, there is a related classroom of about 500 sq ft, stock storage of 920 sq ft and a tool shed. The layout of the shop is open, organized, properly marked for safety, entrance and evacuation. The rear exit door brings you into plumbing before going outside and another adjacent door into HVAC/R. There is one men's bathroom immediately connected to the HVAC and Electrical shop. Storage for tools and materials appears sufficient and organized. There is also plenty of room for each student safely work at the booth that is associated with their grade and skill level.

There are currently 52 students enrolled in the Electrical program in grades 10-12 while freshmen are in exploratory at the time of the visit. Enrollment was at a high point in 2009-2010 of 72 students. Then progressively dipped down to a low in of 53 students in 2013-2014 and stayed steady at just under 60 students over the last few years. The self-study states that there has been 8-10% enrollment of female students in a non-traditional shop in each grade over the last three years. The visiting team observed that there weren't any females present in the shop at the time of the visit while there are currently three female students in grades 10-12 enrolled in the electrical program.

Curriculum used for Electrical is the Massachusetts Vocational Technical Education Frameworks. The framework for each trade consists of six strands as follows: Strand 1: Safety and Health Knowledge and Skills. Strand 2: Technical Knowledge and Skills. Strand 3: Embedded Academic Knowledge and Skills. Strand 4: Employability and Career Readiness Knowledge and Skills. Strand 5: Management and Entrepreneurship Knowledge and Skills. Strand 6: Technological Knowledge and Skills. The scope and sequence are then created from the VTE frameworks. Within each strand of the curriculum are topics that are specific to each grade and student. This curriculum's latest revision was in 2014 which is the current version being used. This curriculum is visible, posted in the shop and accessible in the Electrical shop and online. The curriculum is delivered by three teachers where an average of approximately 30-35 students will be in electrical at any given time. This number is also dependent upon how many students are enrolled in co-op during their junior and senior year. Resources used are the career connections textbooks, electrical textbooks as well as code books. Online companions or e-books are purchased for certain textbooks but are not accessible due a sponsorship issue. There are three permanent desktop computers in the shop and the availability to sign out chrome books/laptops ahead of time if needed for instruction.

Instruction and instructional strategies are routinely discussed among all three teachers and are examined continuously to ensure consistency with Tri-County's mission, core values, beliefs and learning expectations. Data from formative and summative assessments are also used to drive instruction. Each teacher creates and uses their own personalized lessons to engage and differentiate all types of learners including students with IEP's and 504's. Students routinely engage in booth projects and activities that include self-assessment, problem solving and reflection. Formative assessments are used while students work independently. All three teachers must maintain licensure for electrical in the state of Massachusetts. This also requires them to take continuing education classes that expose them to new products and materials as well as new concepts and trends in the industry.

The visiting team observed all students working with safety glasses on. These students were working on various projects throughout the shop. Most projects were being done in different booths independently while all three instructors were rotating throughout the shop. Teachers were guiding these students on each of their tasks and projects. The visiting team spoke with multiple groups of students about their experience in the shop, what they were working on and what they liked and disliked about the program. The shop environment seemed to lack enthusiasm and energy but the students knew what they were working on, what the expectations were and where they were going next within that project. Most students go directly from booth work to cooperative

education. Some students expressed concern about working out on co-op and that it was a major goal of theirs. One senior was going on a job interview the next day and was hopeful to on co-op as soon as possible. The visiting team also spoke with some of the seniors about their senior project and how rigorous and time consuming it was.

The Electrical teachers create and analyze multiple types of formative and summative assessments as a gauge for student knowledge, understanding and mastery. Students use graphic organizers to dissect the electrical code book and help understand complicated information. Rubrics are also used for grading projects to allow students to comprehend how projects will be graded. Teachers regularly collaborate and review the data from formative and summative assessments. This data drives instruction individually and within each group or class to ensure the success of all learners. School wide assessments that have been established and implemented are OSHA, First Aid and CPR and MCAS.

All students have the option to participate and compete in SkillsUSA, winners move on to district, state and national competitions. Student grades determine if they are eligible to participate in National Honor Society. Several students participate in student government and councils within the school

Since 2007 154 students have graduated from the Electrical program with 146 of them either pursuing a college degree, entering the military or entering the workforce. Out of the 154 students 35.7 percent of students went on to two or four year technical school. 55.8 percent went straight into the workforce or entered the trade. 3.2 percent of students entered the military or national guard.

All Electrical teachers demonstrate professional leadership in multiple facets such as being a mentor, advisor, community project leader and advisory committee representatives.

The Electrical shop is properly equipped to meet current DESE Frameworks for Electrical construction. All equipment is functional and working.

The Electrical budget is sufficient to run the program and successfully complete the curriculum for each student.

Over the last five years the Electrical program has worked with the town of Franklin to install the lighting systems, communications and electrical power in an affordable house.

The Electrical program has a program advisory committee. This committee meets twice a year. The committee is comprised of, contractors, former students, union electricians and community leaders. This committee continuously analyzes all facets of the electrical program with a focus in the direction of business and industry. Within these meetings there is a large focus on curriculum, scope and sequence, instruction, assessment and projects.

Electricity Commendations

Commendation

The creation of formative and summative assessments that challenge students and strive for higher learning.(4.4)

Electricity Recommendations

Recommendation

Explore solutions to obtain sponsorship for NCCER e-books and online companions for student access to the code curriculum and completion of instructional tasks. (2.6,3.2)

Recommendation

Investigate the impact of obtaining more outside production to better prepare students for the real world. (4.2,5.1)

Heating, Ventilation, Air Conditioning and Refrigeration

Narrative Program Summary

The Tri-County HVAC/R shop is located on the lower floor of the north wing. The HVAC/R shop is an open area of approximately 10,000 square feet including an enclosed classroom of approximately 600 square feet for related HVAC/R instruction. There are 17 work booths for 10th grade refrigeration and air conditioning projects. Located in the middle of the shop are seven 3' x 6' workbenches for freshmen exploratory projects with seven additional work benches for 9th grade shop projects. There are 12 central air conditioning systems located in the 11th grade area adjacent to the outside west wall. The condensing units are mounted on pads outside the wall and the air handlers are located inside adjacent to the same wall. The HVAC/R shop is very clean and has two safety concerns. First, the shop at one time had a automotive lift and parts of the lift are still in the middle of the shop floor, both a trip and safety issue. Second, the outer wall and where the lift parts are both leak water when it rains. There is adequate safety signage. There are two bathrooms (one for men and one for women) and a large locker area. The theory room has two student computers and they use the Chromebook cart which must be signed out in advance. Overall the shop has a bright, open, and welcoming appearance.

Since the last decennial enrollment has increased and remained consistent. The shop currently has a 9 to 1 ratio of male to female students.

Tri-County HVAC/R Enrollment as of October 15, 2018			
10th Grade Students	11th Grade Students	12th Grade Students	Total Students
12	16	12	40

The visiting team found the Tri-County HVAC/R curriculum emphasizes different levels of understanding based on the grade. The students begin by creating basic fabrication and construction projects. Higher order thinking skills are incorporated when designing projects, wiring diagrams, pipe circuits, and troubleshooting.

The Tri-County HVAC/R Curriculum contain units of study and VTE competencies within the scope and sequence which is aligned to the Massachusetts Department of Elementary and Secondary Education Framework and chapters in the Modern Refrigeration textbook. In the Tri-County HVAC/R program, there is clear alignment between the written and taught curriculum. Lesson plans are based on the same scope and sequence within the framework. They are also based on industry standards and practices.

Student performance expectations are written, given verbally, and included in the daily rubric. The 9th through 12th grade scope and sequence are directly aligned at each grade level.

The Tri-County HVAC/R program meets twice a year with the program advisory committee. Each year they review the scope and sequence along with the textbook options that are available. The program advisory committee also goes through the Massachusetts Department of Elementary and Secondary Education Framework to verify that the requirements are being met. The committee is comprised of local HVAC/R industry representatives, including corporate owners, management, technicians and students. The committee does an extensive evaluation of the instructional materials, technology, equipment, supplies, facilities, and educational media. The committee makes recommendations so to meet current industry and state standards. The visiting team found the Tri-County HVAC/R program advisory committee very strong and involved.

Upon entering the HVAC/R shop the visiting team observed the HVAC/R 10th grade students were developing

their electrical drawings and building electrical system wiring. The lesson objectives were posted on the board in the shop. The instruction was verbal with a hands on demonstration. The HVAC/R teacher spent extra time repeating instruction and had students demonstrate to differentiate instruction. The students were grouped at work benches and were actively working on the assigned task.

The HVAC/R students are given a daily grade based on a rubric that assesses their project skills and employability skills. Assessments vary in formative and summative forms and are written as well as hands-on skills demonstration projects.

The HVAC/R teachers communicate with parents by submitting a Parental Curriculum and Information form which is sent home, signed and returned to the teacher. Also they communicate by emails and telephone with parents. Progress on VTE competencies are recorded and tracked through the SkillsPlus Platform. The students and parents log onto the SkillsPlus web site to access the learning expectations and unit specific learning goals and the assessments. Administrators judge the senior project presentations of the HVAC/R students and score the students according to a rubric that includes student learning and level of expertise on their topic. The HVAC/R students receive OSHA-10 and EPA 608 Proper Refrigerant Usage certification.

HVAC/R students are involved in co-curricular activities such as SkillsUSA, athletics and clubs.

The HVAC/R students have been successfully placed in several work-based companies and institutions.The cooperative program starts quarter four of junior year for those qualifying. 33 percent of the class of 2018 were placed in Co-op jobs. 25 percent of the class of 2019 have been placed in Co-op jobs. There is vertical articulation with Massasoit Community College, Massachusetts Maritime Academy, and New England Tech.

Since the last decennial 113 students have graduated from the HVAC/R program. 104 of those students pursued a college degree, entered the military, or entered the workforce.

43.4 percent of students went on to a four-year, two-year, or technical school.

15.0 percent of students went straight into the workforce or entered a trade.

5.3 percent of the students entered the military or National Guard.

HVAC/R has 11 graduates working for one local contractor (BDL Heating and Cooling), which is 1/3 of their entire workforce.

The HVAC/R teachers are leaders of their Advisory Committee. One instructor is also a member of the Worcester Tech HVAC/R Advisory Board and a member of the "It's Learning Vision Team". The other is the Tri-County Massachusetts Vocational Association (MVA) school representative. One teacher will be attending a Massachusetts Commercial Update Code Training Program. The HVAC/R teachers are also involved in a school cohort for differentiated instruction and Exploratory Committee.

The visiting team found the resources in the HVAC/R shop are very well maintained and all equipment is functional. Due to a strong relationship between the HVAC/R teachers and industry many pieces of equipment and supplies are donated.

For technology the students learning would be enhanced by having a Chromebook cart at their constant disposal. The outside west wall of the shop leaks when it rains. The shop at one time had an automotive lift and parts of the lift are still in the middle of the shop floor, presenting a safety hazard.

The HVAC/R shop services the refrigeration equipment for the school cafeteria, the Culinary Arts program

restaurant and kitchen refrigeration equipment, as well as the facility A/C equipment. At this time there is no outside production due to the teachers lack of finding suitable production work for the entire class.

The visiting team observed the HVAC/R shop was welcoming as evidenced by a Safe Space for a member of the LGBTQ.

Heating, Ventilation, Air Conditioning and Refrigeration Commendations

Commendation

A very strong relationship with industry as evidenced by equipment and materials donated and students placed in co-op. (7.8)

Heating, Ventilation, Air Conditioning and Refrigeration Recommendations

Recommendation

Investigate creating a plan for outside production that would accommodate the number of students in a particular grade level to provide real world on the job training. (2.3)

Recommendation

Investigate creating and implementing a plan for the purchase of a Chromebook cart for the HVAC/R Department to enhance student learning.(7.1)

Recommendation

Pursue funding to address facility concerns to enhance a safe shop environment, such as the leaking of the outside west shop wall and water coming up through floor where parts from an old automotive lift are still mounted. (7.2)

Plumbing

Narrative Program Summary

The Tri-County plumbing shop is located in the lower north wing of the school and has a total area of 8,500 square feet. There is no related education room (they use HVAC/R's related classroom once a day). Upon entering the shop there is long narrow hallway where the plumbing student's lockers are located. Entering the shop is the first of two shop floor work areas, to the left is the teachers office and to the right are (12) 13'-4" X 5'-4", two level apartment units utilized by the upperclassmen. To the left is the underclassmen 2,200 square foot open area that contains four workbenches with a total of 12 pipe and machinist vises. There is a stationary tool crib that is well stocked and very organized. On the other side of the tool crib is an additional shop floor/related instruction area.There are four Ridgid 300 power drive pipe threading machines and the rest of the plumbing equipment is mobile which represents the industry standard. There are four large exhaust blower units that provide adequate ventilation.

There is water collecting in the middle of both shop floors away from project areas with no floor drain, thus creating a safety hazard. The overall appearance represents a typical workplace. The shop contains exit signs and evacuation maps, two bathrooms (one for male and one for female), and flammable storage units clearly marked. There are two student computers located in a small room off of the underclassmen side of the shop.

Tri-County Plumbing Enrollment as of October 15, 2018			
10th Grade Students	11th Grade Students	12th Grade Students	To
12	10	13	3

The Plumbing shop is a non-traditional shop for female students. Over the last ten years, the shop has maintained a steady ratio of male to female students. The plumbing shop employs a male and a female instructor which promotes the non-traditional angle to the trade.

The Plumbing Department's curriculum, as written and implemented, is directly aligned to the MA Frameworks Standards as well as meeting the MA State Plumbing Board of Examiners' educational requirements for Tier 1 and Tier 2 of plumbing education. The written and taught curriculum is aligned to meet both the MA Frameworks and the MA Plumbing Boards expectations.

The Plumbing Department's curriculum meets the school's learning expectations. Each lesson begins with an essential question, which targets the key concepts.

Over the course of the four years, the plumbing students demonstrate their vocational knowledge across the curriculum through demonstrations, senior project, personal finance course, Tier 1 and Tier 2 assessments, and OSHA 10 certification.

The Plumbing Department's competencies within the scope and sequence are aligned to the MA Frameworks Standards as well as the MA State Plumbing Board.

Beginning in grade 9 and continuing through grade 12, the scope and sequence of the program leads students towards the accomplishment of Tier 1 Junior year, and Tier 2 Senior year.

The Plumbing Department's program advisory committee advises the program to update the plumbing curriculum when new materials and equipment become accepted by the MA Plumbing Board. The committee reviews the MA Framework and plumbing curriculum to ensure that the technical and academic curriculum are appropriately

aligned.

The program advisory committee was struggling and had low participation. The plumbing instructor indicated that there are signs of growth over the last couple of years and hopes to continue that trend.

The visiting committee observed the plumbing students using the HVAC/R related theory room and being educated about steel piping, (12) 10th grade students were actively taking notes and asking questions during the PowerPoint driven lecture.
The plumbing teacher gave extra time to students as needed to take notes and he continuously validated learning by questioning students and referencing materials and tools in the shop. The teacher showed excellent classroom management techniques by refocusing a student through body language and cues and not altering the flow of the lesson. The lesson objectives were posted on the whiteboard in the front of the class.

The visiting committee observed the plumbing 10th grade students. During one visit to shop, students were wearing PPE, working, and structured. During a second visit, student were not wearing PPE, not working, and unfocused with a substitute covering.

The visiting team observed on numerous occasions, the 12th grade plumbing students in shop. Students were in the student work areas with the exception of a couple, not on task. There was little PPE being worn, hoodies and hats were being worn. The teacher was not wearing PPE. The students were constantly using inappropriate language and discussing inappropriate subject matters. The plumbing teacher addressed student behavior and was ignored. It was clear that most students had their cell phones out. The instructor informed students that the cell phone break was over. There was a significant list of objectives on the board for the 11th grade but the 12th grade board remained empty.

Students in shop are assessed on four components throughout the day. They include safety, the ability to problem solve, understanding instructions, and completing tasks throughout the day. The scores students receive on those components became a daily employability grade. Students receive feedback from their instructor throughout the course of the day.

With several different types of assessments, as well as access to additional types of learning tools, the teachers can tailor lessons to meet the needs of many different student-learning styles. Instructors constantly monitor how a program or project is working and based on the outcome they can change the project.

Students are able to display their knowledge through individual and small group assessments. The daily morning lessons during shop are evaluated and modified to facilitate increased student learning and engagement during shop projects.

The Plumbing Department has a strong representation on athletic teams. Some of the 11th and 12th grade students are members of the National Honor Society. All of the students are SkillsUSA members and each year six students participate in the Plumbing and Team Building competitions. A grade 12 student each year achieves the Plumbing Heating Cooling Contractors of MA (PHCC of MA) Plumbing All Star Award. Many of the students are Boys Scouts of America and some achieve the Eagle Scout Award. In the sophomore year, all plumbing students complete the OSHA 10 course for health and safety.

This year, three of the 13 senior plumbing students are participating in Tri-County cooperative education program. The Local 12 Plumbers' Union provided applications and a presentation to grade 12 students. Upon graduation, most of the students will complete Tiers 1 and 2 of Plumbing Education.

Currently, the Plumbing Department does not have articulation agreements with colleges for credit in degree programs.

Since 2007, 131 students have graduated from the Plumbing program with 121 of them pursuing a college degree, entering the military, or entering the workforce. 26 percent of students went on to a four-year, two-year, or technical school. 61.8 percent of students went straight into the workforce or entered a trade. 4.6 percent of the students entered the military or National Guard.

To maintain a professional teaching license, the DESE requires the plumbing teachers to participate in at least ten hours of content specific professional development per license renewal. Also, in order to maintain their plumbing license, the Plumbing Board of Examiners requires every licensed plumber to participate in at least twelve hours of continued education per license renewal. Both plumbing teachers attend the yearly Plumbing Code Seminar and Trade Show sponsored by the Plumbing Heating and Cooling Contractors of MA (PHCC). The plumbing instructors also participate in PHCC sponsored events, which gathers plumbing instructors throughout the State of MA., where they are able to collaborate and discuss best practices.

All shop resources are adequate. There is nothing additional needed and everything is in working condition. Their budget is sufficient for what they need. The only safety concern is the water that runs to the middle of the shop floors.

At this time outside production is not being done.

The school climate of the shop was two-fold. On the 10th grade side, the visiting team felt welcome and the climate was positive. Students were engaged in working and when the team asked questions, students were eager to answer them. On the 12th grade side, the visiting team felt a sense of negativism. Students were out of uniform, on their phones, hoodies up and hats on. Students seemed to have nothing to do. The use of profanity and inappropriate topics was evident. Respect for the shop instructor was non-existent.

Plumbing Commendations

Commendation

The organization of all tools, equipment, and parts which were well organized, stocked and maintained which aids in the delivery of the curriculum. (7.2)

Plumbing Recommendations

Recommendation

Continue to build and add members to the program advisory committee, which will strengthen the support from industry to the shop and keep cutting edge industry concepts moving into the plumbing curriculum. (7.8)

Recommendation

Explore options for funding to address safety concerns within the shop due to water puddling in the middle of both shop floor areas. (7.2,2.8)

Recommendation

Enforce handbook policies to help aid in the delivery of instruction, curriculum and professionalism. (1.2,2.3,3.2,5.12)

Recommendation

Internalize and reinforce TC's core values, beliefs and mission statement to prepare students for real world opportunities. (1.5,1.3)

Early Education and Care

Narrative Program Summary

At Tri-County the physical layout of the Early Childhood program consists of a large room with windows along one wall. Inside the lab school on the right is the teacher's area with two computers and desks. Also on the right are cubbies for the children's coats, backpacks and work. On the left side of the room is a kitchen area with cabinets, a fridge a stove, dishwasher and sink. The room is divided into learning centers. Each center is labeled as to what is going to be taught, also how many children can be in that center at a time. Most furniture in the classroom is child size. There is a loft in the dramatic play center, discovery center, water table, sand table, library center with many preschool books, fine motor center, a music and movement center, and a block center, with two shelving units of wooden blocks of different sizes and shapes.The early education classroom is located in the north wing of the school, across from the Nurses' office and near from the gym. Instruction and preschool happens in the laboratory classroom. The related instruction is done in multiple shared academic rooms on the third floor of the North wing. The machines in the classroom are located in an area that is gated off from the children. The machines in this area are a paper cutter, a cri,cut and four computers, two are for student use, and two are for the instructors. Also on the wall there is an interactive white board. This classroom has multiple closets for storage space.

The visiting team found no health or safety issues and the room was very clean. There is signage on the walls to identify the areas and signage in the classroom to identify centers, rules, and equipment. The evacuation route is clearly marked There is a fire blanket and a fire extinguisher on the walls near the door used as an evacuation route. There is also a fire extinguisher on the wall across the Early Childhood Education classroom entrance. There is a fire alarm next to the door to the playground. On the back wall there is a sound and light fire alarm. and the lockers for the high school students are outside the classroom in a common area adjacent to the classroom. This common area is used for the high school students to work on lesson plans and other assignments. The teachers also use this area for gross motor when they cannot take the children outside on the playground. There are two bathrooms in the classroom that are sized for preschool children only. There are two bathroom sinks and two sinks, attached to the sink closest to the children's bathroom is an eyewash station in the kitchen area. The overall appearance of this classroom is inviting, sunny, and a happy place. Attached to the classroom is a playground.

The Early Childhood Education shop is a non traditional shop. This program can accept up to 20 students per grade. There are 14 seniors, four are males, 18 juniors, three are males and 14 sophomores, one male. The Early Childhood Education shop has maintained a somewhat steady ratio of male to female students. There has been an increase in male students in the last two years. There are more females than males, in this shop. The Early Childhood Education program can enroll 30 preschoolers ranging in age from three years to five years. Preschool tuition is paid by parents, frequently referred by word of mouth, previous children enrolled, and previous graduates. Parents understand that students are a part of the teaching and learning process and agree to their involvement in the evaluation, observation, and curriculum development for preschool children. Funding for the Early Childhood program is provided 100 percent by tuition paid by families of enrolled preschool children. They have no line items in the budget. New core values of TC PRIDE match with the current employability skills required of all Early Childhood Vocational students. The visiting team was provided evidence of the curriculum, using the UbD template, which includes skills to be an intentional teacher. The intentional teacher curriculum is a direct teaching instruction of the TC PRIDE values, which has been practiced for several years. Mindfulness is taught to students to practice in their teaching practices. A teacher was recently certified in child yoga and shared her learning with students to enhance student planning and child interactions. The Early Childhood program is constantly in the process of modeling - teachers to students, students to students, and students to preschool children.

The Curriculum for Early Childhood Education consist of text books such as;*The Intentional teacher*,*Child Growth and Development*,*Working with YoungChildren,* and*Really Seeing* Children. In addition the Vocational Technical Education Frameworks for the Education Cluster, Early Education and Care; Safety and Health Knowledge and Skills; Technical Knowledge and Skills' Embedded Academic Knowledge and Skills; Employability; and

Technological Knowledge and Skills; Management and Entrepreneurship Knowledge and Skills. Certifications/licenses included in the curriculum are: OSHA 10; First Aid/CPR/AED; Handwashing; Hygienic Environment; Developmentally Appropriate Practice and51A Mandated Reporter training. Students in school are not required to file 51As as needed, but may have to do so in their co-op placements.

The curriculum is reviewed annually by the staff monthly and twice a year by the program advisory committee. The curriculum is aligned from grade 9 through grade 12, by scaffolding knowledge gained from the previous year.

The students in Early Childhood experience hands on learning in their related class. The instruction is differentiated for mixed-ability learners, by collaborative learning, hand on learning, and research. Technology is integrated by use of computers and interactive white board. Learning objectives are clearly posted on a bulletin board in the laboratory classroom. The learning objectives are aligned with Bloom's Taxonomy. Classroom management strategies are implemented with the preschool students and the high school students. Redirection, discussion, and moments to calm down are some of the strategies that the high school students are learning. The accommodations that are implemented for students with IEP and 504 are scaffolding, using a check list, taking photos of rules and steps to clean up, so they can remember. Taking notes on note cards and keeping it with them to refer to**.**

Preschool students with special needs are accepted in the preschool and they will follow any special plan and implement accommodations as stated. Additional services, such as speech therapy, PT, are provided by outside providers. Teachers have constant communication with outside providers and students have the opportunity to observe this communication. Teachers may rely on support staff to help provide feedback regarding preschool needs.

Students are made aware of accommodations but are not provided copies of the IEPs and assessment to review. They are continuously educated on confidentiality. Parents have the option to opt-out of sharing information with students, but rarely do as they understand by enrolling in the program, students are involved with the teaching of students.

Students with IEP needs are accommodated accordingly. Students with IEP's have increased with 50-70 percent of students in the 9th grade exploratory having an IEP. There are currently six sophomores, seven seniors, and less than seven juniors with IEPs currently in the program.

Students are taught by scaffolding and are also taught to teach utilizing scaffolding to preschool students. They are required to utilize appropriate academic language when creating lesson plans and speaking of student progress

There is a special needs teacher who observes the IEP students to identify needs and work with the classroom teachers on strategies to support these students. There is concern about the number of high school students with IEPs and not enough special needs liaisons to support their learning.

The assessments that are used in the Early Childhood Education program are both formative and summative assessments. They include Employablility rubric, observation rubric, student evaluations, grade 9 exploratory grading rubric, and field placement evaluation. Several whole school assessments have been established, such as OSHA, First Aid and CPR, Shop Program Safety, and MCAS. PowerSchool and itslearning are used to update parents on student's progress. Also the web based game Kahoot , 1 2 3 Learning feedback forms,and SkillsPlus. Summative assessments are in the form of project based assessments: Oral presentations, Google slides or PowerPoint, Infographic poster or diagram of learning.Summative assessments include the budgeting projects and senior projects. Students are involved in budgeting process for supplies, snacks, and ordering of furniture and must complete a project regarding their involvement with budgeting with the classroom. Senior projects have included topics such as the importance of play, sensory integration, music play, pre-post natal care, birth order impact, and impact of sports on young children. Projects may be data driven, or as detailed as demonstrating a calm corner for part of a classroom. Employability skills are assessed daily and daily grade depends on task completion. There is feedback given daily to the students. The students also evaluate their lesson plans and the work they did with the preschoolers. The early education program at Tri-County is designed to prepare students to meet licensure and certifications related to the field. The curriculum is aligned with the VTE frameworks. Curriculum Certifications include, OSHA, 10, First Aid/CPR/AED, Handwashing, Hygienic Environment, and

Developmentally Appropriate Practice and the Massachusetts Guidelines for preschoolers (the Green Book). Exemplary students receive their Department of Early Education and Care teacher Certification upon graduation.

The students in Early Childhood Education are involved in SkillsUSA in the Early Childhood Education competition, and have had State Officers. Tri-County is a 100 percent school for SkillsUSA and have received medals and trips to Nationals. The students are involved in sports, such as football volleyball, basketball, cheerleading and softball.

In the early childhood education program there is a 100 percent placement and co-op in day care centers and elementary schools in kindergarten, and first grades. This program does have school- industry partnerships. The program has articulation agreements with the local community colleges.

There is a 100 percent graduation rate. 90 percent have gone to college and one or two go directly into the workplace.

The instructors keep up-to date in their field by attending conferences, workshops and professional development. They also utilize their progam advisory committee. One instructor holds several leadership positions at Tri-County. She is on the itslearning Vision Team, differentiated instruction mentor, SkillsUSA Adisor; member of two NEASC groups, Core Values & Expectations and Hospitality Committee. They are also on the New Vista Team. The second instructor is a member of the Fundraising committee and plans and implements the TeeOff for Tri-County.The third instructor is the Mentor Coordinator, SkillsUSA Advisor, Negotiations Chair, and a MAVA leadership academy graduate. There are many more leadership roles that these three teachers are involved in and are role models for their students. The visiting teams observed the early education program has sufficient resources. The program collects tuition, $12 a day from the preschool parents, to fund the resources, as consumables, such as food for snack, picture books and equipment needed to implement the developmentally appropriate practices in the lab school.

The Early Childhood Education program collaborates with programs such as Engineering (Playground design), Graphic Communications (guest author/illustrators), and Culinary Arts, Carpentry and Cosmetology (field trips.) Recently, a large collaborative effort from the Early Education Program, the Carpentry Program, and the Graphics Communication Program supported a grant from the Plainville Public Library. Early Ed provided curriculum to the library, Carpentry built a piece of furniture to support the curriculum provided, and Graphic Communications created the graphics and displays to be used in the furniture piece that support the Early Childhood curriculum.

When walking into the Early Childhood Laboratory classroom it is welcoming and clean. This is an all-inclusive atmosphere and it is collaborative as the high school students work together with the three high school teachers as role models for the children and each other. There is constant communication between the high school students and the three high school teachers. The climate is gender–neutral. The visiting team spoke to several students about the climate in the shop and the school as a whole, before the preschoolers arrived for the day. The consensus of the students spoken to was positive, they felt safe, one big happy family, happy to be at this school, it was their choice to enroll at this school. The males do receive unkind comments about being in Early Childhood Education. According to one teacher the males handle this situation with maturity.

The Early Childhood Education program has a program advisory committee. It consists of industry leaders, a College professor, a behavioral therapist, High school parents and students, and Alumni.Teachers are evaluated annually by the vocational director at random times during the school year. Teachers also evaluate their program and curriculum twice a year through advisory. The program advisory committee has a positive impact upon the program improvements so the students can be "real world ready." The program advisory committee has questioned the term non-traditional. It is their view that this sends a negative message to males who want to choose this shop.

Early Education and Care Commendations

Commendation

A large collaborative effort from the Early Childhood Education, Carpentry, and the Graphics Communications programs, which created a display to be used in the furniture selection that supports the curriculum for a local children's library. (2.2, 3.2)

Early Education and Care Recommendations

Recommendation

Continue offering related classes in Early Childhood Education for the rich content that supplements the curriculum and engages students as active learners. (2.3, 3.2)

Recommendation

Investigate a plan to better utilize the common area for related instruction that can be accessed by the Early Childhood high school students. (7.1)

Recommendation

Continue to have special needs support to collaborate with the teachers to accommodate IEP/504 students. (6.8)

Dental Assisting

Narrative Program Summary

The Dental Assisting program was started in 2007 and is located in the North Corridor of the school on the main level. As you enter the door to the program, on the right there is a computer lab with 16 individual pc working stations with and available printer in the room. There is an instructor's desk with access to a working interactive whiteboard.There is another door in this room in the corner that leads directly out to the main hallway (to plumbing etc). Next to each door, fire extinguisher and evacuation signs are posted. Instructors of the program and students interviewed by the visiting team, stated that the temperature in this room is inconsistent (too hot and too cold) and often leads to poor productivity. The room is free from safety hazards and is tidy. The clinical lab portion of the program is straight back, the room opens up. As you enter this space, there is a built up counter that comes up approx three feet off the ground. It extends 1/2 of the classroom, in the middle of the room creating a sides U shape. Around this structure there are 16 individual student workstations. Against the incoming wall, there are 30 student lockers for the program. 95 percent are being used for students, five percent are being used to house classroom supplies that must be under lock and key. There is a washer and dryer, a radiation exposure room and a teacher desk all behind the sideways "U". This space is shares common doorways with the LPN and Early Childhood are and those places are clearly marked. In the Dental Lab are three dental chairs,comprised of a dental operator chair, patient chair, dental assistant chair, hoses for suction and handpiecesand a work area for instruments to be placed with cupboards above them. There is a sterilization area with an ultrasonic, autoclave and a statim sterilizer. The fire evacuation route is posted. There is an eye wash station in the program. Against the far wall on the opposite side of the lockers are the SDS binders, fire extinguisher, fire blanket, mercury spill kit, first aid kit and master control switches.

Currently, there are 36 students in the Dental Assisting program not counting exploring freshman. (11 sophomores, ten juniors and 15 seniors.Since 2011,98 students have graduated from the Dental Assisting program with 94 of them pursuing a college degree, entering the military, or entering the workforce. Eighty-three point seven percent of the students went on to a four-year, two-year, or technical school. 12.2 percent of students went straight into the workforce or entered a trade. One percent of our students entered the military or National Guard.

The curriculum in the Dental Assisting Program is written in a common format that includes units of study that contain essential questions, concepts, content, and skills. Lesson plans are based on Understanding by Design and differentiated instruction.The syllabi and scope and sequence is located on the itslearning course page. Curriculum materials are presented in various ways including lectures, videos, demonstrations, simulations, and the use of KAHOOT and Quizlet technology. In so doing, all students have access to ways in which they learn best. Examples of formative and summative assessments pertaining to this program are: computerized national examinations such as the Dental Assisting National Board (DANB): Radiation, health and safety exams, senior projects, hands-on skills (performance), daily formative assessments, and weekly summative assessments.

The visiting team observed a lesson in the computer lab. The students were using a software called Dentrix Software, which allows students to complete family folders, patient charts and bill insurance. By doing so it allows them the opportunity to gain experience in a simulated dental office for real world situations. In alignment with the MA Frameworks, students are sent out to a variety of dental offices that include general dentistry, orthodontic and periodontic practices. While at these offices, students are exposed to an aspect of dentistry that the student would not otherwise be able to achieve in a school setting. Currently the Dental Assisting Program uses five off-site learning sites. Currently there is one student on co-op.

In order for students in the Dental Assisting Program to be able to pass the National DANB board examinations, there must be a clear alignment between the written and taught curricula.The lessons are developed with the curriculum frameworks, the DANB Infection Control and Radiation, and the Health and Safety exams in mind. Lessons are multifaceted with hands-on components to each segment. Informative assessments are completed to check for understanding, and lessons are revised based upon those results. Mock DANB exams are given to the students to see which subject matter needs to be readdressed in different ways. UbD units are developed for

obtaining understanding on hands on skills as well as the educational segments. This is evidenced by the pass rate for both the Infection Control exam (which Tri-County is at a 100 percent pass rate compared to the national average of 84 percent) as well as the Radiation Health and Safety exam (which Tri-County is at a 91 percent pass rate compared to the national average of 68 percent). Curriculum is reviewed annually and as needed by self reflection and by both teachers getting together to brainstorm improvements or changes.

The Dental Assisting program is competency-based and identifies specific skills in the form of duties and tasks. In regards to any skill that students are taught, a rubric of the skill is given to each student so they are completely aware of the grading and requirements to successfully complete the skill. Students will watch the instructor perform the skill while reviewing the rubric with them. They will then practice the skill multiple times while the instructor observes them. Once students are comfortable with the skill, they will then be assessed with their rubric to identify any specific steps need to be readdressed.

In the Dental Assisting program students can earn OSHA 10 hour certification in their sophomore year. Then prepare for two additional DANB certifications(The IC- Infection Control and the RHS- Radiation Health and Safety). The IC exam is taken during the sophomore year and RHS is in the junior year. In order to become a CDA, a third exam is required from DANB. This exam is the chairside component; however, there are no high school programs that are allowed to take this exam. Students must graduate and work 3500 hours prior to sitting for the chairside exam. During junior year, students attain their CPR: Healthcare Provider Level certification, prior to going out on clinical rotations. Once students turn 18 they can apply to the Massachusetts Department of Health and become a RDA (Registered Dental Assistant). Only RDA's are allowed to practice in the state of Massachusetts. Students are guided on how to become an RDA.The students in the Dental Assisting Program are involved in sports, SkillsUSA and the student ambassador program at Tri-County.

There are two dental instructors. One is responsible for 9th and 10th grade and the other 11th and 12th grade. Both instructors use it'slearning and PowerSchool. In order to teach Dental Assisting in Massachusetts, one has to be a Registered Dental Assistant as well as a Certified Dental Assistant - which is a national certification. These licenses require 12 CE units annually within your field, as well as keeping up to date with your annual OSHA review, and the Healthcare Provider level of CPR certification. Both instructors model professional behavior and a family atmosphere. The shop is very welcoming.

The curriculum is supported by sufficient staffing levels, adequate instructional materials, technology, equipment, fair amount of supplies, fair facilities, and educational media resources to fully implement the curriculum. Infection control materials like disinfectants, barriers, sterilization pouches, gloves, and masks are extremely expensive. Additionally, the cost of radiographic film and chemicals are equally expensive. Instructors often will have a student simulate a skill, instead or re-doing the skill due to the lack of materials. While talking through a skill is one way of learning, it is not the same as doing a skill.

The program advisory committee is very involved with the Dental Assisting Program.It meets twice a year. Minutes observed support this. Many members of the board are also members of the clinical externship. As a result, they know what skills the students may be lacking as well as what equipment they need to be exposed to as the technology continues to advance. Due to the board's suggestion, Tri-County is in the process of bringing computers chairside for students to chart patients' mouths, view patient's radiographs and enter treatment plans. They are trying to make the clinic approximate to what students will experience when out on clinical rotations, so they are prepared to utilize the technology in the workplace. Through interview, reviewing advisory notes and self study, the program advisory committee membership is not very diverse. The visiting team does not find a post-secondary education representative.

Empowerment is a continuation of the Mission Statement. This is based on the idea that giving students skills, resources, authority, opportunity, motivation, as well holding them responsible and accountable for outcomes of their actions, will contribute to their competence and satisfaction. Tri-County strives to maximize the potential of each student for success.

Dental Assisting Commendations

Commendation

Providing a dental business office program that allows students to experience digital charting and scheduling to meet industry standards. (2.4)

Commendation

Partnerships with Advisory Board members who encourage externships with students for educational enrichment (7.8)

Commendation

Cohesive working environment that projects professional behavior to students and staff that results in a positive atmosphere. (5.7)

Dental Assisting Recommendations

Recommendation

Create and implement a plan for the purchase of adequate supplies for instructors to demonstrate skill mastery. (7.1)

Recommendation

Explore and encourage externships to expand into opportunities for additional learning and increase co-operative placement. (2.3)

Recommendation

Investigate reasons why temperature is inconsistent in computer lab. Problem solve ways to make temperature conducive to learning. (7.5)

Medical Assisting

Narrative Program Summary

The Medical Careers program is located in the center court, second floor. The total square footage of all space used by this program including closet space, skills lab, theory classroom and office space is 3300 square feet. One room has seven hospital beds set up in addition to a learning/lecture space.The other classroom has two beds that appear to be used as storage space and tables and chairs for students to sit. There does not appear to be adequate storage for the electrical lifts, wheelchairs, crutches and the equipment needed for teaching the competencies in the strands listed in Classification of Instructional Programs (CIP) 510000. However, the room is neat and tidy. There are 28 computers. Each classroom has an interactive whiteboard, with weekly and daily agenda posted with an objective for the day. There are no shop lockers in the classroom, students use lockers in the hall assigned to them. There is a fire blanket and a fire extinguisher in each classroom, which is in plain view. There are lessons in the curriculum on safety which include how to read SDS sheets, the binder is up-to-date. Exits are clearly marked and not blocked, in case of an evacuation. There are no obvious safety hazards.

There are currently 71 students (25 seniors, 26 juniors, 20 sophomores, freshmen have not chosen their programs as of reporting date) that use this space. The visiting team observed in one classroom space, 27 students and one teacher. Medical careers is a non-traditional program for males. The program currently has four, which is 16 percent. The program draws an average of 20 students a year. Since 2007, 212 students have graduated from the Medical Careers program. Graduation follow- up studies show 85.5 percent went on to pursue higher education, ten percent went right to work in a trade, two percent went into the military or National Guard, and three percent fell off the grid.

The curriculum is based on the CIP 510000 which is Heath Assisting, and the Massachusetts DESE Frameworks. The scope and sequence is learned in each of the four years of the program. The visiting team observed this to be true, as the lessons aligned with the scope and sequence at the time of visit.The curriculum is written in a common format that includes units of study, essential questions, concepts, content and skills.Lesson plans are based on UbD and differentiated instruction. All students are given the opportunity and support to complete all skills with remediation as needed.Medical Careers utilizes a variety of formative and summative assessment methods to determine student progress to the curriculum.

These include:

- Written and Practical Examination
  - Class discussions and journaling
  - Senior Project paper
- Performance Assessments
  - Classroom assignments (ppts on units, completed homework and clinical)
  - Skills checklist completed prior to going on clinical

- Digital Assessments:

  - Quizlet
  - Kahoot
  - Medical terminology (Dean Vaughn)
- Peer Review
  - Skill Practice and Assessment
  - Mind maps and Brain webs

There are three instructors in the Medical Careers Program: One is aclinical instructor for both grades, she also teaches the First Responder course to students who elect not to go out on co-op or dual enrollment in the senior year. Another is in charge of freshman exploratory, and instructs the freshman once they join the program. The freshman are taught an introduction to health careers, the qualities of a healthcare provider and nutrition

guidelines. The sophomores are instructed on body systems and their corresponding skills including EKG, Alzheimer's Training, intro to medical terminology, OSHA, CPR and First Aid(FA). The nurse's aide course is taught in the junior year. The juniors go to clinical at least once a week, to accumulate hours to be eligible to sit for the C.N.A course. Medical Terminology Certification is completed. In the senior year, students are taught Home Health Aide and re certified in CPR/FA.

The instructional practices the team observed during the visit of Medical Careers were:

- Personalizing and differentiating instruction
- Engaging students in cross disciplinary instruction
- Engaging students as active learners
- Emphasizing inquiry, problem-solving and higher order of thinking
- Applying knowledge and skills to authentic tasks
- Emphasizing communication skills
- Providing feedback
- Engaging students in self-assessment and reflection
- Integrating technology

This was seen by two lessons, one a Dean Vaughn vocab lesson and follow up kahoot assessment and another was a math lesson where the students used individual white boards to show their answers and the teacher gave feedback. Some students were allowed to use different reference sheets and calculators, while others encouraged their peers to recheck their work if the wrong answer was obtained. The instruction was well differentiated and exit tickets were given.

The teachers use Newsela, an instructional content platform which amplifies reading engagement. Quizzes and reading prompts are done within this application, as seen during the classroom visit. The student and instructor are given immediate feedback once the material is submitted for grading. Kahoot, a learning game, is also an immediate feedback tool used in the classroom. Grades are entered into Power School, an online portal that is accessible to student and parents anywhere on the web for timely feedback on grades, assignments, scores and attendance.

In Medical Careers, the instructors and students use a weekly rubric (4-1, 4= Being Advanced, 1= Minimum) to record employability skills which closely parallel with the schools overall mission statement. Tri-County uses SkillsPlus to align the skills that the students have demonstrated with the Massachusetts VTE Framework for Medical Careers. These are updated on a regular basis(twice annually) to ensure alignment and compliance.

The Medical Careers program was unaware until the visiting team's meeting that they had a statewide articulation agreement with all community colleges for Medical Terminology and an elective for CPR/FA if they met the requirements. The instructors have a very strong community and industry involvement. Half of the seniors in this program are on co-op. Last year 80 percent were out on co-op. The employment varies from assisted living, nursing homes, hospitals and most recently a first responder.

Tri-County teachers attend half day in-services offered by administrators based on current educational research and trends. Topics scheduled in the past include: teen suicide, substance abuse, school shooters, and mindfulness and trauma. Tri-County teachers are encouraged to attend out of school conferences in maintaining their professional educator licenses (10 pdp's required in pedagogy). Often the school covers costs and provides coverage for teachers to do so.

Medical Careers instructors, as adult learners will reflect and maintain expertise in their content area by adding content specific instructional practices to their lesson plans. Medical Careers instructors are professionally licensed in Health Assisting according to DESE standards. Each maintains the PDP amounts required for renewal every five years. Each of the Medical Career instructors maintains enough content CEU's to keep their Nursing License active in the state of Massachusetts. All Medical Careers instructors have undergone "train the trainer" sessions in the teaching specific to certifications offered in curriculum. These include:

- American Heart Association CPR Instructor
- Habilitation Training Curriculum through Alzheimer's Association
- ABC for Direct Care Workers (for HHA course)
- National Safety Council Instructor

Medical Careers teachers take part in many school wide activities, therefore are visible to a great number of students. The Medical Careers teachers develop and take the lead in a number of school wide initiatives : flu clinic, CPR, health fairs, SKILLSUSA, coaching, school council and are mentors.

The program advisory committee meets twice annually. The committee does an evaluation of the resources available to students and teachers and makes recommendations to meet current industry and state standards. These recommendations are forwarded to administration. A few examples of recent acquisitions from the committee plans are: patient simulator, electronic medical record, and new editions of textbooks. They currently are looking to increase the number of EKG supplies and equipment because of the increase of students. The program advisory committee appears to have adequate representation.

Over the past eight years, the Medical Careers Program has added: additional clinical affiliations, increased the clinical hours for students, added two new certifications (Alzheimer's Caregiver and First Responder) and increased its male enrollment.These improvements have led to expansion of student enrollment in excess of the level of resources, specifically ratios of student to credentialed teachers and space.A paraprofessional was hired to assist the clinical instructors to bring them into compliance with the state required ratio of 10:1. .

Tri-County Administration is exploring the need for other medical based programs other than the CIP Health Assisting. This further expansion would help alleviate storage space and teacher student ratio issues.

Medical Assisting Commendations

Commendation

The instructors who have a very strong community and industry based involvement as evidence by 16 out of 25 students on cooperative placement. (7.8)

Commendation

The Medical Careers Program for increasing the number of certifications by two and working to supplement the current certifications. (2.9)

Medical Assisting Recommendations

Recommendation

Align the employability rubric with the school-wide mission to promote student learning expectations and work place readiness.(1.2)

Recommendation

Investigate ways to supplement current EKG supplies to increase productivity and student engagement for EKG certification. (2.6)

Recommendation

Continue researching other medical based programs other than the CIP Health Assisting. This further expansion, would help alleviate storage space and teacher student ratio. (7.2)

Culinary Arts and Sciences

Narrative Program Summary

The Culinary Art shop is located in the center of the school next to the cafeteria. It is 7000 sq feet. The are 10 rooms in the shop. It mirrors an actual restaurant layout and is in compliance with OSHA and state board of health. The machines are placed appropriately for the operational flow of the restaurant. The area has proper signage and is clean. Students and staff maintain the kitchen in a professional manner. Locker rooms and bathrooms are sanitary and maintained by the maintenance department.

The Culinary Arts program at the Tri-County serves 48 students from sophomore to senior year. The Culinary Arts and Science program usually receives 15 to 20 freshmen on average. Current enrollment in the Culinary Arts and Science program is as follows: 12 sophomores, 19 juniors, and 17 seniors. There are 27 females and 21 males enrolled in the program. 14 students of the program are identified as Special Education. The numbers for enrollment into Culinary seems to be declining. The Culinary staff feel the students do not want to come into Culinary because the work is hard and real world.

The Culinary Arts shop is a nontraditional shop for female students. Over the last ten years, the shop has experienced a reversal in the ratio of male to female students. Currently, the shop is closer in balance for that ratio. There are two student computers within the kitchen. The shop and related spaces are clean, organized, and are conducive for a stimulating learning environment.

The Culinary Arts shop uses the Prostart Curriculum provided through the National Restaurant Association. It has been recently upgraded and is specifically designed to train students in the Culinary Arts field. This curriculum has been designed around the MA Frameworks so that each student achieves a well rounded and thorough education. The Culinary Arts curriculum emphasizes depth of understanding and application of knowledge at the appropriate developmental levels through; inquiry and problem solving, exploration and creativity, higher order thinking, collaboration and communication. It also integrates cross-disciplinary learning, and authentic learning opportunities both in and out of school, and informed use of technology. Critical thinking is continuously implemented throughout the day. Students are asked each day how many people will be served, how many portions they need and what the different yields are of ingredients. Strands 3 and 4 of the Hospitality and Tourism Occupational Cluster Frameworks cover embedded academics and employability skills taught by all shops and related classes. Through differentiated instruction and repetition production students reach the necessary skill level to be employable. The curriculum is designed to reach all levels of students and is revised as necessary. The shop curricula is competency-based, and students progress at their own pace until they are proficient in the area in which they are working.

The three instructors are all Massachusetts Vocational Teacher licensed, Servsafe Certified, OSHA, and Fire extinguisher certified. The three instructors all adhere to the school's philosophy and goals and follow the MA state curriculum. The three instructors have designed the curriculum around the MA Frameworks so that each student achieves a well rounded and thorough education. Personalizing and differentiating instruction is done daily in the shop and related instruction. Cross-disciplinary learning takes place in related math and science coursework. Daily assessment is performed in both shop and related class. The related class grade is categorized into homework, employability, assessments/portfolio, and projects. In addition, the shop grade is categorized into time management, task performance, behavior, safety, and sanitation. Families are continuously informed of student progress through power school and its learning. Grading rubrics are handed out to students at the beginning of the year. Since 2007, 179 students have graduated from the Culinary program with 173 of them pursuing a college degree, entering the military, or entering the workforce. 64.8% of students went on to a four year, two year, or technical school. 29.1% of students went straight into the workforce or entered a trade. 2.8% of the students entered the military or National Guard.

Students use English skills in doing their senior project. The students are active learners. Formative and summative assessments are used to identify any remediation necessary. Lesson objectives are clearly stated in related and during shop time. Instructors make accommodations for students on IEPs and or section 504 plans.

Out of the three instructors, two are Chefs, and one is a Baker. One of the Chefs is in charge of teaching the incoming freshmen after exploratory has completed. The curriculum for the freshmen is teaching the basics in safety and sanitation. They are also introduced to basic math skills such as measurements and conversions. The visiting committee observed the first Chef teaching related in the morning, while the other half of the Culinary students began to prepare items for the day. However, the juniors and seniors have related during the last period of the day during their academic week. Typically, depending on what is the workload for the day, the related class is 40 minutes and takes place first thing in the morning. Followed with the students entering the kitchen or the bake shop to work on daily activities. The two Chefs divide the students between the bake shop, the kitchen, and the Dining Room. The baking instructor has their students begin baking as soon as they enter the shop. One of the Chefs will do a pre-meal with the front of the house waitstaff. There is a teaching assistant that works in the dining room. The teacher assistant helps run the dining room when the Chef returns to the kitchen. However, the teaching assistant does not perform grading.After that, the second Chef returns to the kitchen to work with their assigned students and completes the set up for the day or daily service. All of the Instructors work with both grades as they are in shop. The MA frameworks are on the wall throughout the shop. The students are aware of the grading rubric which are posted both online and throughout the shop areas.

The Culinary Arts instructors keep up to date with professional development industry standards. The Instructors attend in-house training for technology and curriculum development. The Instructors also attend College continuing education courses.

The program appears to have sufficient resources. The equipment and technology is consistent with current practice. The budget of the program seems to be adequate.

The Culinary Arts program provides additional education and employment opportunities for their students through cooperative education. Coop may begin the end of junior year and continue senior year. Currently, there are three students out on coop. The shop is based-off of workplace learning. Day one of exploratory through the last day of senior year, the students are exposed to the industry working stations and waiting on guests. The Culinary Arts program fully participates in SkillsUSA contests yearly. The program sends three contestants to Districts in Culinary, Baking and Pastry, and Dining Room Service. The shop also has sent contestants to compete in job action skills.

The articulation of Culinary Arts includes all state junior colleges, Johnson and Wales University, Bristol Community College, New England Culinary College, and the Culinary Arts Institute of America. The Culinary Arts curriculum ensures that each student graduates with a Servsafe certification (articulated at all culinary arts colleges and universities), fire extinguisher certification and pro-start certification (which is articulated at all MA state colleges).

The Culinary Arts program has an active Program Advisory Committee which meets twice per year. The role of the advisory committee is to make recommendations to keep the Culinary Arts shop equipment, facility, and curriculum current to trends and industry standards. The advisory committee played a key role in creating the new Marketplace. The marketplace offers a wide range of premade food items for sale to the teachers and public during the school day. The advisory board made up of industry professionals, alumni, Instructors, the dining room teaching assistant, and current students. Based upon a review of meeting minutes and faculty feedback, the trade advisory committee has a positive impact upon the Culinary Arts shop.

Culinary Arts is a production driven shop. In addition to the work being done in the shop, the Culinary Arts department does work outside the shop. Night functions such as the advisory dinners are put on by the Culinary Arts department and students. Coffee and pastry platters are delivered throughout the school for various events.

The climate of the Culinary Arts program is very welcoming, team-oriented, and all-inclusive atmosphere. Every student is treated the same in Culinary Arts. There is no evidence of harassing language or behavior. The climate is gender neutral.

Culinary Arts and Sciences Commendations

Commendation

The active involvement of the culinary arts team in SkillsUSA and the Prostarts program which increase students' engagement and learning. (5.1,5.8)

Culinary Arts and Sciences Recommendations

Recommendation

Pursue funding for facility updates and equipment which include 2 computers, better lighting, wall paint, new chairs and tables in the dining area, damaged ceiling and tiles, so students are exposed to and ensured a safe learning environment. (7.2)(7.5)

Recommendation

Explore the potential of acquiring an additional instructor in the dining room to address adequate coverage and safety of the culinary students. (7.3)

Recommendation

Examine alternative placement of student computers so that they are appropriately placed in the shop. (7.5)

Recommendation

Provide a detailed visual map with clear evacuation route in each classroom and shop to ensure student safety. (5.1)

Information Systems Technology/Networking

Narrative Program Summary

The Computer Information System's (CIS) program utilizes two rooms. The hardware repair room has 21 computer lab desks with a minimum of three computers per student to perform maintenance and repair labs. Each station has adequate workspace and dual monitors. The software room has 22 desktop computers and a laptop cart containing 22 Dells. The computer desks face the front of the room in traditional rows. The hardware room is limited on space. The specialized NASA HUNCH equipment is not readily accessible, and students lack space to pursue independent projects. Each room has a SMART board and a projector. Classrooms are well-maintained with well-marked evacuation routes and exits. Each class has a prominently displayed Classroom Plan outlining student expectations and consequences.

The program has maintained steady enrollment between 2007 and 2017. Current registration is 42 students per block divided between the two classes. As a non-traditional field for females, the high male to female ratio of enrollment numbers is not unexpected. Instructors are attempting to attract more females by promoting NCWIT and conducting summer programs.

The program has two instructors and offers a wide variety of classes that include Microsoft Windows OS and server, programming options, cybersecurity, AP Computer Science, networking, and IT Essentials with a focus on PC hardware. Available certifications are MTA, CompTIA A+, CompTIA Network+, CompTIA IT Fundamentals, Cisco CCENT, and AP Computer Science Principles. The curriculum is delivered using Cisco Networking Academy, Code.org, and instructor designed material. It is a competency-based curriculum as defined by the DESE framework. Instructors use the Understanding by Design (UbD) framework to develop lessons and track mastery in SkillsPlus.

Instructors revise lessons regularly. Changes in industry certification requirements drive curriculum revisions. Instructors have developed a 2018 - 2019 professional goal to update UdB lesson plans to reflect changes in industry certification competencies. The curriculum aligns from grade 9 through grade 12.

The observed instruction was student-centered. The instructor presented an introductory lesson on Linux commands using PowerPoint to share information. They circulated the room to ascertain student comprehension. The OSI model activity in room b was designed to accommodate diverse learning styles. Technology is at the core of CIS instruction. In both rooms, students have ample access to computer equipment, and both instructors used SMART Boards to provide instruction. Lesson objectives were visible and indicated the associated competency. The alignment with Bloom's taxonomy was reflective of the lesson's objective. Program instructors design lessons with accommodations that incorporate organizational and study skills to assist students with IEPs. Teachers spend extra time simplifying the presented concepts by offering alternative methods of understanding.

Instructors assess students daily with Cisco Networking Academy and instructor-developed formative and summative assessments. Informal formative assessments drive instructional strategies to ensure summative success. Instructors differentiate formative and summative evaluations. Students can prove mastery with revised work.

Instructors assess student employability skills with tally sheets, a classroom expectations chart, and a summative SkillsUSA Employability exam. Students are regularly evaluated on specific technical skills and knowledge using third-party systems including Certiport for Microsoft Technology Associate Testing, Pearson Vue for A+ Certification, Network + Certification, IT Fundamentals Certification, and Cisco Certification.

Instructors record individual student progress daily. Rubrics and written feedback are shared with students on paper, through PowerSchool, itslearning, and the Cisco Networking Academy Learning Management System (LMS). Teachers communicate outstanding student performance with parents via telephone, email, and in writing.

Students have a high success rate with the MTA certifications and CompTIA IT Fundamentals. The other certifications are available dependent on student achievement. They include CompTIA A+, CompTIA Network+, and CCENT.

The program offers students the opportunity to compete in the SkillsUSA Information Technology-related competitions such as Computer Repair, Network Administration, Web Design, and Computer Programming. Students are also encouraged to participate in group competitions such as Career Pathways Showcase and Entrepreneurship. CIS Students have attended the SkillsUSA national competition for the past four years. They have also participated in FIRST Robotics, HUNCH, and the Cyber Patriot competition.

Since 2007, 165 students have graduated from the Computer Information Systems program with 158 of them pursuing a college degree, entering the military, or entering the workforce. 83.6 percent of students went on to a four-year, two-year, or technical school. 9.1 percent of students went straight into the workforce or entered a trade. Three percent of CIS students joined the military or National Guard.

The program reflects its strong school-industry relationships in their co-operative opportunities and active Trade Advisory Committee. CIS has partnered with Dean Bank, EMC Dell, Hamilton storage, Electronics Redux, and Kanguru. The program has an articulation agreement with all the Massachusetts community colleges. Seven students are currently on cooperative placement.

CIS teachers keep up-to-date in their field by attending professional development opportunities offered by Code.org, Mass Insight for Education, and Cisco Networking Academy. The Trade Advisory Committee is also a source of current industry trends. Instructors are Cisco Academy Certified Instructors and coaches for the Air Force Association CyberPatriot Competition, the USFirst Robotics team, First Lego League Competition, and the NASA HUNCH program. Additionally, both instructors teach middle school summer camps at Tri-County and coach athletics, while one is a NEASC committee chair. Their active participation in school and student initiatives demonstrate professional leadership.

The CIS program appears to receive a budget large enough to implement the curriculum. The program is well equipped. However, students could benefit from an increased number of smaller devices to encourage technical skill development and independent study. The budget allows the shop to purchase certification vouchers to give students the opportunity to become industry certified.

The program performs limited production work. Students have created websites for Tri-County, the Wayland Fishing Derby, Keep North Attleboro Beautiful and the Sons of Italy in Franklin, MA. Projects must align with CIS and project management skills.

The culture/climate/atmosphere of the program was positive. Students were eager to share their perceptions and program experiences. The instructors have created an open communications system, where all students feel comfortable with their instructors and peers. Students have access to school adjustment counselors and guidance counselors as well as administrative staff to keep the CIS shop a safe and happy place.

The program has an active program advisory committee that meets twice per year. The committee consists of students, parents, members of the community and business/industry partners. Their purpose is to review the current curriculum, state standards, and program equipment and provide insight into industry and technological changes. They influence curricular choices and equipment purchases.

Information Systems Technology/Networking Commendations

Commendation

Cross-disciplinary learning through interdepartmental collaborative projects which engages students. (2.3, 3.2)

Information Systems Technology/Networking Recommendations

Recommendation

Provide dedicated space for independent project work and the NASA HUNCH equipment. It will allow students to engage as active learners and promote inquiry, problem-solving, and higher order thinking. (3.2)

Engineering and Architectural Design

Narrative Program Summary

The Engineering department, located on the first floor of the south wing, is divided into three rooms with a total size of 5850 square feet. However, the directional signage does indicate the location of the engineering department. An advanced manufacturing room houses seven pieces of industrial manufacturing equipment: CNC mills, CNC lathes, and an industrial robotic arm. There is a computer lab with20 desktop computers. The primary instructional area, the engineering shop, has 20 desktop computers, 20 workbenches, one interactive projector, a laptop cart and an area of prototyping equipment including three-3D printers, a benchtop mill, a robotic arm and manual, and power tools. The Engineering Technology program appears well-organized and clean. The furniture appears new. However, two of the instructional areas in the primary room lack countertop/workbench space.

The safety equipment, an eyewash station, an eyewash/dump shower, and first aid cabinet are centrally located and fully functional. However, the PA system is inaudible. Students and instructors miss critical announcements due to a fixed low volume level. There are multiple exits to facilitate an emergency evacuation. Bathrooms are located in the hall immediately next to the main entrance to the shop.

The Engineering Shop is a non-traditional shop for female students. Since the last decennial, the ratio of male to female students has improved. The program experienced an increase in female enrollment in the 2009-2010 academic year. That ratio has since held static. The enrollment of special education students experienced an increase from the 2010-2011 academic year through 2014 -2015. Special education numbers dropped in 2015 - 2016 to previous levels with a slight increase in 2016 - 2017. Students receiving free or reduced lunches has increased slightly. Program enrollment numbers have increased significantly since 2011-2012 and appear to be holding steady. The upward trend in enrollment correlates with the engineering faculty increase and program restructuring.

The engineering faculty includes a structural engineer, an environmental engineer, an electronics technician, and a machinist. They offer a complement of courses that include Principles of Engineering, Aerospace Engineering, Civil Engineering and Architecture, Computer Integrated Manufacturing, Digital Electronics, and Environmental Sustainability.

The program follows a competency-based curriculum provided by Project Lead the Way (PLTW). In addition to PLTW's Computer Integrated Manufacturing, the CNC manufacturing course uses the TITANS of CNC Academy and the Applied Manufacturing Technology Pathway Certification supported by the Manufacturing Advancement Center Workforce Innovation Collaboration. Instructors use the Understanding by Design framework to create lesson plans supported by the curricular material. The curriculum aligns from grade 9 through grade 12 with students working with all four instructors as they rotate through the engineering disciplines.

The curriculum emphasizes depth of understanding and hands-on application of knowledge through projects, and problem-based (APB) learning. The APB-based learning approach scaffolds student learning. It builds the required skill sets needed to address open-ended design problems. Activities set the stage for developing the content, skills, and understandings that help students successfully navigate the design problem. Projects provide the opportunity to investigate the concepts and skills required to solve the design challenge. Problems allow students to transfer knowledge and skills from previous activities or projects to a real-world setting.

The curriculum is reviewed twice annually during program advisory committee meetings and is updated as needed or as required to stay aligned with PLTW.

The curriculum immerses students in a student-centered educational experience that takes advantage of current technological trends in their field of study. During the observed lesson in the CNC course, students used Solidworks to design a CNC project. The project at hand was a top. The instructor provided timely feedback and direction. In the instructional space, students explored engineering and design principles by building paper

airplanes then modifying them to perform progressively difficult aeronautical tasks. The instructor encouraged and assured students the task was viable. Clearly stated objectives were on the board. Alignment with Bloom's taxonomy was reflective of the lesson objective.

With three classes running simultaneously in the same space, the teachers are respectful and supportive of each other and their students. The program format divides each grade level of students into three instructional groups, allowing for strategic differentiation. The instructors engage in the practice of informal formative assessment to inform instructional adjustments.

All Engineering instructors are required to read all student IEP reports and implement the strategies and accommodations contained in the reports.

Instructors access students daily using PLTW-developed formative and summative assessments and rubrics. Informal formative assessments drive instructional strategies to ensure summative success. Instructors assess student employability skills with tally sheets, a classroom expectations chart, and a summative SkillsUSA Employability exam. Students are assessed regularly on specific technical skills and knowledge using third-party systems including CS2N (VEX robotics), Immerse2Learn (CNC machining), GMetrix (Autodesk), Certiport(Autodesk), Solidworks Certification Center, MACWIC (Manufacturing skills), and PLTW EOC (Project Lead the Way End of Course Assessments).

Instructors record individual student progress daily. Rubrics and written feedback are shared with students on paper, through PowerSchool, itslearning, and the PLTW Learning Management System (LMS). SkillsPlus is used to track competency mastery. PLTW provides many of the rubrics. Teachers communicate outstanding student performance with parents via telephone, email, and in writing as appropriate.

Students have the opportunity to obtain the following certifications:

CSWA - Certified SolidWorks Associate

CSWP - Certified SolidWorks Professional

MACWIC - Manufacturing Advancement Center Workforce Innovation Collaborative - Level 1 and Level 2.

Revit - Certiport Certification

PLTW - POE, CIM, DE, ES, AE, IED, CEA

Engineering students have the opportunity to compete in the SkillsUSA Engineering-related competitions such as Engineering Technology, Additive Manufacturing, Urban Search and Rescue, and Architectural Drafting, and CNC Manufacturing. Students also participate in FIRST robotics

The program has strong industry partnerships as evidenced by their cooperative placement record. They have a ten-year average of 54 percent of graduates participating in a cooperative experience. In 2016-2017, 80 percent of graduates were involved. Industry partners include Herrick & White, MGB US Inc., and Markem-Imaje, and ICO Energy & Engineering.

Students have the opportunity to receive articulation credits through the Massachusetts community college system. They may earn a pre-apprentice certificate upon passing the MACWIC level 2 test and college credit from Rochester Institute of Technology for PLTW scores that meet the cut-off criteria.

Since 2007, 123 students have graduated from the Engineering program with 122 of them pursuing a college degree, entering the military, or entering the workforce. 93.5 percent of students went on to a four-year, two-year, or technical school. 4.9 percent of students went straight into the workforce or entered a trade. One percent of students entered the military or National Guard.

Instructors stay up-to-date in their field through a variety of professional development opportunities. One instructor is a 2017 graduate of the Massachusetts Vocational Administrators (MAVA) Leadership Academy I.

Another instructor is a Project Lead the Way (PLTW) master teacher and teaches the teachers. They mentor other PLTW teachers and present at the PLTW Massachusetts annual conference. Another instructor is a liaison for the Engineering Technology students' participation in the NASA program called High School Students United with NASA to Create Hardware (HUNCH). The fourth instructor is the lead for the program's incorporation of the Advanced Manufacturing curriculum. Other teacher responsibilities include roles as a football coach, a robotics team advisor, a non-traditional student's advisor, and a National Honor Society advisor.

The Engineering Technology program is well-supported with equipment, technology, and funding. Administration and teachers have actively pursued grant funding allowing the program to add equipment and materials to support new programs and expand existing ones. Most notably, the program received a grant to purchase equipment and materials to teach biotechnology/environmental sustainability and received multiple grants to create an advanced manufacturing center. Grant funding also supported the purchase of an industrial level 3D printer, and a collaborative industrial robot arm. An additional grant provided several more robotic arms. Perkins grant money funded the purchase of a high-precision 3D printer and additional curriculum materials to support the increase in student numbers.

The engineering program performs limited production work. Work is usually commissioned in conjunction with another programs or for internal consumption including 3D modeling and printing projects. They have suggested shop layouts and designs for other programs. The collaborative projects include a memorial bench with metal fabrication, designing a playground with ECE, and HUNCH with CIS. The students played a significant role in designing their updated engineering space. The most recent project entails designing assistive devices for individuals in need.

The engineering department appeared welcoming and all-inclusive. Students were working collaboratively and engaged in the task at hand. They were designing paper airplanes and modifying them to perform a variety of tasks. The instructors have an excellent rapport with their students and provide positive, constructive feedback that modeled a mentoring style of instruction. There was no evidence of harassing language or behavior, and the climate is gender-neutral.

The Engineering Program has an active program advisory committee that recommends program modifications based upon changing technology. The program advisory committee meets twice annually. Members represent the engineering, electronics and manufacturing fields. They provide critical feedback concerning program strengths and weaknesses and suggest modifications that enrich the curriculum and provide better educational opportunities for the students.

A review of the program advisory committee minutes shows the committee has strong industry representation. However, student and parent representation are not evident.

Engineering and Architectural Design Commendations

Commendation

Students are engaged in cross-disciplinary learning through interdepartmental collaborative projects. (2.3, 3.2)

Commendation

Instructor grant writing initiatives have expanded programming capabilities, providing opportunities for students to apply higher order thinking and participate in authentic learning opportunities. (2.3)

Commendation

The engineering instructors are a dynamic team of professionals who model professionalism and share a passion for their craft that ignites student engagement. (5.8)

Engineering and Architectural Design Recommendations

Recommendation

Develop a plan to install countertops in the two instructional areas lacking sufficient workspace for students. (7.5)

Recommendation

Develop and implement a plan to address the safety concerns created by the inaudible PA system. (7.5)

Recommendation

Develop and implement a plan to add "Engineering" to the signage directing visitors to the South Wing. (7.5)

Recommendation

Implement strategies to follow program advisory committee protocol to include all stakeholders. (7.8)

Welding / Metal Fabrication and Joining

Narrative Program Summary

The metal fabrication shop is located in the south wing on the first floor. It consists of one large room measuring approximately 8500 square feet and is divided into different work/ teaching spaces. The sheet metal area is in the front of the shop while the welding area is along the rear perimeter. The shop is clean and well organized. There is plenty of room to work and to move from one area to another without feeling crowded. There are no lockers in the shop. The bathrooms are adjacent to the shop entrance.

Theory is taught in two classrooms on the second floor directly above the shop area. All emergency exits are clearly marked.

There are no student computers in the shop, but there are an adequate number of computers in the theory rooms. If more computers are needed, there are laptop carts available to use.

Metal fabrication has an annual enrollment of 15-16 students in grade 9. That number goes down slightly by grade 12 due to students leaving the program for various reasons; failing shop or academic grades, interest in other fields of study. Metal Fabrication is considered a non-traditional shop for female students. Females currently represent 18 percent of class population. The trend over the past five years shows an increase in enrollment. Currently, in grade ten, there are twelve male students and two female students. In grade eleven, there are 12 male students and four female students. In grade twelve there are 12 males and two female students. Grade nine students at this time have not chosen a shop yet as they are still in exploratory.

The instructor attributes the rise in enrollment to his work with social and emotional learning (SEL) He has made an effort to talk to the exploratory students every morning before starting lessons, and he lets them know that they are important. This helps ease anxiety.

There are two metal fabrication instructors. One teaches welding to the tenth and eleventh grade students, and the second teaches sheet metal skills to the ninth and tenth grade students, including exploratory.

The curriculum is competency based and is tied directly to the Massachusetts Vocational Frameworks. Grades nine through twelve are aligned and form a continuation of skills from year to year. The curriculum is reviewed annually by the instructors as well as their advisory board.

The visiting team observed differentiated instruction in the shop and the classroom being delivered through lecture, discussions and hands on demonstrations. Students were engaged in active learning, creating hands on projects using assigned rubrics. The class was well run, with both students and instructors communicating respectfully.

IEPs and 504 plans are reviewed by both instructors to ensure that students' needs are met. Extra time is given to those that need it and when necessary, teachers may call upon the special-education staff for assistance in shop so that every student can access the curriculum.

Technology has recently been added in the form of a CNC plasma cutter. The instructor is currently participating in training to learn the software program needed to run the cutter.

Student progress is assessed using written and practical examinations, and performance assessments. The visiting team observed appropriate rubrics being used to assess both written as well as practical student work.

Instructors regularly monitor student learning by formative assessments like written quizzes, review questions, kahoot and quizlet. Instructors assess a student's participation in class discussions and monitor student learning through standard rubrics, exit tickets and pre-assessments. These activities provide frequent opportunity for

teachers to remediate, review and clarify content as needed.

Instructors administer various formative assessments to gauge student progress towards unit objectives. Among these are performance of scenario-based skills and the completion of client services. Based on outcome, instructors will review, remediate or advance to next unit individually or as class.

Students and families are informed of student progress through the quarterly grading reports, or anytime throughout the year using the grading platform PowerSchool.

Student competency progression is documented at least one or two times annually for all students. This documentation is completed utilizing web based SkillsPlus.

Students who pass the qualifying practical welding exams are considered "Qualified' to a specific welding code through the American Welding Society (AWS.) Advisory board members volunteer their time and professional credentials to certify the students. In the past four years, 68 individual welding certifications have been earned by students.

Grade 10 students take the OSHA 10-hour awareness course and receive their OSHA 10 card.

In the last three years, 70 percent of seniors have participated in the cooperative education program, with the majority of jobs being in the welding field.

Since 2007, 43 students have graduated from the Metal Fabrication program with 42 of them pursuing a college degree, entering the military, or entering the workforce. 20.9 percent of students went on to a four-year, two-year, or technical school. 72.1 percent of students went straight into the workforce or entered a trade. 7.0 percent of students entered the military or National Guard.

Metal Fabrication's welding instructor holds multiple certifications through the American Welding Society, which are updated every six months to keep current. The sheet metal instructor holds a master sheet metal license in the state of Massachusetts. They use their credentials and the knowledge that comes with them to guild their students toward trade apprenticeships and professional licensure.

The equipment in the metal fabrication program is up to date with industry standards, with many pieces being purchased in the last five years. Some equipment included in the Massachusetts Frameworks are missing, such as power rolls, but that is part of a long-term acquisition plan. Where the program falls short is in their budget for materials. Enrollment is increasing, and the cost of materials is rising. The budget is not adequate to implement the curriculum, especially with new equipment coming in and enrollment rising.

Metal Fabrication operates a full-service shop open to the community. Students perform welding and sheet metal work for residents and municipalities. Work performed ranges from structural steel welding and fabrication to venting installations and the repair of plows.

The visiting team observed a pleasant, welcoming atmosphere in the shop. Students were hard at work, while interacting in a cooperative and respectful manner with both the instructors and each other. Male and female students worked together on an assigned project and were equally involved. The language was appropriate with professional terminology being used.

Welding / Metal Fabrication and Joining Commendations

Commendation

For an exemplary job of utilizing members of their advisory board to assist in the certification of welding students, saving the program from the expense of third party certifications. (7.2)

Welding / Metal Fabrication and Joining Recommendations

Recommendation

Develop a way to post student competency tracking on a platform that students and families have access to so they can see it in real time. (4.2)

Recommendation

Increase funding for materials in order to adequately support the curriculum and enrollment growth. (7.1)

Police Science / Law Enforcement

Narrative Program Summary

The Legal and Protective Services (LPS) shop is located in room C212 in the north wing of Tri-County. It has a total of 2200 square feet. The shop consists of two rooms, one main classroom and a storage area. The instructors consider the storage area sufficient for their needs. The shop does not contain a bathroom. The main classroom has eight industry-standard evidence collection kits on the interior wall. The teachers' desks are adjacent to both room exits/entrances. All industry-related equipment is stored in cabinets that line the room. The shop has two computer carts which house a combined 32 computers. The shop is clean and is free of safety concerns. The area is clearly marked by name and room number. The shop clearly displays all emergency evacuation routes and first aid equipment stations. The teaching area also displays interesting content related signage (big picture curriculum topics, Supreme Court Justice trading cards, jobs in the field, etc…). Strand 2, technical knowledge and skills, of the VTE Criminal Justice frameworks is also posted. The classroom space can be divided in half with a portable folding wall and suspended sound baffles. The portable wall and baffles allow for the room to be divided in half for two grade levels to utilize the room at one time. There are two interactive whiteboards, one by each teacher's desk. Teachers reported and the team observed that the portable folding wall and sound baffles are insufficient for sound isolation. Also, the split room shares the same circuit for lighting, so if the lights are off in one grade level area, they are off in both. The shop has clearly written evacuation routes on the side patio exterior door and throughout the classroom. Overall, this is a vibrant and safe area for students and visitors.

The LPS shop has maintained a steady pattern of enrollment since its inception in the 2013-2014 school year. The program is currently allotted for 16 students per grade. The program has been able to fill those available enrollment slots to maximum capacity. Due to student transfers out of Tri-County each grade has shown a loss of one to two students. Currently there are 14 students in grade 12, 15 in grade 11, and all 16 slots are filled in grade 10. Grade 9 students have not been placed as of the writing of this report. LPS is a non-traditional shop for female students. However, that is not reflected in the current student enrollment. Grade 12 currently has four males and 10 females, grade 11 has four males 11 females and grade 10 is equal at eight and eight.

The LPS shop curriculum is designed using the Massachusetts VTE Frameworks for Criminal Justice and is competency based. The department reports that a primary goal of each unit is to provide sufficient practice for each student to achieve mastery of lesson objectives. There are two instructors in LPS and students rotate between both instructors daily. One instructor focuses on the academic skills (Bill of Rights, case law, mock trials, debates, etc...). The second instructor focuses on the physical skills in the trade (fingerprinting, crime scene investigation, physical fitness, Bill of Rights in the field, etc...). The visiting team observed evidence of higher order thinking exercises in both teaching areas. The LPS program consistently brings in experts from the community and the field to present to students. The curriculum reflects the core values of the school, but there is no evidence that there has been direct alignment. The curriculum has clear vertical progression from grades 9 to 12. This vocational area is relatively new, leading to consistent evaluation and revision of the curriculum.

The visiting team observed student centered instruction on both sides of the instructional area. The instructors reported that many units follow a routine procedure, but there is differentiation based on formative assessment. A multidisciplinary approach to delivering content was reported and observed. LPS teachers engage students using a variety of instructional practices. Lesson plans show students moving from a textbook to writing and eventually many of those lessons end in hands on activities (Fingerprinting, impression casting, crime scene investigation, etc...). Technology is integrated daily in the shop through the use of student laptops and interactive whiteboards. Students often use their own phones for crime scene work, causing some technological issues. The LPS Shop collaborates with other shop and academic teachers to enrich the LPS curriculum and to provide fluency between departments. IEP and 504 students are regularly removed from the shop to fulfill accommodations. This can be disruptive to their content knowledge in shop.

Instructors in the LPS shop continuously create, administer, analyze and revise a variety of summative and formative assessments to measure student growth and progress toward achieving the Criminal Justice

standards. The department's self study provided many examples and the following lists.

Commonly used formative assessments include:

-Informal observations to determine what students do and do not know. (e.g. observing small group work or discussions)

-Question and answer sessions that afford students an opportunity for deeper thinking and provide instructors with significant insight into the degree and depth of student understanding.

-Classroom discussions tell us much about student learning and understanding of basic concepts. Students keep track of vocabulary terms and textbook content with note-taking and reflections.

-Graphic organizers are visual models that can assist students in organizing information and communicating clearly and effectively.

-Students use graphic organizers when organizing complicated information, such as facts and witnesses in a court case.

Examples of summative assessments include:

-Certification Tests in CPR

-9-1-1 Dispatch certification

-OSHA 10 hour

-Senior Project: paper, product and presentation

-Oral presentations and PowerPoint presentations

-Unit summative assessments

-Skills Performance Evaluations

-John Collins Writing (2,3, and 4)

During the 2017-2018 school year the department aligned the curriculum scope and sequence to the SkillsPlus requirements for documenting student competencies. The competencies are now entered into the system quarterly. Individual student achievement is also assessed by SMART student learning goals accompanied by action plans with benchmarks to assess progress. There is a daily grading rubric that integrates aspects of the school's employability rubric. The LPS shop teachers update the PowerSchool gradebook at least every other day and weekly grades are posted by the end of the shop week. This helps the instructors identify students who are consistently struggling.

The Legal and Protective Services shop has a wide variety of students representing multiple groups within the school. All grades have a strong representation on athletic teams throughout the school. Many of the students in the 11th and 12th grade have been inducted into the National Honor Society. The senior class has a strong representation in the SkillsUSA events and committee. Numerous students also participate in theatrical and musical groups after school. Overall, the shop has a strong and diversified balance of extracurricular events.

The LPS shop is currently in the beginning stages of development. Therefore, the shop currently has limited data on the number of former students. 16 students graduated from the shop in 2017, which was the shop's first group of seniors. All of those students pursued a college degree, entered the military, or entered the workforce. 75 percent of students went on to a four-year, two-year, or technical school. 6.3 percent of students went straight into the workforce or entered a trade. 18.75 percent of students entered the military or National Guard. In 2018, 14 students graduated from the LPS shop. All 14 entered post secondary education or the military. 85.7 percent went on to two or four year colleges, one went to a post secondary technical school (7.1 percent), and one student entered the military (7.1 percent).

The LPS shop teachers demonstrate professional leadership in various ways. They have created relationships within the sending towns to create and sustain bonds between public service agencies and the students. LPS teachers continue to research certifications and outside programs to bring to the classroom. This year the department is adding a stenography section to the curriculum. Evaluating interest, the instructors noticed that students were only thinking about jobs in police and fire departments. So, they have made it a focus to help kids, "think outside of the siren," in order to expose students to other job opportunities in public service. The LPS teachers' philosophy of integration with the community and their peers has benefited their work and the students.

The LPS shop has been creative in providing support to the community. They are currently placing students in local senior centers to educate members on scams that are aimed at elderly citizens. Students have co-op placements in local police and fire stations. There is also a student placed with the department of Housing and Urban Development. The LPS instructors continuously reach out to the community looking for more ways to get students involved.

The visiting team observed a vibrant and positive atmosphere in the LPS program. Instructors are interactive with the students and each other. Students demonstrated cohesion within their groups as they worked together to learn. Students asked a variety of questions related to both curriculum and classroom procedures. The instructors show obvious passion for the program and interest in student achievement.

The LPS shop has a program advisory committee that consists of parents, students, and professionals in the fields of police, fire, and domestic violence prevention. Members of the committee have helped to guide curriculum and have presented their knowledge of the community and professions directly to the students. The LPS department works hard to bring in expertise from community guest speakers as well as instructors from other disciplines in the school.

Police Science / Law Enforcement Commendations

Commendation

The teachers for creating a strong relationship with community professionals in order to help students make real world connections with the LPS curriculum. (7.8)

Commendation

The teachers for creating a dynamic, organized, and productive learning environment that promotes student engagement and achievement. (2.4)

Police Science / Law Enforcement Recommendations

Recommendation

Improve the division of the classroom space in order to limit lighting and sound distractions between the two teaching areas. (7.2) (7.5)

Recommendation

Investigate technology to support crime scene investigation in order to give hands on experience. (3.2)

Recommendation

Investigate the way in which IEP accommodations are delivered during the instructional day to limit interruptions in student learning. (3.3)

Recommendation

Align instruction to the core values of the school to support student engagement. (1.1)

Automotive Collision Repair and Refinishing

Narrative Program Summary

The Auto Collision shop is located in the south wing on the first floor. There are eight rooms in the shop totaling approximately 6800 square feet: the office, two bathrooms, a paint mixing room, a spray booth, an equipment room, a tool crib, and shop floor. A frame machine and lift are located in centralized bays and a paint booth and prep station are in the rear corner of the shop. One area of the main shop floor is dedicated to theory lessons for grades 9 and 10. There are multiple first aid kits available and eyewash stations located throughout the shop as well as fire extinguishers placed per the fire department. There are no student computers permanently installed, but chromebooks can be reserved as needed. There are three teacher computers and one paint mixing computer used exclusively for mixing paint. The shop is cleaned daily, with a more thorough cleaning once a week. The evacuation route is posted upon the entrance to the shop.Related theory classes for grades 11 and 12 are taught in the south wing on the second floor.

Auto Collision has an annual enrollment of grade 9 students that has fluctuated over the past three years. Auto Collision is considered a non-traditional shop for female students. Females currently represent 38 percent of class population. In grade 10, there are eight male students and one female student. In grade 11, there are three male and three female students. In grade 12 there are seven male and seven female students. Grade nine students at this time have not chosen a shop yet as they are still in exploratory. There are no visible trends, and no obvious reasons for the wide difference in enrollment numbers.

There are two instructors in the Auto Collision shop. One has been at Tri-county for nine years and the other is a new hire from industry, with no prior teaching experience. The previous instructor quit only three weeks before the start of the school year.

Auto Collision follows a competency-based curriculum, identifying specific duties and tasks. The curriculum is aligned with the Massachusetts VTE frameworks and the NATEF standards and competencies. It follows a specific sequence that offers continuity from grade 9 through grade 12. Qualified students graduate with a Junior ASE certification. The program uses I-CAR training and testing as students work toward professional ASE certification status. In grades 11 and 12, they prepare students for the Massachusetts State Appraisal licensing test.

The curriculum is reviewed by the instructors and the program advisory committee annually.

Auto Collision Instructors communicate unit expectations by posting and explaining the objective and agenda daily to students. Unit goals are available on itslearning. NATEF units and textbook units are posted daily and can be printed in hard copy as well.

All instruction is differentiated to meet specific student needs. Instruction is delivered through lecture, discussions and hands-on demonstrations. Students engage in cross disciplinary learning by creating hands-on projects using assigned rubrics. Students also work in groups to troubleshoot different scenarios that may arise. Examples are color formulation or a dissatisfied customer. This engages students as active learners and emphasizes problem solving and higher order thinking.

Live work starts as early as grade 10 for those students who have demonstrated proficiency in prerequisite competencies.

Current available technology includes digital paint mixing, computer software-based appraisal, and related theory classes that use PowerPoint presentations, Chromebooks and interactive whiteboards.

For grades 9 and 10, theory is taught informally during their shop week; it is not required by administration. Grade 11 and 12 students have theory class during their academic week, taught buy one of two the instructors, leaving the one remaining instructor with both classes. Coverage is provided by an instructor from another shop, leaving them shorthanded.

Auto Collision employs a range of assessment strategies including formative and summative assessments based around hands-on tasks, including pre-tests, quizzes, and review questions enabling instructors to gauge student understanding, progress and readiness. Instructors give feedback to students through the use of a daily grading rubric. Students are given an opportunity to question and revise assessments based on that feedback.

Instruction in the Auto Collision program is differentiated using lectures, reading and writing assignments, hands-on demonstrations and individual hands-on tasks. Students work individually and in teams. VTE frameworks and NATEF standards are followed for projects aligned with industry trends as well as live work. Students are given sufficient time for tasks with frequent teacher supervision. They are graded according to appropriate rubrics to evaluate thequality of the work produced.

Students and families are informed of student progress through the quarterly grading reports, or anytime throughout the year using the grading platform PowerSchool.

Student competency progression is documented quarterly for all students utilizing web based SkillsPlus and students and families have access to the data.

Tri-County is a 100 percent participation school in Skills USA. All students will participate at the local level. Those students who score high enough in their local competitions advance to higher levels. In the past, Auto Collision students have placed in the district level competition and advanced to the state competition. One student in the past five years has won the state competition to advance to the national competition.

Auto Collision has an articulation agreement with ASE (Automotive Service Excellence) to provide Junior ASE Certification to qualifying students.

In the past three years, five Auto Collision students have participated in cooperative education, representing 17 percent of seniors.

Since 2007, 88 students have graduated from the Auto Collision program with 84 of them pursuing a college degree, entering the military, or entering the workforce. 48 percent of students went on to a four-year, two-year, or technical school. 40 percenet of students went straight into the workforce or entered the trade. 8 percent of students entered the military.

Auto collision instructors attend industry trainings, such as MAVA, PPG, I-CAR and OSHA, in addition to various vendor trainings. The skills obtained are brought back to the classroom and taught to students in an effort to give them the up-to-date instruction. Other non-trade specific professional development is provided by the district throughout the year.

Auto collision is adequately funded to support and implement the curriculum. The equipment is well within industry standards. The technology being used is up to date and approved by the program advisory committee.

Auto collision operates a full-service shop open to the community and to faculty. Work performed ranges from major structural repairs, paint and refinishing, to basic detailing. Auto Collision has also performed work for municipalities from the district, detailing and performing repair work on official vehicles.

The visiting team observed a welcoming atmosphere when entering the shop. Students who were waiting for their next assignment were positive and friendly when asked questions by team members. No inappropriate language was overheard. Some students were observed congregating, but were quickly redirected by the instructor. The climate was gender neutral, with male and female students working together on assigned projects and were equally involved.

The program advisory committee is utilized to recommend program modifications based on changing technology, assist in the development of an equipment acquisition plan and technology plan, and review both the technical

and academic curricula. The committee meets twice a year to review and evaluate the program. The committee consists of students, parents, members of the community and industry partners.

According to the minutes provided, there are 10 members from industry. Minutes of recent meetings do not show evidence of a clear agenda or defined topics. It may be poor record keeping or a need for better organization of meetings.

Automotive Collision Repair and Refinishing Recommendations

Recommendation

Research ways to schedule theory classes for grades 11 and 12 during their shop week to eliminate leaving shops shorthanded and providing a full day of qualified instruction to all students. (3.2)

Recommendation

Set a clear agenda prior to the program advisory committee meetings and follow it to keep the meeting on track. Design a process for accurate record keeping of the topics discussed and any actions taken. (7.8)

Automotive Technology

Narrative Program Summary

The Automotive Technology shop, located in the South Wing of Tri-County, is approximately nine thousand square feet in size. There are three rooms located at the front of the main floor, two gender marked bathrooms/locker rooms and the instructors area. Located at the west end of the shop is a machine room of approximately 350 square feet which houses a drill press, hydraulic 30-ton press and spring compressor. There are eight double post vehicle lifts and one front end alignment rack lift placed at the front of the shop. Also available in the shop are tire dismounting and balancing machines along with a brake resurfacing machine. Located at the east side is a large tool room of approximately 500 square feet. Located on each wall of the main floor are fire extinguishers, Emergency main electrical power shut offs and two fire suppression blankets. There are clearly marked exit routes. Located centrally in the shop is an emergency eye wash station. The SDS (safety data sheet) binder with an up to date chemical list is located at the entrance of the shop. The shop is equipped with 11 desktop computers. When needed, instructors have the ability to sign up use a Chromebook cart. Equipment is appropriately placed and marked throughout the facility. Safety equipment is properly located around the shop, is functioning, and is clearly marked. Yellow warning lines are painted throughout the shop indicating the safety areas that safety glasses are to be worn. While most teaching and learning takes place directly in the shop, theory is taught in a traditional classroom, leading to disruption of shop routines. The Auto Technology shop is clean, organized, and fully operational.

The Automotive Technology Program at Tri-County treats all students equally, regardless of gender, race, and ethnicity. The shop has maintained a steady pattern of enrollment from year to year across all grades. While the shop has a majority male student population, female enrollment has maintained at a steady level. Looking forward, the expectation is continued consistent enrollment.

Tri-County Automotive Technology Shops curriculum is based on the Massachusetts State Vocational Education Technical Frameworks, NATEF Industry Standards, AYES Standards, and Automotive Service Excellence Standards. Furthermore, the scope and sequence was developed from the Massachusetts frameworks and NATEF priority task list to meet current industry needs. Pro-Demand and Identifix are also used in conjunction with the NATEF task list.

The curriculum of the Auto Technology Shop is written in a common format, follows Tri-County curriculum standards, and includes essential questions. Student progression through the curriculum is documented through the SkillsPlus software. Curriculum focus is on depth of understanding rather than extent of content coverage.

Lessons taught in shop are reinforced in the related classroom. Both the written and taught curriculum align with the Transportation Cluster Standards of Tri-County.

The Automotive Technology program meets all industry standards and is equipped with sufficient supplies and equipment. Furthermore, as industry standards are changed, curriculum is adjusted to increase real world application of topics covered. Also, the curriculum includes opportunities to obtain industry standard certifications such as OSHA and ASE.

The Automotive Technology instructors actively assess their teaching practices and curriculum to ensure students are obtaining modern day trade skills. Students are held to industry standards and are closely monitored to ensure their success. Automotive Technology lessons and instructional strategies are appropriately modified to meet the needs of all students.

Auto Technology instruction is differentiated to meet specific student needs. Differentiating of instruction takes place consistently and includes videos, reading activities, lectures, audio, and hands-on work. Content is chunked for students with ongoing checks for understanding.

Teachers use both summative and formative assessments in the shop to evaluate student progress towards unit objectives. Examples of formative assessments include student contribution to discussions, performance of scenario based skills, and completion of client services.

Instructors of the Auto Technology program are also required to maintain their NATEF and ASE certifications.

In addition to school wide assessments (OSHA, Shop Program Safety, and MCAS), the Auto Technology department has established and consistently uses formative and summative assessments to check for understanding. Both pre and post tests are utilized to check for mastery. Families and students are provided with ongoing communication in regards to student progress in the form or progress reports, PowerSchool, and itslearning, which are updated on a consistent basis.

Automotive technology teachers consistently outline shop safety and present learning objectives to the class. Students are given a copy of daily shop rubrics which focus on the four areas of grading which are Safety, Daily Worksheets, Shop Performance, and Employability. Student objectives are posted weekly in the classroom and on itslearning.

Automotive Technology Instructors work both independently and collaboratively. Instructors meet regularly during department meetings to review curriculum and instructional strategies. Furthermore, the instructors meet twice a year with their Advisory Board members to hear out suggestions on shop layout, equipment, and latest technology trends. Also, The Automotive Shop re-certifies its NATEF accreditation every five years.

Automotive Technology students complete in SkillsUSA competition on a yearly basis in diesel and automotive repair.

For the last ten years, the Automotive Technology Department has had an average of 15 senior students with a 100 percent graduation rate from Tri-County with a trade certificate. Last year, one student enrolled in a four-year college, three enrolled in a two-year post-secondary school (with an articulation agreement). Six students went directly into a trade related career, three entered a non-trade related career, and two students joined the military. In the previous ten years 141 students have graduated from the program with 134 of them pursuing a college degree, entering the military, or entering the workforce. 51.8 percent of students went on to a four-year, two-year, or technical school. 35.5 percent of students went straight into the workforce or entered a trade. 7.8 percent of our students entered the military or National Guard.

Tri-Country Automotive Technology Shop has articulation agreements with Universal Technical Institute, MassBay Community College, New England Tech., and University of Northwestern Ohio. The Automotive Department also has partnerships with local companies such as Franklin Ford, Connelly Bus Company, Planet Chrysler, and Route One Auto Repair.

The instructors in the Automotive Technology Department are A.S.E Master Certified Technicians. All instructors re-certify in A.S.E areas every five years. Furthermore, the instructors are involved in clubs and trade related activities. The department also works to maintain NATEF program standards and accreditation.

The Automotive Technology Shop utilizes money made from production work to fund the shop with necessary equipment and textbooks. The shop does receive a small yearly budget for shop supplies. The Automotive Shop is equipped with the modern technology including multiple scan tools, a four-wheel alignment machine, a road force tire balancer, and a tire mounting/dismounting machine.

Production work in the Automotive Technology Shop is done in grades 10-12. In the past five years, the shop has worked on an average of 200 vehicles per year. Work included automobiles belonging to faculty and staff as well as customers from the local community.

The department has created a positive atmosphere and sets rigorous expectations for its students. Students of both genders said they felt welcomed even though the shop is majority male. Students were observed working collaboratively with each other and the shop instructors. Students were all on task with no evidence of harassing language or inappropriate behavior.

Tri-County Automotive Technology Shop works closely with the program advisory committee and takes feedback on new trade trends in equipment, diagnostics, and procedures. The shop is currently working with the program advisory committee to create a MA State Inspection Station, which would provide students with the opportunity to acquire their inspection license. The ongoing relationship with the committee has provided both the instructors and students with valuable information and overall program improvement.

Automotive Technology Commendations

Commendation

The dedicated effort of the department on staying current with new automotive trends and up to date equipment. (4.8, 7.1, 7.8)

Commendation

The outstanding achievement of having 100 percent of Auto Technology students graduate from Tri-County for the past 10 years with a trade certificate. (2.10)

Automotive Technology Recommendations

Recommendation

Investigate a plan to better organize the Automotive Technology shop to include space for a theory room and an additional vehicle lift. (7.2)

Major Commendations from the Team (Critical Strengths) Listed by Standard

Major Commendations

Implementation of PAWS to develop social, emotional, and workplace skills to help students develop sense of self and self-assessment to better improve employability and college success outcomes. (1.2)

Tri-County has provided professional development, common planning time, and opportunities for collaboration to review and revise curriculum on a regular and consistent basis in most areas. (2.7)

Implementing a comprehensive summative senior project as a graduation requirement to assess student outcomes in academics, trade content and civic and social responsibility. (4.4)

The vision and leadership exhibited by the Principal promotes a shared enthusiasm among staff with a clearly communicated sense of purpose and direction. (5.6)

The homework center allows for extended opportunities and access to teachers for assistance and media services. (6.1)

The physical layout of the library media center which allows for collaboration among students and access to a wide range of materials that support the schools curriculum. (6.5)

Major Recommendations from the Team (Focus Areas for Improvement) Listed by Standard

Major Recommendations

Ensure policies are enforced consistently to all students across all content areas to improve culture and social responsibility. (1.3)

Create and implement a plan to provide direction and accountability for the development and implementation of curriculum. (2.6)

Continue training all teachers on differentiated instruction and the UbD format through the "teach the teacher" model and/or outside providers to increase student achievement. (3.5)

Evaluate the number of certified/licensed personnel and support staff in relation to the number of identified students to provide inclusive learning opportunities for all students. (6.6)

Develop and implement a focus driven five year capital improvement budget focusing on replacing or upgrading infrastructure (e.g. windows, doors, roof top units, and roof) and outside athletic area (e.g. football field, softball field, baseball field and track).(7.1, 7.2, 7.3)

Visting Team Response (Narrative) to SSR Section 2

Visiting Team Response (Narrative) to SSR Section 2

The visiting team was aligned in all major commendations with the school's self analysis of their Critical Strengths except with a minor commendation in Standard 2 and Standard 6.

The visiting team agreed that there was a strong commitment to creating core values and learning expectations at the school, as was evidenced by the publication of the core values and the message instilled throughout the school "work hard, today counts".

The team was aligned that Standard 2 was a critical strength for the school except in the area of written curriculum in a common format across academic and trade areas. In academics there was common format in outline units of study with 21st century learning expectations , instructional strategies and assessments, however, this was not evident in many trade areas.

The school's Critical Strengths in Standard 2 were instructional materials were fully implemented in the curriculum and sufficient resources in technology to deliver the curriculum.

The visiting team was aligned in Standard 3 with the school's Critical Strengths. The team was in agreement that teachers use formative and summative assessment, stay current with research in their discipline, have had professional development opportunities and use a variety of strategies in the classroom and in academics. Teachers participate in formal common planning time.

The visiting team was in alignment with the school in Standard 4. The teachers frequently used formative assessment for feedback. Assessments are aligned with the curriculum. The school has maintained a level 1 status for MCAs and the senior project which combines academic and vocational areas in a capstone summative assessment spanning two years, grades 11 and 12, is an exemplar.

The visiting team is aligned with the schools lists of Critical Strengths in Standard 5. The school leadership team has an open line of communication, the school's principal has an open door policy, there is effective communication with the school community and public so everyone is welcome and informed, there is good rapport among teachers and students. There is professional development being provided each year in differentiated instruction. In the exploratory phase in grade 9 students must explore two non-traditional shops. Tri-County offers different levels of classes for students to take their core subject area.

The visiting team is aligned with the schools Critical Strengths in Standard 6 except for one area. The visiting team agrees that the student services and support staff is well trained, dedicated and student focused. The school provides diverse academic and vocational selections. There is a homework center that is set up to provide extra help for students. There is a strong relationship with community resources. There are emergency health services throughout the building such as AEDs and Narcan. The library media center has resources that support the mission of the school. The visiting team agrees that there is a commitment to providing social and emotional support to all students through ongoing programs such as suicide prevention and opioid addiction and the PAWs program, but more could to be done in providing support to student who feel they are being bullied at school.

The visiting team is aligned with the school in its Critical Strengths in Standard 7. The business staff is qualified, there is sufficient funding for long range programs and services and the majority of vocational programs are adequately funded. The school meets and exceeds all federal and state laws for fire and safety. An external annual audit is conducted .

Concluding Comments

The essential features of the team's view of the school/center

The visiting team was appreciative of the school's outstanding hospitality during the visit. the opening night dinner prepared by the culinary department was outstanding as was the service provided by the students. Following dinner, the visiting team attended a presentation of the school's cores values by the students and faculty. the presentation was very inspiring and the school's theme of "work hard today counts" was evident not only in the presentation but throughout the school during the visit.

The visiting team met with many teachers, administrators, students and staff and were highly impressed with the work that went into the self study. The self study report was thorough and provided information that made the visit easier for the team. The number of trades the school offers spans many clusters, and offer the students opportunities to explore many career interests.

the visiting team was impressed by the number of critical strengths the school had identified in every standard. All members of the team were especially impressed with the senior project that the students must complete prior to graduation. the senior project is very rigorous and highlights critical strengths of students in their trade area.

Overall comments on the visit

The visiting team worked well together and the staff at the school was very receptive to the team. The school made every effort to accommodate the team to make the visit seamless.

The extent to which the school/center is driven by its core values and beliefs

The visiting team unanimously agrees that the school is driven by its core values and beliefs as evidenced by the completion of its core values and the message sent to all students: "work hard today counts".

The extent to which the school/center is focused on student learning and well-being

The school is committed and focused on student learning and well being. There is a strong commitment to provide social and emotional support to all students in student services and through outside community resources. The school is focused on teaching and learning as evidenced by the curriculum units in academics and the professional development on Ubd. Teachers use formative and summative assessments to improve student learning. The major work the school needs to do is to continue the process of professional development on ubd in the trade areas; to evaluate the need to expand services for identified students; and to provide direction and accountability for the development and implementation of curriculum

Some concluding advice and encouragement

The school is a model for career and technical schools as it provides a quality education in academics and trade for all its students.

Thanks to the school/center and the Visiting Team

The visiting team thanks the school for providing outstanding hospitality. The chairpersons did an outstanding job leading the decennial for the school. NEASC expresses its gratitude to the visiting team for its hard work and collaborative spirit in helping each other with their reports. A special thank you to the team chair and assistant chair for their leadership and commitment to producing a report that will greatly assist the school in its improvement process.

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school/center'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/center. 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/center and suggested recommendations for improvement, the Committee requires that the evaluation report be made public in accordance with the Committee's Policy on Distribution, Use, and Scope of the Visiting Team Report.

A school/center's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team and others identified by the Committee as it monitors the school/center's progress and changes which occur at the school/center throughout the decennial cycle. To monitor the school/center's progress in the Follow-Up Program, the Committee 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 Committee in its notification letters to the school/center. School/center 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 Committee 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/center.

To ensure that it has current information about the school/center, the Committee has an established Policy on Substantive Change requiring that principals of member schools/centers report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts the school/center's adherence to the Committee'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/center's ability to meet the Standards for Accreditation. The Committee'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 Information Report which is required of each member school/center to ensure that the Committee office has current statistical data on the school/center.

The Committee urges school/center 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 Committee'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 Committee staff following the on-site visit.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school/center community completed an exemplary self-study that clearly identified the school/center'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
Committee on Technical and Career Institutions

Principals of member schools/centers must report to the Committee within sixty (60) days of occurrence any substantive change in the school/center which has a negative impact on the school/center's ability to meet any of the Committee's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school/center'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: Dr. Nikitoula Menounos
Assistant Superintendent
Connecticut Technical High School System
Middletown, CT

Assistant Chair: Ms. Gilda Puccio
Related Educational Department Head, Mathematics
Norwich Technical High School
Norwich, CT

Team Members

Mr. James Bird
Culinary Arts Instructor
Blackstone Valley Regional Vocational Technical High School
Upton, MA

Ms. Deborah Brightman
Early Education and Care Instructor
Greater New Bedford Regional Vocational Technical High School
New Bedford, MA

Ms. Virginia Cann
Graphic Arts
H. C. Wilcox Technical High School
Meriden, CT

Mr. Brian Charron
Carpentry Instructor
H. H. Ellis Technical High School
Danielson, CT

Ms. Susan Foss
Mathematics
Bullard-Havens Technical High School
Bridgeport, CT

Mr. Michael Garcia
Music
Vinal Technical High School
Middletown, CT

Ms. Stephanie Grover
IT Systems/Networking
Oxford Hills Technical School
Norway, ME

Mr. John Kline
Welding / Metal Fabrication Instructor
Charles H. McCann Technical School
North Adams, MA

Mr. Ken Leggo
Air Conditioning / Heating / Ventilation Instructor
Howell Cheney Technical High School
Manchester, CT

Ms. Erin Macaruso
Guidance / Student Services
Worcester Technical High School
Worcester, MA

Mr. Keith McLinden
Social Studies
Montachusett Regional Vocational Technical School
Fitchburg, MA

Ms. Vicki Poulin
Health Assisting Instructor
Nashoba Valley Technical High School
Westford, MA

Mr. Richard Radlo
Science Evaluator
Norwich Technical High School
Norwich, CT

Ms. Josephine Robles
Cosmetology
William M. Davies Jr. Career and Technical High School
Lincoln, RI

Mr. John Savage
ELA
South Shore Vocational Technical High School
Hanover, MA

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