



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

VISITING TEAM REPORT

North Country Career Center

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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 facilities 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 the North Country Career Center (NCCC), a committee of over thirty members of the NCCC staff, 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 at NCCC extended over a period of fifteen months from October, 2015 to January, 2017.

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, North Country Career Center 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 eight members was assigned by the Committee on Technical and Career Institutions to evaluate North Country Career Center. The visiting team members spent four days in Newport, Vermont, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, technical program teachers, guidance counselors, and school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of NCCC.

The Visiting Team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- shadowing students
- classroom observation
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

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 the North Country Career Center.

School/Center Profile

School/Center Profile

The North Country Career Center (NCCC) is located in the city of Newport, Vermont which is one of the three county seats that make up the Northeast Kingdom. Newport is in the extreme northeast corner of the state and is approximately six miles from the Canadian Border. NCCC is a regional career center serving students from North Country Union High School and Lake Region Union High School. These two districts comprise a 65-mile diameter area that includes 19 towns. Census figures (2015) for Orleans County show a population of 27,100 with a median household income of \$42,831 and a per capita income of \$23,213. Median wages are the second lowest in the state and about 15% of the population live below the poverty level. Approximately 50% of our student population qualifies for the Free and Reduced Lunch program. Historically, Orleans Country is one of the poorest in Vermont and that trend continues.

The unemployment rate in December 2016 was 5%. Vermont has a negative population growth (-0.5% between 2010 and 2015) and has an aging population which is of concern for the future of a skilled workforce. Orleans County had been relying heavily on major investments through a consortium of projects that were slated to be developed including Burke Mountain, Jay Peak Resort, a major retail/hotel project in downtown Newport, a Bio-Tech firm and other plans through the federal EB5 funding mechanism that has subsequently been disbanded due to several factors. There were many satellite smaller investments that have been spurred by this overall investment that are now also on hold.

One of the recent positive economic impacts has been the opening of a large Walmart supercenter in Derby which has created jobs. Tourism continues to be a major factor and Orleans Country has a very high percentage of second home ownership due to the many lakes and natural beauty of the area. Culturally, many inhabitants are descended from French Canadians from Quebec and gradually this culture and heritage has been absorbed into the community. The older generations still speak French but there are very few students who are being raised bilingually. Orleans County is about 97% white in terms of the racial makeup of the population. This has been a consistent pattern for many years and there is little immigration to this area due to lack of employment opportunities and the relative isolation of the area.

North Country Career Center pulls students in from two 9 – 12th grade high schools in Orleans County. The center is attached to North Country Union High School (current student population of 716); Lake Region Union High School (current student population of 387) is 15 miles to the south. The United Christian Academy, which is a private school, also has the option of sending students to the Career Center. The career center is available to home schooled students, and on a space-available basis to adult students.

NCCC serves 11th and 12th grade students through thirteen half-day two year programs (Building Trades; Computer & Networking Technology; Cosmetology; Culinary Arts; Early Childhood Development; Forestry, Agriculture & Water Resources; Health Sciences; Heavy Equipment Operation & Maintenance; Marketing, STEM & Mechatronics, Transportation Science Technology; Video Game & Web Programming and Welding & Metal Fabrication). The career center also offered programs in Hospitality and Tourism and Green Industry Technologies, but these will no longer be offered as half-time programs due to low enrollment and other factors. There are also Pre-Tech Foundation classes for grades 9 -12 from North Country Union High School that offer students a one-semester experience in various career pathways. At this time, Lake Region Union High School students are not able to enroll because of the time for transportation to the center and scheduling differences.

Enrollment stability has been very consistent over the last ten years with about 65% of the North Country Union High School students taking a full program, and about 15% of Lake Region Union High School students

participating. A major barrier for Lake Region students is that NCCC follows both the daily schedule and academic calendar of North Country Union High School which differs from Lake Region's. The two high schools are in separate school districts with different governance and while efforts have been made to improve the consistency of schedules, there are still gaps.

The number and percentage of Center students receiving IEP and 504 services has decreased significantly over the last three years, and there have been no ESL students enrolled over the past decade.

In Vermont, the expenditures per pupil are usually reported as the announced tuition rate for each career and technical education center. In fiscal year 2016, the announced tuition for the North Country Career Center was \$13,521.00. As compared with other centers, NCCC ranked as the 6th lowest tuition rate (of the fifteen centers that reported). The lowest rate was \$10,464.00 while the highest was \$20,244.00. The mean tuition for 2015-2016 was \$14,831.40 and the median rate was \$14,495.00.

The completer rate for students for two year programs for FY2016 was 70%. The other 30% who did not complete their program would be a combination of students who attended early college programs, graduated from high school in 2016 but choose not to do the second year of an NCCC program, and would also include several students who dropped out of school altogether. The attendance rate of students at the career center for the 2015-2016 school year was 95%.

The greater community is very supportive of the career center as indicated by their willingness to continually pass the budget in support of the center. Local partnerships abound through the many community members who are on Program Advisory Committees, participate in the Interview Day, offer Work Based Learning sites and a myriad of mentorships and community service opportunities for career center students. As last count, there were over several hundred business and community sites that offered work based learning opportunities. One example of a loyal and fully committed local partnership is with North Country Hospital who integrates several dozen Health Sciences students every year into clinical rotations. Educational relationships are not only reflected in the work based learning opportunities, but in the dual enrollments opportunities, known as 'Fast Forward' in Vermont CTE, with the Community College of Vermont and Vermont Technical College. These partnerships are subsidized on a state-wide basis by the Carl Perkins grant awarded to Vermont. NCCC also has a dual enrollment agreement with Central Maine Community College, and there are a number of articulation agreements with colleges in New Hampshire, Vermont and New York.

Student recognition programs center around the Career and Technical Student Organizations which are: DECA (An Association of Marketing Students), FFA (Future Farmers of America), FBLA (Future Business Leaders of America), and SkillsUSA. Students participate in local chapters, state and occasionally national competitions. There is also a newly formed NCCC Student Voice and Choice group which has begun to examine the culture and practices at NCCC through the Up for Learning group. Students also have access to clubs and organizations through their home high school.

Standard 1 Indicator 1

Narrative Program Summary

The North Country Career Center (NCCC) engaged in a collaborative and inclusive process to identify the school's mission, core values and beliefs about learning as well as its vision for the future. The process utilized research based and nationally recognized models of career and technical education as exemplars for rigorous programs of study and best practices. During the 2012-2013 school year, a facilitated committee of 16 people representing the Career Center's three sending schools and the greater career center community met over a five month period to identify and analyze the status of the culture, climate, activities, successes and challenges of the career center. In doing so, the committee was able to articulate the NCCC mission, core values and learning expectations and focus upon the areas that were most important to move the center into the future. The 2013-2018 Five Year Strategic Plan was intended to advance programs that are academically rigorous, provide equity and access to learning opportunities across the service area, and prepare all students to be career, college, and community ready. NCCC's Mission, Core Values and Expectations are shared below:

North Country Career Center - Preparing Students for Career, College and Community

North Country Career Center's Vision is to provide an educational environment for the development of technical, academic, and social skills. NCCC recognizes that education is a lifelong experience and promotes the development of career and technical skills that prepare students for success as productive and responsible members of society through the following:

Responsive Curriculum

- Curricula will prepare all students (high school and adult learners) to meet national and Vermont education and industry standards
- Learning environments that are equipped with multimedia technology equipment and software to support multiple pathways for learning and teaching
- Curricula that prepares all learners with the personal and professional skills to be successful employees and employers, lifelong learners and productive community members, demonstrating the Habits of Mind in their everyday lives

Seamless Integration of Services

- Multiple pathways to rigorous curricula, programs and services provide ongoing opportunities for all students
- Students have access to curricula and services that develop their technological, interpersonal and employability skills needed for successfully transitioning from learning in school to engaging in civic and business responsibilities
- Students take personal ownership for, and with staff support create and monitor their educational and career goals
- Work experiences prepare students for a seamless transition into post-secondary learning and employment opportunities

NCCC CORE VALUES

Character
Competence
Creativity
Community

WE BELIEVE

- Students learn best when they are provided opportunities to apply learning in an authentic matter
- The instructional environment needs to be physically and emotionally safe for all students' educational needs and differences should be considered when implementing a Personal Learning Plan
- An ongoing focus on academic rigor enhances students' ability to be successful
- Both technical skills and work-ready skills are equally important for continual student success
- Technology is an integral portion of a students' learning experience and should reflect current industry standards
- Students are most successful when they are involved and invested in their educational plan

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- teacher interview
- students
- community members
- school leadership
- school website

Standard 1 Indicator 2

Narrative Program Summary

NCCC has challenging and measurable learning expectations for all students which address career, academic, social, physical, and civic competencies. Each expectation is defined by specific and measurable criteria for success, although several different instruments are used by teachers to define high levels of achievement in each technical program. NCCC has articulated the school's Learning Expectations through the Portrait of a Career Center Student which articulates the 23 attributes that define Career, College and Community Ready students. Academic skills are measured through end-of-program assessments given by the Vermont Agency of Education as well as through third-party scenario assessments in several technical programs. In 2017, seven of the programs will be administering state supported end-of-program assessments, they are: Marketing, Health Sciences, Forestry, Culinary Arts, Computer Networking Technology, Building Trades, Videogame/Web Programming. As years progress, the state will be creating exams for the other programs. Earning proficiency on the exams is an expectation, but it does not dictate a student's ability to graduate from NCCC.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- school support staff

Standard 1 Indicator 3

Narrative Program Summary

NCCC'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 by always striving to ensure that every student is Career, College and Community ready. The learning beliefs and expectations, as well as the Habits of Mind are reviewed with students and posted in classrooms. These two documents are prominently displayed in the classrooms in an easily accessible area. The NCCC mission, Preparing Students for Career, College and Community, drives all aspects of the operations of the center. The culture promotes professionalism in a student's technical program from the time a student interviews (as part of the application process) to the completion. Students begin their experience by being personally interviewed by the Center's Director, in order to go over the individual interests of the student attending NCCC. At the conclusion of a two-year student's experience at NCCC, he or she will complete a second interview with an outside member of the industry studied during the annual "Interview Day" organized by the Work Based Learning (WBL) Coordinators. Additionally, each student will create a binder portfolio of his or her experience that is used during the interview. NCCC is moving toward requiring students to create an electronic version of the same portfolio, to match the mounting expectations that are developing within industry to do so.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- teacher interview
- department leaders
- school leadership
- school support staff
- school website

Standard 1 Indicator 4

Narrative Program Summary

NCCC reviews the mission, core values, beliefs and learning expectations with the Regional Advisory Board and the school staff. The director provides multiple forms of current research and best practices in CTE, as well as the district Design for Learning when reviewing with staff and the board. NCCC receives information from the Vermont Department of Labor Economic & Labor Market Information Division that is used when reviewing its programs, curricula and student expectations. In addition, the director works closely with the Vermont Agency of Education and is developing a Career Pathways model for rigorous programs of study in CTE. This information is shared with the NCCC community and is used to insure that programs and services are current and its mission remains focused and relevant to the needs of its students and industry, as well as compliant within its legislative mandates.

Sources of Evidence

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

Standard 1 Indicator 5

Narrative Program Summary

The center's mission, core values, beliefs, and learning expectations are widely displayed throughout the facility, on the website, and in all handbooks. The mission, vision and core values and beliefs are printed on cards that are displayed in all common areas and in all classrooms. The learning expectations, entitled "Portrait of a Career Center Student" are displayed in all classrooms, offices and on the website. The 16 Habits of Mind are also clearly posted in all classrooms. Infographics about each of the programs exist and are on display throughout the NCCC facility. They provide information about the individual programs, with outcomes of study, employability and earnings statistics. The Center provides opportunities for students to participate in activities that align with its mission, core values, beliefs, and learning expectations. Organizations like SkillsUSA, Future Business Leaders of America (FBLA), Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), and Student Voice provide opportunities for students to compete in educational competitions and complete community service hours. The Work-Based Learning program allows students to complete cooperative work hours in industry jobs around the community. The Youth and Adults Transforming Schools Together (YATST) Student Voice and Choice group grants student reps the opportunity to leave their legacy at the Center.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- school website

Standard 1 Commendations

Commendation

NCCC has made great strides in the past five years to include all stakeholders in the planning and decision making for the future of the center. Besides an inclusive process for strategic planning, it now has parent, teacher and student representatives on the Regional Advisory Board.

Commendation

Students consistently express that through their career center program they have a strong sense of community and pride.

Commendation

NCCC students and faculty for their outstanding community involvement through student-run organizations which include SkillsUSA, FBLA, DECA, FFA, Work-Based Learning and Student Voice, Clothing Drop and Swap, Santa's Workshop, providing volunteers at Camp Ta-Kum-Ta, and participating in the Dandelion Run all of which are greatly appreciated by the community and organizations it positively impacts.

Commendation

The students of NCCC have been successful through the YATST (Youth and Adults Transforming Schools Together) Student Voice and Choice program in reducing bullying and minimizing gender-based stereotypes associated with specific career programs.

Commendation

Modifying the admission process to include a personal interview with the Director of the Career Center for all students that apply, and concluding their education with Interview Day where all students interact with a professional who is working in the students' chosen field.

Standard 1 Recommendations

Recommendation

Identify one common measurement tool for tracking student proficiency in the defined learning expectations.

Recommendation

Proceed with the implementation of electronic portfolios for seniors, keeping up with industry standards and expectations.

Recommendation

Continue to target areas of concern presented in the Five Year Strategic Plan. Coordination of calendars of sending schools was highlighted as a strategy of Goal S1 and that could help greatly in the unbroken delivery of curriculum.

Standard 2 Indicator 1

Narrative Program Summary

Most of the NCCC technical curriculum is purposefully designed to ensure that all students practice and achieve each of the center's learning expectations; however, because the transferable skills expectations were developed after the implementation of some curricula, not all of the technical programs are current with these.

Most technical programs have undergone curriculum review and updates since the adoption of the center's learning expectations. Two programs, Green Industry Technologies and Hospitality and Tourism have been reviewed by the administration and the boards and a decision has been made to discontinue the full programs in the upcoming school year. This decision was made because of overall declining student enrollment (from sending schools), low program enrollment over a five year period, not meeting the expectations of the Vermont priority sectors (high skills, high growth, high wage) as well as a full curricular review that found that the program goals were not fully aligned to the stated learning expectations. Currently there are no new programs in the process of being introduced; however, there has been an increase in 9th and 10th grade Program Introductory Classes that showcase a program through a semester-long course. This is being done intentionally to increase interest and enrollment.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- department leaders
- school leadership
- school support staff

Standard 2 Indicator 2

Narrative Program Summary

All NCCC program curricula is written in a common format at the program of studies level, with technical concepts, content, and skills, but not all units of study for each program contain essential questions. All curricula contain center's learning expectations, developmentally appropriate instructional strategies and a variety of developmentally appropriate assessment practices.

All programs follow the Vermont Competencies for Career and Technical Education (CTE), and NCCC developed a template using the Vermont Program of Studies new program approval form. This new template is now used in all NCCC programs and documents all of the required elements for career and technical programs in Vermont. The elements include: Career Cluster and Pathway; Program Name and Description; Student Outcomes; Labor Market Information; Curricular Connections; Program Assessments; Program Endorsements; Industry Recognized Credentials; Learning Standards (Technical, Academic and 21st Century Skills) and Business and Entrepreneurship Skills.

Lesson/Unit plans for programs are not written in a common format. A plan has been established to review this with the program advisory committees to get feedback as to whether or not they think it would be helpful to have a common curriculum format, as long as all programs are meeting the Vermont state standards. Program teachers do participate in cluster meetings at the state level to review competencies. The newly established state competency testing is also being reviewed and established with teacher input.

Teachers are expected to create two substitute lesson plans and provide them to the main office, in case they are unable to be present. As they are used, teachers are also expected to replenish the supply of substitute plans.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- school support staff

Standard 2 Indicator 3

Narrative Program Summary

All 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, authentic learning opportunities both in and out of center and informed use of technology. Cross-disciplinary learning occurs in most, but not all programs.

All programs utilize project-based learning and many programs work together to solve problems or create projects. One example of this was the Henry David Thoreau Cabin project. A replica of Henry David Thoreau's cabin was built by the Building Trades program in 2015 using lumber milled by the Forestry, Agriculture and Water Resources program and in collaboration with the high school Language Arts class that video-taped the entire process. The cabin is now in the park across from the school. The Hospitality Program and Culinary Program have collaborated on numerous projects therefore making it easier for students to transfer to other programs when the Hospitality Program is closed.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- school leadership
- school support staff

Standard 2 Indicator 4

Narrative Program Summary

Throughout the NEASC Committee's visit to NCCC, it was apparent that there is a clear alignment between the written and taught curriculum. Teachers have designed curriculum based upon the Vermont strands and competencies. The projects displayed in the programs showcase a distinct parallel between the competencies and what was taught in order for such projects to be produced.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- teacher interview
- school support staff

Standard 2 Indicator 5

Narrative Program Summary

Effective curricular coordination and vertical articulation exist between and among all areas within the center. As one can see from the program of studies, there are many pre-tech foundations classes available to ninth and tenth grade students that provide exposure to many career center programs and clusters. The programs also have clearly articulated pathways to post-secondary through dual enrollment classes and articulation agreements.

Through the Office of External Learning and Media Resources, students may elect to take part in online Virtual Learning Courses (VTVLC). They may also work with Work Based Learning (WBL) Coordinator to take part in cooperative employment and dual enrollment opportunities. For cooperative employment, students will typically find a job of interest on his or her own, or enlist the aide of the WBL Coordinator or Program teacher to locate a position that parallels what would be taught in his or her program at NCCC. Dual Enrollment is offered in three specific ways:

1. Students may elect to take up to two free dual enrollment courses at NCCC. Enrolling in a third course would cost just \$100. Courses are taught directly at NCCC by instructors who have been qualified to be on par with adjunct professors.
2. Vouchers may be used by students to take up to two courses at a local community college, state or private university.
3. Early College is the final option, in which students enroll at a college full-time and complete his or her high school graduation requirements, while simultaneously earning up to 30 credits from their host college.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- department leaders
- school leadership
- school support staff

Standard 2 Indicator 6

Narrative Program Summary

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.

All programs have sufficient staffing with one teacher per program; the Cosmetology program has an instructional aide as well as a teacher. Health Sciences is the largest enrolled program and there is a teacher for level one and for level two, with two sections of each class. The STEM and Mechatronics program has a teacher for year one and another for year two, but these teachers also are assigned introductory classes. The local budget supports all of the needs of the programs, while the state equipment grant is used for larger equipment and supply purchases. The Carl Perkins Grant is used for staff development, connecting with post-secondary education, non-traditional recruitment, upgrading programs and linking with business and industry. Over the past ten years NCCC has also received Program Innovation Grants from Vermont Agency of Education. The grant funds paid for curriculum development, equipment and training.

The Office of External Learning and Media Resources is an excellent resource for students and was fully funded through the technology reserve fund. The office houses a computer center, as well as the individual office spaces of the two Work Based Learning Coordinators. Research, portfolio design, OSHA and Accuplacer testing occur in the office's computer lab.

Sources of Evidence

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

Standard 2 Indicator 7

Narrative Program Summary

Some, but not all of the program curriculum is developed, evaluated, and revised using assessment results and current research. For example, the Computer Networking Program uses a curriculum designed by CISCO, while the curriculum for the Welding program is under revision.

While most programs are constantly revising curriculum based upon industry experts on the Program Advisory Committees (PAC) and current research, a few programs do not, or the PAC is not as active in the curriculum development. The Welding program curriculum needs to be reviewed and revised to meet the state standards. It also needs more depth in lesson planning. This Program Advisory Committee needs to find more industry members who will contribute to the program. Those industry members who have participated in a PAC have provided valuable insights into his or her field. As more students participate in work based learning opportunities, connections are made with employers; many of which then join the Program Advisory Committees.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- school leadership
- school support staff

Standard 2 Indicator 8

Narrative Program Summary

In most programs, 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. All programs have a minimum of two PAC meetings per year which are introduced with an agenda. Minutes for the meetings are posted on the NCCC webpage and a hard copy is kept on file in the NCCC main office.

Sources of Evidence

- self-study
- school leadership
- school support staff
- school website

Standard 2 Indicator 9

Narrative Program Summary

All technical programs are competency-based education identifying specific duties and tasks. While technical programs still follow the Vermont Competency lists, the state is moving toward Proficiency Based Graduation requirements (PBGs). In the future, all programs will have an end-of-year state mandated proficiency test. During this school year, seven programs will be taking part in the testing at NCCC.

Sources of Evidence

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

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. All programs offer Industry Recognized Certifications that prepare students for their technical field. The Health Sciences program offers a Licensed Nursing Assistant (LNA) program and the hours that students obtain in the Cosmetology program can be applied to their state license if they pursue the profession (the NCCC program does not meet the hourly requirements for licensure). The program does often have students complete the state-required licensing hours by transferring to the Barre Technical Center, where for an additional \$3,000, students can complete his or her hours in order to become licensed.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- school leadership

Standard 2 Commendations

Commendation

All curriculum reflects the expectations for all students to be prepared for a career, college and work within the community.

Commendation

Strong Program Advisory Committees provide expertise around current trends in industry as well as technology and/or equipment needs.

Commendation

Strong community support through its Regional Advisory Board (RAB) for the career center budget to allow programs to continue to operate well.

Commendation

NCCC administration for successfully obtaining Program Innovation Grant funding from the Vermont Agency of Education to fund curriculum development, equipment acquisition, and new program development.

Commendation

For NCCC staff actively promoting diverse curriculum opportunities through three opportunities for dual enrollment, as well as VTVLC are offered to students.

Standard 2 Recommendations

Recommendation

Develop and implement a consistent policy and process for curriculum review.

Recommendation

Encourage recruitment and participation of new Program Advisory Committee (PAC) members in programs where participation is low.

Recommendation

Develop a plan to ensure that all teachers have provided two substitute lesson plans at the start of the school year, and replenish them as they are utilized.

Standard 3 Indicator 1

Narrative Program Summary

Instructional practices at NCCC are examined through the annual goals and evaluation process established by the Supervisory Union, annual reviews by Program Advisory Committees, and through ongoing self-reflection, professional development and classroom observations. NCCC uses the Danielson evaluation model and each fall the director meets with every teacher to review teaching practices and establish two goals for the year. One goal is always focused on instructional practice. Level One teachers receive two formal observations and evaluations per year and level two teachers are evaluated as needed. All teachers are observed through walk-through evaluations and the center as a whole is observed through "learning walks" carried out by principals from schools around the region. The purpose of the learning walk is not to evaluate staff, but to focus upon student engagement.

All students are interviewed upon program completion and NCCC uses a post-graduation survey to evaluate students' learning experiences and program outcomes for students.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school support staff
- school website

Standard 3 Indicator 2

Narrative Program Summary

Teachers' instructional practices support the achievement of the school/center's learning expectations, as evidenced by the following:

All Career Center programs incorporate project-based learning and competency based assessments which are adapted to student needs and pacing.

Career Center programs embed credit for science, mathematics and social studies and provide instruction in transferable skills. Many programs work collaboratively to enhance their curriculum. For example, both the OSHA and CPR training are offered collaboratively between programs.

Students in the Career Center are accountable for self-reflection through the portfolio process. They complete work samples related to competencies, and identify goals. All Career Center programs incorporate project-based learning and competency based assessments which are adapted to student needs and pacing. For example, planning and constructing a building or leveling a landscape to specific grade. On Salon Days in the Cosmetology program, students identify customer needs and apply their skill set to reach a common goal.

The Center organizes several community events such as the Annual Car Show and Free Vehicle Safety Check, Senior Interview Day, the Hospitality and Tourism Gala Event, and the Maple Sugaring Open House. Students utilize the skills they have learned in their program (both technical and transferable) to plan and execute these events.

Customer service and quality workplace communication skills are integral to every program. Interview Day, the portfolio process, and the mastery of technology are expected of program completers.

Students receive feedback through daily communication with the instructor. Often, students receive one-to-one instruction, rubrics, skills assessments, project grades, lab and professionalism grades, journals and work-based learning evaluations are all reflected by the school's online grade portal, PowerSchool.

Students in the Career Center are accountable for self-reflection through the portfolio process. They complete work samples related to competencies and identify goals. Every student is educated about work place evaluations, and can utilize it for self-improvement. In addition students have multiple opportunities to demonstrate content mastery through practical application of the competencies. Many programs also require students to submit daily reflective journals.

All students are expected to self-advocate and be personally accountable for grades, email and cloud files through the schools' databases and systems. Programs are integrating e-portfolios for Year One students, files are shared and edited in teams, and online resources such as textbooks, virtual learning and repair manuals are utilized to enhance the classroom. The latest technology for each program (equipment, etc.) is ensured through the Program Advisory Committee recommendation process.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school leadership

- school support staff

Standard 3 Indicator 3

Narrative Program Summary

Students are formatively assessed daily through journals, lab activities, exit tickets, and work samples. Instruction is adapted to ensure multiple opportunities to master content and the student has various means of accessing written communication as well as audio books and online texts. All student accommodations are met.

All Career Center programs incorporate project-based learning and competency-based assessments which are adapted to student needs and pacing. One-to-one instruction, student directed learning activities, roles and responsibilities, and access to materials are varied based on needs and experience. The Career Center's Special Needs Coordinator works closely with all program instructors to provide support where needed.

All students are assigned roles in group learning activities and are assessed on their ability to work successfully to complete assigned tasks. Extensions of these projects include community events previously mentioned (the Annual Car Show and Free Vehicle Safety Check, Senior Interview Day, the Hospitality and Tourism Gala Event, and the Maple Sugaring Open House) as well as others.

The Career Center's Special Needs Coordinator works closely with all program instructors to provide support where needed. All students are given multiple opportunities to demonstrate mastery. The Work-Based Learning Coordinators and Career Guidance Counselor also network within the classrooms to provide the best possible support for student learning and engagement.

Teachers adjust their instruction to meet the needs and goals of each student in the school day. Students are formally assessed daily through journals, lab activities, exit tickets, quizzes, and work samples. Instruction is adapted to ensure multiple opportunities to master content and the student has various means for accessing written communication. Students have access to audio books, online classrooms, online texts. Students can have access to para-educators as needed by the student and their IEP/ 504 Plan.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school support staff

Standard 3 Indicator 4

Narrative Program Summary

Teachers, individually and collaboratively, improve instructional practice by:

Reviewing student data to determine overall teaching practices.

Seeking feedback regarding student products. I.e., Salon days, Interview Day, the Falcon Café, the School Store, CTSOs, Auto repairs, and others.

When completing competencies, students are observed and evaluated. Gaps in their learning are identified and instruction is targeted to reach mastery objectives. A student who has mastered all program-related skills would be able to advance to more independent work stations, while others may be offered a review.

Students receive feedback through daily communication with the instructor. Often, students receive one-to-one instruction. Rubrics, skills assessments, project grades, lab and professionalism grades, journals and work based learning evaluations are all reflected by the school's online grade portal, PowerSchool.

The Career Center's professional development plan has incorporated best practice in instruction such as Habits of Mind, National Alliance for Partnerships in Equity (PipeSTEM and Micromessaging), the Formative Assessment Project, Literacy Across the Curriculum, Understanding by Design, Personal Learning Plans, and Utilizing Technology in the Classroom.

Each program meets biannually with a group of industry professionals and colleagues to identify program strengths, goals and student outcomes. It is through individual Program Advisory Committees, career cluster meetings, and Career and Technical Education conferences, instructors remain current with industry trends and partners that implementation of these practices is evaluated.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- students

Standard 3 Indicator 5

Narrative Program Summary

All teachers, both as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Teachers remain current with their licensing endorsements, and implementation of these practices is evaluated through classroom observation and goal reflection. Vermont CTE licensure requires teachers to participate in a minimum of 135 hours of professional development activities directly relating to their field of expertise over a five year period. Many teachers attend industry-sponsored national conferences to learn new things in their fields. Monthly meetings, in-service and workshops are capitalized upon to enhance collaboration with colleagues to improve instructional practices. Teachers are encouraged to visit other career centers throughout the state to observe instructional practices. Teachers are also encouraged to participate in NEASC accreditation visits to learn about CTE programs in other New England states.

Sources of Evidence

- self-study
- teacher interview
- teachers

Standard 3 Indicator 6

Narrative Program Summary

All new teachers and staff receive training in Hazardous Materials through the supervisory union Hazardous Communication Program. All staff receive a review of hazardous materials procedures at the start of the school year. All program students are offered industry-specific safety training including CPR, OSHA, SP2, Lock Out/Tag Out, Fire Extinguisher and Barbicide. All students must satisfactorily complete the training in order to advance to specific tasks within their individual programs. Child Labor Laws, and OSHA considerations are accounted for in Work-Based Learning.

Sources of Evidence

- self-study
- teacher interview
- community members

Standard 3 Commendations

Commendation

The administration for encouraging teachers to pursue a variety of courses, workshops and classes through professional development outside of their required certification areas to enhance knowledge pertinent for current learning and practices.

Commendation

The administration and faculty for ensuring that program curriculum is adjusted on a regular basis in every program area to reflect the latest industry standards and needs of the community.

Commendation

The administration and faculty for instituting project-based learning in all program areas as the key strategy to personalize instruction for all students.

Standard 3 Recommendations

Recommendation

Establish a process to regularly monitor and adjust programs and curricula to reflect current economic opportunities and skills to ensure that students meet the learning expectations, state competencies, and industry standards in all program areas.

Standard 4 Indicator 1

Narrative Program Summary

The professional staff continuously assess whole-school and individual student progress in achieving the school/center's learning expectations. All professional staff continuously assess whole-school and individual student progress in achieving the center's learning expectations.

All teachers assess individual student progress in achieving the school/center's learning expectations, while the director and Regional Advisory Board monitor and assess whole-school progress in achieving the school/center's learning expectations. Methods of assessing progress toward achieving the center's learning expectations are:

Formative Assessment	Summative Assessment	Other
Projects	Final portfolio assessment	Regular input of grades
Portfolio documents	Semester exams	Student support meetings
Exams	Work Based Learning evaluation	
Employability grades	End of year program assessment	
Participation		
CTSO involvement		
IRC completion		
Professionalism		

School-wide progress toward goals is reported monthly to the school board (sample attached) and bi-annually to the Regional Advisory Board (RAB) when reviewing programs at the end of the year and again in October of each year as part of the budget process.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Program Advisory Committee

Standard 4 Indicator 2

Narrative Program Summary

The school/center's professional staff communicate:

- 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.

While the professional staff at NCCC are very good at communicating individual student progress in achieving the school/center's learning expectations to students and their families, and communicating the center's progress in achieving the center's learning expectations to the center community and stake holders, it could improve in the area of communicating the center's progress to the greater community and citizens of the area.

Individual student progress in achieving the school's learning expectations is communicated to students and their families through:

- Powerschool access for families
- Google classroom
- Instructor communication with families
- Timely grading
- Communication with guidance coordinator
- Communication with student guidance counselor

The school/center's progress in achieving the school/center's learning expectations is communicated to the school/center community and stakeholders through:

- Program advisory boards
- Regional advisory boards
- Annual Open house
- Press releases to local newspaper
- Social media updates
- Work based learning

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- students
- parents
- school board
- community members

- department leaders
- central office personnel
- school leadership
- school website
- Program Advisory Committee

Standard 4 Indicator 3

Narrative Program Summary

All teachers communicate to students the learning expectations and the unit-specific learning goals to be assessed, and communicate to students the unit-specific learning goals to be assessed through the class syllabus, curriculum outline, and scoring rubrics shared with students. The results can be validated through an analysis of a student portfolio in any program.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- teacher interview
- teachers
- students

Standard 4 Indicator 4

Narrative Program Summary

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

Examples of the kinds of assessments used by teachers include:

Formative	Summative	Other
Projects	Final portfolio assessment	Regular input of grades
Portfolio documents	Semester exams	Student support meetings
Exams	Work-Based Learning evaluation	
Employability grades	End of year program assessment	
Participation		
CTSO involvement		
IRC completion		
Professionalism		
Daily journal/reflection		

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- teacher interview
- teachers
- students

Standard 4 Indicator 5

Narrative Program Summary

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

Examples of feedback methods utilized by teachers to provide specific and timely feedback to ensure students revise and improve their work are:

- Frequent PowerSchool grade entries
- Graded work is returned in a reasonable time to be revised
- Opportunities to retake/revise assessments and projects
- One-to-one teacher/student conferences

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- student work
- teacher interview
- teachers
- students

Standard 4 Indicator 6

Narrative Program Summary

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

Students are formatively assessed daily through journals, lab activities, exit tickets, and work samples. Instruction is adapted to ensure multiple opportunities for students to master content.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- 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 by way of:

- Administrator walk-through
- Formal observations
- Instructor self-assessment based on student performance
- Instructor goals related to self-improvement
- In-service trainings
- Peer observation

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- student work
- teacher interview
- teachers
- students

Standard 4 Indicator 8

Narrative Program Summary

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

All NCCC programs are reviewed annually by the director and the Regional Advisory Board. Program enrollment, number of students receiving dual enrollment credits and Industry Recognized Credentials, those students completing the two-year program, students transitioning to post-secondary education and training, entering the military, students employed in their chosen field, and employment opportunities in the field are reviewed. Yearly outcomes and trends are discussed.

Program Advisory Committees meet bi-annually to review programs and revise curriculum based on changes occurring in related fields that might affect the content of the course outlines. Examples include: outdated technology, environmental changes, ongoing advances in content, and changes in industry standards.

Faculty, parent and student representatives are all represented on the Regional Advisory Board (RAB) where they evaluate opportunities for continuing education, professional development and training in technology for faculty, external funding sources, and a plan for capital improvement.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- school board
- community members
- department leaders
- central office personnel
- school leadership
- Program Advisory Committee

Standard 4 Commendations

Commendation

Implementing Project-Based Learning and portfolio initiative in all of its programs to validate student achievement.

Standard 4 Recommendations

Recommendation

Continue to work in professional learning communities (PLCs) to revise assessment materials and rubrics to improve instruction and student achievement in all programs.

Standard 5 Indicator 1

Narrative Program Summary

The NCCC 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. The Center's Mission, philosophy and vision reflect the school's emphasis on a positive school culture which places student learning and engagement at the forefront of the school's practices. Through professional development such as Habits of Mind, shared expectations for student behavior, interaction, classroom formative and summative assessments of transferable skills, workplace behaviors the school environment continuously improves. Career and Technical Student Organizations (CTSOs) provide leadership training which further fosters engagement with the community. Career Center programs are unique in that they reflect a family culture; one in which students and staff work together to achieve the learning goals.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- students
- school board
- community members
- department leaders
- school leadership
- school support staff

Standard 5 Indicator 2

Narrative Program Summary

NCCC 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 (although the demographics of the region do not provide a great deal of diversity) of the population of the center.

All students are welcome to apply to the Career Center. The Center participated in training from the National Alliance for Partnerships in Equity (NAPE) designed to promote non-traditional student participation in our programs. The first training was PipeSTEM which promoted girls in STEM careers and also analyzed school data around non-traditional student participation and taught staff recruiting and teaching methods to promote and ensure gender equity. The second seminar was Micromessaging to Reach and Teach Every Student (<https://www.napequity.org/professional-development/teacher-training/>). Micromessages are small, subtle and often unconscious but powerful ways we communicate our biases regarding race, age, gender, culture, language, disability, class, and/or socio-economic status without ever realizing we are doing it. By studying our behaviors and intentionally considering how they affect others, the staff learns to be more inclusive of others differences and aware of how even their smallest actions affect students.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- teacher interview
- teachers
- students
- parents
- school board
- community members
- department leaders
- school leadership
- school support staff

Standard 5 Indicator 3

Narrative Program Summary

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 by establishing yearly goals related to improving teaching and learning. Program teachers establish yearly goals related to improving teaching and learning and discuss them with the director. Classroom observations, professional development and collaborative work occur continuously within the school year.
- Use resources inside and outside of the center to remain current with best practices by hosting biannual Program Advisory Committee meetings to advise teachers regarding program improvement and community connections. As stated, classroom observations, professional development and collaborative work occur continuously within the school. This ensures that teachers remain up-to-date related to their content areas. The Center's Career Guidance Counselor, Special Needs Coordinator and Work Based Learning Coordinators assist with community engagement and student success.
- Schedule formal time to implement professional development through several days dedicated to district professional development as well as early release days. The staff meets at least monthly to discuss the Center's goals and progress.
- Have a planned orientation program for new staff that is district-wide. New staff are assigned a mentor and are required to attend a new teacher orientation. Although these items are in place, a more comprehensive introduction/orientation specific to the center would be helpful.
- Apply the skills, practices, and ideas gained in order to continually improve curriculum, instruction, and assessment through a comprehensive professional development plan. Professional development currently centers around defining transferable skills. It is being facilitated by the Great School's Partnership, and it is a collaboration between the Career Center and the North Country Union High School staff.
- Ensure that all faculty and staff meet state and local certification requirements. The administration and Local Licensing Standards Board take great pains to ensure every educator attains, maintains and sustains their professional educator's license. Vermont has a CTE Teacher Preparation Program through Vermont Technical College. The North Country Supervisory Union pays for all coursework for teachers in this program. In addition, the Danielson Model of Evaluation allows for exceeding the standard for those who maintain outside certifications or licenses. The equivalent of three University of Vermont credits are paid for each year by the district for qualifying courses and conferences. Carl Perkins funding is used to provide staff development training for the entire staff. Examples of past training have been Using Technology in the Classroom (Google classroom and e-portfolio), Habits of Mind, and Project-Based Learning.

Sources of Evidence

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

Standard 5 Indicator 4

Narrative Program Summary

Research-based evaluation and supervision processes that focus on improved student learning are used to evaluate the performance of the administration, faculty, and staff. The Danielson Model for Evaluation is utilized with teachers. It involves goal setting, classroom observation, and reflection. All forms are electronic and shared with staff for immediate feedback. The NCCC Director is evaluated by the Superintendent of Schools using a self-reflective model that utilizes an electronic portfolio for recording goals, reflecting upon progress, and documenting activities.

Sources of Evidence

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

Standard 5 Indicator 5

Narrative Program Summary

The Career Center's time structure and schedule allows for quality integration of project-based learning, work-based learning and community outreach. Many staff utilize the school wide study hall (block three) to meet and discuss Career Academy planning, NCCC activities, CTSOs, and student outcomes/needs.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- school leadership

Standard 5 Indicator 6

Narrative Program Summary

The NCCC Director has coordinated the Habits of Mind training and implementation. The ongoing emphasis on character, competence, creativity, community, and the strategies inherent for success has positively impacted school culture. The Director is also working with the Vermont Agency of Education to develop a career pathways model and priority sector programs of study.

Sources of Evidence

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

Standard 5 Indicator 7

Narrative Program Summary

The Career Center is the main entrance to the high school and career center complex, where a friendly and articulate member of the NCCC staff provides direction and confirms identity. The recent survey of Career Center staff and students indicated that 100 percent of staff and over 90 percent of students felt welcome and pride in the Career Center. The Regional Advisory Board (RAB) is represented by staff, student, parent, industry, school, and community members.

Sources of Evidence

- self-study
- facility tour
- teachers
- students
- parents
- school board
- community members
- department leaders
- school leadership
- Program Advisory Committee

Standard 5 Indicator 8

Narrative Program Summary

Teachers exercise initiative through the coordination of school-wide projects, connections to the community, and active advisory committees. Many teachers volunteer their time for working with CTSOs and extra-curricular activities at the home high school (NCUHS).

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- teacher interview
- teachers
- students
- school board
- community members
- department leaders
- school leadership

Standard 5 Indicator 9

Narrative Program Summary

NCCC maintains two bulletin boards celebrating programs and work based learning. Student work is also displayed within the program classrooms. Large class projects are also displayed throughout the school and the community. The Thoreau Cabin, a replica of Henry David Thoreau's cabin was built by the Building Trades program in 2015 using lumber milled by the Forestry, Agriculture and Water Resources program and in collaboration with the high school language arts class is located in the park across from the school. The stainless steel NCCC located at the front of the school was designed and created by the welding class in 2009. The NEK artistic light bulb sculpture that is in the entrance way to the career center was a joint project between the adult education and secondary welding students. Press releases about student successes and projects are sent to the newspapers on a regular basis. The school website and Facebook page are utilized to further highlight the contributions and achievements of students. Several programs also have Facebook pages where they share their contributions to the community.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- school board
- community members
- department leaders
- school leadership
- school website

Standard 5 Indicator 10

Narrative Program Summary

The NCCC Director and Superintendent of Schools meet often to review program and center goals and discuss best practices. Vermont is moving toward proficiency-based graduation requirements and a personalized learning model. The Supervisory Union's Design for Learning initiative and the career center's core values and expectations reflect these practices. The Regional Advisory Board (RAB) is supportive and always adds a business and community perspective to the educational expectations.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- school board
- department leaders
- school leadership
- Program Advisory Committee

Standard 5 Indicator 11

Narrative Program Summary

The NCCC Director has the support of the superintendent, the Regional Advisory Board (RAB), and school board to make needed decisions as to the overall budget and day to day operation of the center. The Director reports progress toward goals to the RAB and school board. Day-to-day operational issues are dealt with by the Director but supported through meetings with the superintendent and the Business Operations committee of the school board. The Director facilitated an inclusive strategic planning process in 2012 to determine the long range goals for the career center.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- department leaders
- central office personnel
- school leadership
- Program Advisory Committee

Standard 5 Indicator 12

Narrative Program Summary

Current written policies and procedures are readily available to all personnel and to the public. Links to all policies and procedures can be found on the school webpage. All NCCC administrative procedures and forms are kept in a binder in the staff work area.

Sources of Evidence

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

Standard 5 Indicator 13

Narrative Program Summary

A written school/center improvement plan with measures of accountability has been implemented. In 2012 the community developed a five year strategic plan with goals and a timeline. This plan, along with student and program data has been the basis for our yearly action plans. Action Plans are written by the Director and approved by the staff and the RAB at the beginning of the year. The action plan is reviewed mid-year with the Superintendent and Director as part of the director's performance evaluation.

Sources of Evidence

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

Standard 5 Indicator 14

Narrative Program Summary

Students are given opportunities to participate in the following Career and Technical Student Organizations (CTSOs): Skills-USA, FBLA, FFA, DECA. In addition, the career center has begun working with the Up for Learning program to establish a Student Voice and Choice group.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- student work
- teacher interview
- teachers
- students
- parents
- school board
- community members
- department leaders
- central office personnel
- school leadership
- school website

Standard 5 Indicator 15

Narrative Program Summary

The center's calendar is designed to ensure minimal disruption of the school's educational program. There are times when programs are disrupted because of the different calendars adopted by NCCC's sending schools.

The two sending districts for the career center have worked diligently to implement a common calendar for students. Over the years the number of missed days from instruction has decreased from a high of over 40 days (under the previous Superintendent and Director) to the current schedule which is six days. These days of missed instruction occur when one school has students present but another does not; teachers do not introduce any new material on those days and instead use them as review days. Although the calendars are more closely aligned, there are still occasions when school activities may interrupt programming.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- school board
- community members
- department leaders
- central office personnel
- school leadership
- school website

Standard 5 Indicator 16

Narrative Program Summary

The center actively recruits students through career fairs, after-school programs, non-traditional guest speakers, and non-traditional teachers. Every year female students attend the Women Can Do event at Vermont Technical College (VTC) where students tour and receive information about all VTC programs. NCCC includes a Try-a-Program Day, which is open to all students. NCCC staff receives gender-equity training from the National Alliance for Partnerships in Equity (NAPE).

Sources of Evidence

- self-study
- teacher interview
- teachers
- parents
- school board
- department leaders
- school leadership
- Program Advisory Committee

Standard 5 Commendations

Commendation

Creating a positive, inclusive, welcoming atmosphere that fosters a culture of pride and respect at NCCC for all students.

Standard 5 Recommendations

Recommendations

Develop a new marketing and outreach program to promote and increase enrollment at NCCC.

Recommendations

Manage the third block study hall time to more effectively accommodate students whose personal schedules are overbooked with activities or who are facing challenges in their academic or CTE programs.

Standard 6 Indicator 1

Narrative Program Summary

All students have an equal opportunity to achieve the center's learning expectations through intervention and support services provided by the career center and North Country Union High School (NCUHS). NCCC offers support for all incoming first year NCCC students that are identified as in need of accommodations according to their IEP or 504 Plans.

In coordination with North County Union High School and Lake Region Union High School, NCCC provides a continuum of educational support services. Instructors/Guidance counselors/support staff can refer any student at risk for poor academic performance to a range of district-wide services including; the Educational Support Team (EST), Multi-tiered support services, student resource officer, behavior interventionist, alternative program/credit, school and contracted therapists, social services, and restorative justice & diversion programs. Every student in each program has the opportunity to participate in a Work-Based Learning (WBL) experience which will allow them further access to local businesses and industries. The first year students learn about the offerings for WBL early in the fall semester. They have equal opportunity to participate in non-paid Career Work Experiences as well as paid Career & Technical Education experiences. Both WBL coordinators visit each program multiple times during the academic year to enable all students equal access to external experiential learning. Certain programs have standing work placements already established, such as: Health Sciences, Cosmetology, and Early Childhood. In other programs, students will find his or her own placement or work with a teacher or WBL Coordinator to locate an appropriate placement. Students are allowed to participate, unless grades show that progress is not being made in his or her class. The coordinators will work with those students that do not quite meet the expectations, so they improve their academic success and become eligible.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- school support staff
- school website

Standard 6 Indicator 2

Narrative Program Summary

The physical areas provided for student support services are appropriate for the particular service and ensure privacy and confidentiality. The Special Needs Coordinator and School Counseling Coordinator have private office spaces and secure record keeping facilities, located within the main office of the Center. The offices are bright and welcoming environments for students. Within the Special Needs Coordinator's office, there are cubby-style walled-in desks for individuals to work at.

Both Work Based Learning (WBL) Coordinators have a private office where they can meet individually with students to discuss external learning opportunities. The newly revised Center for External Learning and Media Resources, room 441, offers a large conference/meeting area with computer access for students. This is where work on the portfolios, Accuplacer/OSHA testing occurs, as well.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- school leadership
- school support staff

Standard 6 Indicator 3

Narrative Program Summary

The center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations. School records and health records are held by the sending high schools. The Special Needs Coordinator holds all of the IEP's and 504 plans in a secured, locked fireproof file cabinet. Work-Based Learning coordinators keep all records filed and secure in their offices. This was all confirmed by a NEASC committee member, as offices were visited.

Sources of Evidence

- self-study
- facility tour
- school leadership
- school support staff

Standard 6 Indicator 4

Narrative Program Summary

The 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, conduct , inform faculty and staff of medical conditions of their students when appropriate, and use ongoing, relevant assessment data, including feedback from the center community, to improve services and ensure each student achieves the center's learning expectations.

Preventative health services and direct intervention services, as well as on-going student health assessments are the responsibility of the sending high schools. All Student health records are maintained at the sending high schools while emergency care is provided by the North Country Union High School Nurse. Licensed personnel include: 1.0 FTE CTE School Counseling Coordinator, 1.0 FTE Special Needs Coordinator, 1.5 FTE Work-Based Learning (WBL) Coordinators and seventeen program teachers. WBL Coordinators work and counsel students on all available employment opportunities as well as work with students on their NCCC portfolios. The School Counseling Coordinator also meets with students to address academic, social and family issues that both enhance and deter from academic performance. If it is shown that a student is in need of further counseling, he or she will be referred to an Educational Support Team (EST) - made up of counselors, a therapist, and the truancy officer. Recommendations for outside counselors are provided by the team.

All NCCC staff and faculty work with numerous community and area mental health and social services agencies including: NCUHS Educational Support Team (EST), Multi-tiered support services, student resource officer, behavior interventionist, vocational rehabilitation, alternative program/credit, school and contracted therapists, social services, and restorative justice and diversion programs. The Department of Vocational Rehabilitation (VocRehab) and the Department of Labor Employment and Training Division are also involved with many students. WBL Coordinators and the School Counseling Coordinator work closely with all agencies that serve NCCC students.

The data used to ensure that each student achieves the center's learning expectations includes: academic grades, discipline referrals, attendance records, IEP's and 504 plans, written evaluation reports, and conferences with parents/teachers/counselors. All students are evaluated at the end of the quarter or at the end of their WBL experience. The WBL Coordinators communicate regularly with the work site supervisors.

Emergency medical care is provided by the NCUHS Nurse's Office consisting of 1.5 FTE RN and 1 FTE LPN. Ongoing student health assessments are conducted through their home high schools who inform faculty and staff of medical conditions of their students when appropriate. The Nursing Offices of both high schools maintain medical records for each student and informs necessary personnel who are part of the student's educational team of any problems or issues. All NCCC instructors notify the Nurse's Office as needed for emergency situations. All medical records are securely maintained.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- school support staff

Standard 6 Indicator 5

Narrative Program Summary

The 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 center's curriculum, provide a wide range of materials, technologies, and other information services in support of the center's curriculum, are responsive to students' interests and needs in order to support independent learning and conduct ongoing assessment using relevant data, including feedback from the center community, to improve services and ensure each student achieves the center's learning expectations. Both sending high schools have complete libraries and employ licensed personnel in media resources. In addition, NCCC has the Office of External Learning and Media Resources that has eighteen computers with internet access and networked to a color printer, an interactive whiteboard and video-conferencing capabilities for virtual field trips as well as student research and presentations. NCCC also has access to multiple sources of technology which includes: full wireless internet access in all areas of the center, Ipads, individual laptops, computer labs, audio text and interactive whiteboards (SmartBoards and Eno Boards). Industry specific program technology is available to each student through their program.

Students are accommodated as needed with audiobooks and individual laptop computers. The NCUHS Computer Lab Coordinator and IT Support Specialist assist with student needs.

WBL Coordinators collaborate with the program instructors to ensure that each student has all materials necessary for employability skills, portfolio and e-portfolio completion, and preparation for the mock interview day. The WBL Coordinators provide employability skills training for the NCCC programs in addition to industry related skills taught by teachers. There are units on goal setting, labor unions, communication skills, job interviewing skills, work habits, business etiquette, and personal qualities of employees.

Sources of Evidence

- self-study
- facility tour
- student work
- school leadership
- school support staff
- school website

Standard 6 Indicator 6

Narrative Program Summary

Support services for identified students, including special education and Section 504 of the Federal Rehabilitation Act of 1973 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 and 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. The center has no English Language Learners; however, the district does employ a licensed ELL instructor who will be able to work with ELL students when they become students at the Center.

After a student has been accepted into the Center through its blind application process, the Special Needs Coordinator then identifies services for any students on IEPs and 504 plans. The Special Needs Coordinator has access to the students written evaluation reports, Individual Educational Plans, and 504 plans. The Special Needs Coordinator assists teachers with providing support for students in the classroom, but provides no direct services to student in the classroom setting. Sending districts are required to make appropriate initial referrals for students with IEPs to attend the Career Center. The program must be a good fit for the student, when considering safety aspects that exist in each. The program instructor takes part in the IEP team.

WBL coordinators meet with the special needs coordinators as needed to discuss the needs of individual students as they pertain to their WBL experience. Student accommodations are discussed in areas of disability to insure that students have the skills needed to be successful at the work site. There is also an opportunity for team meetings to problem solve issues that may pertain to their work experience. WBL evaluations are completed by the work site supervisors and the results are shared with each student.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- school support staff

Standard 6 Indicator 7

Narrative Program Summary

The institution has a published Information Resources and Responsible Use policy which is consistent with its mission. The Acceptable Use Policy is posted on the school webpage and each student receives a copy of the policy when starting school with an acceptable use form that the student and parent both sign before students are allowed computer/internet access. If the student violates the rules outlined in the policy, the rights to computer use can and will be suspended.

Sources of Evidence

- self-study
- school leadership
- school support staff

Standard 6 Indicator 8

Narrative Program Summary

An adequate method of student record keeping is in place and individual student files include all of the following; attendance, technical competency assessment, academic achievement, test results, Individual Education Plan or 504 Plan as appropriate, safety test documentation and Industry Recognized Certifications (IRC) attained. Student attendance, academic achievement, test results, and identification of Individual Education Plan or 504 Plan are all recorded in PowerSchool. IEPs and 504 Plans are kept by the Special Needs Coordinator in a secure manner and student accommodations are shared with program teachers. Technical competency assessment, safety test documentation and Industry Recognized Certifications (IRC) attained are all recorded in NCCC student portfolios.

Sources of Evidence

- self-study
- school support staff

Standard 6 Indicator 9

Narrative Program Summary

Although graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development, the amount of information is limited. The NCCC School Counseling Coordinator maintains follow up studies according to the requirement of the Vermont Agency of Education. The data is conducted on a six month and a three year basis. NCCC created a comprehensive online student survey that was piloted with the Health Sciences graduates, but responses were few. Many students who did not continue on with post-secondary education, or simply stopped working in their program's field, tend to avoid answering the surveys. The School Counseling Coordinator has begun these conversations prior to graduation this year and gathered the cell phone numbers of soon-to-be graduates, so calls will be able to be made in a few months to check up on the progress of NCCC graduates.

Sources of Evidence

- self-study
- school leadership
- school support staff

Standard 6 Indicator 10

Narrative Program Summary

An assessment system is available to assist students with the identification of career aptitudes and interests. Each student completes a career interest survey during sophomore year which is administered by the sending school and the results are recorded in the *Naviance program*. Naviance is used by both NCUHS and Lakes Region Union High School (LRUHS) as a mechanism for creating Personal Learning Plans, which are a requirement for all Vermont students. The career testing uses the Holland Occupational Themes to identify a student's suitability for six different categories of occupations.

Sources of Evidence

- self-study
- school leadership
- school support staff

Standard 6 Indicator 11

Narrative Program Summary

NCCC has a comprehensive safety/crisis response plan that ensures that students, faculty and staff are trained to assist with emergency situations, a written crisis intervention plan has been developed and implemented and evacuation procedures are widely publicized, and regularly scheduled drills are held and results documented. A binder that covers all emergency situation protocols has been provided for each program classroom. NCCC follows the North Country Union High School Crisis Plan that is updated every year. Fire drills, lock-down drills and evacuation drills are practiced monthly during the school year according to a schedule released by the Vermont Agency of Education; despite the season.

Sources of Evidence

- self-study
- school leadership

Standard 6 Indicator 12

Narrative Program Summary

Written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools. There is a written admission procedure to enroll in a career center program that is stated on the NCCC applications and in the Program of Studies. If students are interested in applying, they are to see the NCCC School Counseling Coordinator for an application.

Sources of Evidence

- self-study
- school leadership
- school support staff
- school website

Standard 6 Indicator 13

Narrative Program Summary

Student transportation is scheduled to ensure that all students will arrive and depart from the center with minimal loss of time on task. NCCC collaborate with the bus/transportation coordinator for NCUHS and the administration of LRUHS to make sure that students will arrive and depart on time. WBL students have transportation coordinated by their program instructors, WBL Coordinators, and parents. A schedule is maintained to coordinate times for students to arrive and depart from NCCC to the Land Lab. Some of the students are traveling great distances and need to take several buses, in order to get to his or her program. Challenges have arisen with scheduling because both sending high schools do not mirror one another when it comes to their individual schedules. The 3rd block each day helps to resolve that a bit because clubs may meet then, during the Study Hall time. Cold weather, freezing rain, and "mud season" also make transportation a challenge at different times throughout the year.

Sources of Evidence

- self-study
- school leadership
- school support staff

Standard 6 Commendations

Commendation

A well established Work-Based Learning (WBL) program that serves many students in all program areas. Each student gets to participate in the portfolio process and the mock interview day.

Commendation

Extensive access to current technologies for all NCCC students including those needing adaptive and individualized equipment.

Standard 6 Recommendations

Recommendation

Develop a plan for a more extensive and specific follow-up data collection system for graduating seniors.

Recommendation

Utilize Naviance for more than the career testing as there are many post-high school planning tools to assist NCCC graduates.

Recommendation

Develop a method for integrating the NCCC electronic portfolio with the students' personalized learning plan (as they are developed) from their sending school to meet NCCC Core Values expectations.

Recommendation

Modify and redesign NCCC website to improve functionality and access of information including access to all materials related to admission to the Center.

Standard 7 Indicator 1

Narrative Program Summary

The community and the district's governing body provide dependable funding for a wide range of 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 programs, sufficient instructional materials and supplies and a learning environment that supports high levels of learning for all.

The community has supported the career center by voting on Town Meeting Day to pass the NCCC budget every year for the past ten years (at least). The director works with the staff on what is needed in the program budgets for supplies, repairs and/or and equipment each year. The director also works with the Regional Advisory Board and the Business Operations Committee of the NCUHS school board to create a comprehensive yet fiscally responsible budget for the center. Money from the Carl Perkins grant also supplements the budget as well as a yearly state equipment grant. In addition to fiscal support, many businesses, organizations and individuals in the community support NCCC through the donation of time, equipment and/or materials. Rotary, Green Mountain Mulch, North Country Hospital, Numia Medical, Leroux Brothers and Gosselins are a few examples.

Sources of Evidence

- self-study
- teacher interview
- school board
- community members
- central office personnel
- school leadership

Standard 7 Indicator 2

Narrative Program Summary

The center community continuously develops, plans, and funds programs to ensure the replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility as well as adequate network infrastructure and technological peripherals. The center's plant is effectively and efficiently ventilated, heated, and lighted. The yearly budget is developed by the director in conjunction with the RAB and the school board to fund the maintenance and operation of the center, including cleaning and network infrastructure and technological peripherals. Both the district Wide-Area Network (WAN) and the Local-Area Network (LAN) are housed in NCCC and are supported by the North Country Supervisory Union (NCSU). NCSU assesses a fee to NCCC for technology infrastructure and support. The NCUHS Operations Coordinator, in conjunction with the NCCC Director, oversees all building related infrastructure issues. A portion of the Operations Coordinator's salary is paid by the NCCC budget for these services. Maintenance and custodial services are also provided by NCUHS and a fee is assessed through the local budget.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 3

Narrative Program Summary

There is sufficient funding to ensure the center implements a long-range plan that addresses and supports programs and services, enrollment changes and staffing needs, and capital improvements to protect the financial investment of the site and buildings. Budgets for the career center are developed every year and include funds for programs and services, staffing and ongoing building maintenance and repair. The NCCC local budget has been supported every year by the community and sufficiently funds the center. Additionally, in March of 2006, the community voted to support the expansion of the North Country Career Center using 100% state funding, but paying the debt interest locally through the center budget. The expansion was completed in 2008. There are still building funds available for any needed modifications to the design.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 4

Narrative Program Summary

Faculty are actively involved in the development and implementation of the program budgets; the building administrator is actively involved in the development and implementation of the overall center budget. The NCCC Director, in collaboration with the Regional Advisory Board (RAB), develops the center budget. As part of this process, the director meets with each of the teachers to review the program/department's previous year's expenditures and discuss goals for the upcoming year in relation to the budget process. Because the budget process begins in October for the next school year, teachers often will say "it is fine the way it is" and then in the March or April (after the budget has been passed) decide they want to "add something for next year". Often times, there is additional money that can be assigned from the Perkins or Technical Equipment grant, but the process often leaves teachers feeling like they are not involved in the development. All teachers receive copies of monthly expenditures for their departments/programs so they can track spending, which is mostly in supplies.

The overall responsibility for budget development falls to the director who reviews current and past expenditure reports with the RAB and discusses goals for the upcoming year in relation to the budget. The director also works with the Business Operations Committee of the NCUHS school board on budget development. The largest driving force in the budget is salary and benefits and that is predicted by the collective bargaining agreement. After the RAB agrees upon a final draft budget, they make the recommendation to the Business Operations Committee and then to the school board for final approval before it is voted upon by the district members on Town Meeting Day.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 5

Narrative Program Summary

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. The center site and 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. Each year, the Vermont Department of Labor's Project WorkSAFE (<http://labor.vermont.gov/project-worksafe/>) under V-OSHA comes to the facility to inspect the premises and make any recommendations regarding safety issues or changes in applicable laws for hazardous materials, etc. A copy of that report is attached. Project WorkSAFE reports findings to the director, the NCUHS Operations Coordinator and the Maintenance Supervisor.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 6

Narrative Program Summary

Appropriate 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. Student transportation to NCCC is the responsibility of the sending school. Transportation to and from the Harold J. Haynes Memorial Land Lab (Land Lab) is provided by North Country Union High School (NCUHS). The career center is assessed a fee by NCUHS for transportation services to and from the Land Lab facility as well as for any student trips throughout the year. This includes field trips, on-site work experiences for the Building Trades program, clinical rotations for the Health Sciences program, clinical hours for the LNA programs and various work-based learning experiences for students. NCUHS has a transportation Coordinator who is supervised by the NCUHS Operations Coordinator.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 7

Narrative Program Summary

Most of 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, although the center should find a way to involve more parents. Teachers regularly stay connected with parents/guardians through the use of PowerSchool, the electronic grade reporting system. However, if a parent/guardian is not checking this, there is no communication. Many teachers call students parents/guardians at home, but that usually happens when a student is having difficulties. Some programs find ways to engage parents/guardians/families, but that depends upon the individual teacher. Examples of this are the Forestry, Agriculture and Water Resources program's Maple Open House, the Hospitality and Tourism and Culinary Arts Annual Benefit Gala, the Transportation Science Technology Cars of Yesteryear, and the Land Lab programs' Family Barbecue. As a whole school, we also have a yearly Open House and an end of year Completers Ceremony for students and families. However, even with all of these events some parents are not involved with their children's education. We need to find a way to bring more parents in to the center and partner in their student's education.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 8

Narrative Program Summary

The center develops productive career and technical advisory, community, business, and higher education partnerships to support student learning. All programs are required to have a Program Advisory Committee that meets at least twice per year to evaluate the program curriculum, review program goals and make recommendations for materials, supplies and equipment. Many of these committees also provide Work-Based Learning to the program students as well as come in to the classes to do presentations and mentor students. Students gain the expertise of professionals and make connections with businesses in the community. The Regional Advisory Board members also provide expertise as to the business climate in the region and the state. Once a year the career center, in collaboration with NCUHS, holds a College and Career Fair where over 55 businesses, higher education institutions, trade schools, military services and support service representatives come to meet with all students to talk about their options after high school. NCCC has many dual enrollment classes with the Vermont State Colleges and articulation agreements with colleges in Vermont, New Hampshire and Maine. There is a Community College of Vermont office in Newport and the staff are often here for meetings with students who are co-enrolled in classes; we also provide office space for a representative from the Vermont Student Assistance Corporation (VSAC) to meet with students here three times a week. NCCC programs and students work with many community organizations such as Newport Recreation Department, Rotary and the City of Newport.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 9

Narrative Program Summary

Records of all funds collected and disbursed in connection with any part of the center's program are kept in an accurate and systemic form. Any funds generated through live work or by fund raising in programs are collected by the teacher (or by students overseen by the teacher) and deposited to the corresponding program income account or student account for that program. Special deposit forms with corresponding General Ledger account numbers are used (attached). The forms and money are given to either the Career Center Executive Assistant to forward to the NCUHS Bookkeeper, or directly to the bookkeeper who deposits the funds at the bank. The Transportation Science Technology program has its own inventory, parts and invoicing system. Students create invoices for the work performed in the shop and the invoices are brought to the Executive Administrative Assistant who sends them out. Likewise, Culinary Arts sends invoices to anyone who has a bill for an event that was catered or any faculty who "charge" their meals in the Falcon Cafe'. Payment for invoices are sent to the NCCC Office and the Executive Administrative Assistant deposits all funds (with the proper forms) with the NCUHS Bookkeeper who records them and deposits the money in the bank. When staff request money from a student account for a trip or for a purchase, they must fill out a Check Request form (attached) with the proper corresponding General Ledger account number. Students from the DECA program (overseen by staff) fill out a Check Request form to pay invoices for goods sold in the Falcon's Nest School Store. Teachers must also fill out a Request to Purchase form if they are purchasing a product, or a Field Trip Approval form if they are using the money for a field trip. ALL FORMS NEED TO BE AUTHORIZED BY SIGNATURE BY THE NCCC DIRECTOR BEFORE THEY CAN BE PROCESSED. Each program keeps copies of forms sent to the Bookkeeper and the Bookkeeper keeps copies of all forms received.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 10

Narrative Program Summary

All funds collected are properly safeguarded. There is a point of sale system and cash register in the Falcon Cafe and two cash registers in the Falcon's Nest School Store. All money from registers is reconciled at the end of the school day (or class) by the students and overseen and checked for accuracy by the program teacher. Daily deposits are made the the NCUHS Bookkeeper. If the Bookkeeper is out of the office, there is a lock box located in the NCUHS Teacher Work Area where deposits are securely left. The Falcon's Nest also has a safe in the school store office where cash for the register is locked daily. The career center main office also contains a safe.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 11

Narrative Program Summary

The governing board (NCUHS 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 center funds. The board and administration exercise control over the financial operations through the (supervisory union) business office. The office follows best practices including, but not limited to;

1. Appropriate segregation of duties
2. Bank statements and ledger balances reconciled monthly
3. All financial records maintained in a computerized system
4. No pre-numbered checks
5. Current W9 forms on file for all vendors receiving form 1099
6. Rotation of duties and cross training for staff
7. Staff take regular vacations
8. Written policies and procedures for financial operations
9. Staff regularly attend trainings

At the building level, all actual revenue and expenses are compared to the approved budget throughout the fiscal year to ensure that any significant differences can be addressed before the fiscal year end. The various duties include purchasing, accounts payable, accounts receivable, cash receipts and payroll that are delegated to a number of staff with oversight and approval by the Director of the Career Center.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Indicator 12

Narrative Program Summary

Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements. The district financials, all funds, are audited annually by an independent auditing firm as required by Vermont statute.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership

Standard 7 Commendations

Commendation

Strong community participation in programs as demonstrated through active Program Advisory Committees and Regional Advisory Board.

Commendation

Demonstrated community support for the NCCC budget over the past ten years.

Commendation

Strong fiscal management and support at both the building and the supervisory union levels.

Commendation

Significant community support from businesses in the local community providing work-based learning opportunities, mentoring students and donating time and equipment to programs to further students' learning experience.

Standard 7 Recommendations

Recommendation

Develop a school-wide plan to ensure communication strategies for reaching parents and community stakeholders is universal throughout NCCC.

Forestry and Heavy Equipment

Narrative Program Summary

FORESTRY, AGRICULTURE AND WATER RESOURCES

The Land Lab is the location of the Forestry, Agriculture and Water Resources (FAWR) Program. The property is comprised of approximately 63 acres, with diverse ecological and geophysical components. The property provides the students with an environment suitable for the opportunity to study and explore: several soil types, open fields, fruit and nut bearing trees, a Christmas tree plantation, a recently developed sugarbush, and exceptional wildlife habitat. There is an extensive network of well-developed trails and pass ways used for class access and community recreation. Some areas of the trails and passages were in need of fill/ repair to prevent erosion.

The building used by the FAWR program includes the main shop and classroom building, as well as a Quonset-style sugarhouse. The main shop and classroom were clean and well maintained. The building is impressive, with large open shop spaces and a computer lab with enough desktop computers for all students. The computer lab also has: a Smartboard, copy machine, black and white printer, and a color printer.

The FAWR classroom and shop is a large open area measuring a little over 2,000 square feet. Windows provide natural light to supplement the artificial lighting. The space includes two bays with large equipment overhead doors. There is a Smartboard, as well as a dry-erase board. The instructor is provided with a desktop and a laptop computer. Students store their personal belongings in the lockers provided. All tools and materials were neatly stored. Proper safety equipment and signage was evident within the building. Emergency shut offs are distributed throughout the shop area. Evacuation and Emergency procedures were posted in all classrooms. The male and female restrooms were large and well maintained.

The atmosphere was very comfortable in the FAWR shop area. The students and instructor were very accommodating and welcoming to the visiting team.

Evidence of the scope and sequence of the FAWR program was presented in the NCCC self study. The course of study (syllabus) was presented to all FAWR students at the beginning of the school year. Lesson plans and resources were inspected and reviewed by the visiting team. The plans included: activators, procedures, activities, closures and assessments.

An observation of maple syrup production was made by the visiting team. Project based learning was evident. Essential and guiding questions were used as activators and during instruction. The lesson activities were well-planned and implemented.

The FAWR instructor continually evaluates student needs and adjust practices and as needed. Curriculum is updated on a continual basis. For example, Wilderness First Aid may align with the Core Values of NCCC. The instructor has developed a professional goal to prepare a curriculum that will include a Wilderness 1st Aid certification as part of the FAWR program.

Learning objectives were clear. Objectives were accomplished through practical experience and guided practice. An abundance of kinesthetic, visual and auditory learning styles were addressed during instruction. Peer teaching/ coaching was necessary to complete all tasks.

Differentiation and modification was evident during the observation. Tasks of varying levels were distributed between students, with the same expectation of a high-quality product from the entire group. A high expectation of all students by the instructor and is posted on the classroom walls in the form of Habits of Mind (HOM). Modifications were also observed in a Geocaching assignment, where hints and clues could be used to help all students reach the same conclusion.

The visiting team member observed a classroom environment and culture that is safe for all students. All students took a team approach to tasks. Everyone was respectful and courteous throughout the visit.

The curriculum used in the FAWR program is thoughtfully developed to be inclusive of non-traditional students. Despite these efforts, the FAWR population is currently 100 percent males.

The visiting team reviewed student work binders. The student binders included: a class syllabus, written work, employability worksheets, and math calculation assignments. Students create career center portfolio binders to record and present their accomplishments. Students are graded weekly using a comprehensive scoring rubric created and periodically revised by the instructor.

During the instruction observed, dip-sticking, guiding questions, and opportunity to complete strategies were used to make formative assessments of student progress and achievement. A summative assessment of the student's product (maple syrup) was made using empirical scientific evidence, color and taste. The students were also given quizzes throughout the unit of instruction.

The equipment in the program is regularly upgraded and well funded in order to provide technology consistent with modern standards and current practice. The visiting team observed the students actively involved in the production of maple syrup using recently acquired equipment. Students were rigorously working to properly and safely use the new reverse osmosis (RO) system to produce a concentrated sap. State of the art evaporators, vacuum pumps and filter presses were also being utilized by the students in the production process. There are enough hand/power tools and safety equipment (PPE) for all students. The majority are in good functioning order. Some equipment, such as the sawmill, are periodically out of commission and require maintenance. The radios used for communication between student and instructor were in a state of disrepair.

The FAWR shop and classroom walls are adorned with a multitude of achievement awards from Future Farmers of America (FFA). All 18 FAWR students are currently participating in the FFA program: eleven juniors and seven seniors. The class participates in several FFA career development events (CDE's) throughout the year. The FAWR instructor is the NCCC FFA chapter adviser. Weekly club meetings are held outside of class time. FAWR students are expected to participate in FFA events including: Soils and Land Judging, Winter Forestry, and Spring Forestry. Additional events include: Dairy Foods, Dairy Cattle Handling, Dairy Cattle Judging, Safe Tractor Operation, Agricultural Mechanics, Business Management, and Equine Judging. FAWR student winners of state level contests qualify to compete on a national level. State winners are funded by NCCC to compete at the National FFA Convention. In 2015, a four-student NCCC FAWR Forestry team was sent to Kentucky to compete at FFA Nationals. FAWR participates in two non-FFA competitive career development events: the "Game of Logging Vermont" high school level event, and the career center Timbersports event.

FAWR students get involved in their community and help to maintain the Land Lab area trails and pass ways to be used for education, hiking, cross-country skiing and snowshoeing. Other student opportunities include meetings and banquets with professional organizations. For example, FAWR students travelled to Burlington VT last spring to attend the annual Northeast Loggers Association meeting. Students were presented with an "Outstanding Use of Wood Award" for their work on creating an historical replica of Henry David Thoreau's cabin on Walden Pond. Students also attend the annual Orleans County Farm Bureau meeting and the annual Orleans County Maple Producers meeting. Students take several field trips and tours throughout the year which include: local mills, a log grading workshop, a log sorting yard, a farm with a methane digester, a college tour, a logging site visit, the Vermont Farm Show, related businesses, and Shelburne Farms.

The instructor's professional demeanor elicited the respect and attention of the students. Students were engaged during the observation. There were no discipline issues during the visit. The instructor attends training to make students feel welcome and validated. Trainings include workshops on brain development, learning styles, differentiated instruction, and socio-economic factors related to learning. The instructor attends staff meetings and in-house professional development structured around the skills, techniques, and procedures for effectively integrating students with special needs into the career and technical education setting. The instructor attends IEP meetings to ensure all FAWR students are able to function and integrate into the program.

The FAWR program has a strong Career and Technical Education (CTE) Advisory Board group that meets regularly to ensure that the program maintains relevance and focuses on local needs. The board helps to tailor the learning opportunities to the local job market outlook. This board provides opportunities to advance the profession by analyzing ways to market the FAWR program. Minutes and membership information for the Advisory Committee are available on the NCCC website. The instructor works closely with the NCCC work-based learning coordinator to provide introductory career explorations including jobs and job-shadowing to all qualified students. Currently, there are two FAWR students who participate in the work-based learning program.

The FAWR program's recent work, developing a sugaring operation at North Country Career Center, highlights the efforts of the students and NCCC as a whole. The students process, package, market and sell the maple syrup. The visiting team observed the effort, use of technology, and many other facets of the sugaring process. Student fees associated with their FFA memberships are subsidized with the proceeds from the sale of the final product.

The FAWR program processes trees into finished lumber for use by the Building Trades. Evidence came from the observation of the "Henry David Thoreau" house. The framing and trim materials were processed by the students of the FAWR program.

Forestry and Heavy Equipment Commendations

Commendation

The students of the FAWR program for the successful marketing of a product that will help the students further their FAWR education through the FFA program.

Commendation

The students and instructor of the FAWR program for their exceptional community involvement in maintaining the trails/ pass ways for the recreational use of the area citizens.

Commendation

The FAWR program for processing the material for building the "Henry David Thoreau" house for recreational use by the community.

Forestry and Heavy Equipment Recommendations

Recommendation

Develop a plan to repair trails and passages to prevent further erosion.

Recommendation

Develop a plan to encourage participation of non-traditional students into the FAWR program to reflect gender equity.

Recommendation

Create and implement a schedule for regular maintenance of the sawmill equipment.

Recommendation

Create a plan to replace and/or repair two-way radios at regular intervals.

Cosmetology

Narrative Program Summary

COSMETOLOGY

The Cosmetology Program at North Country Career Center (NCCC) developed instructional practices that support the achievement of the learning expectations set forth in the mission and core values of the school. This was observed by members of the visiting team as evidenced by the incorporation of project based learning and competency based assessments which are adapted to personalized needs and pacing for individual students enrolled in the program.

Embedded in the state-mandated curriculum for the Cosmetology Program are three (3) credits for science. Their curriculum is also enhanced through its inclusion of both the OSHA and CPR training that are offered collaboratively with other career center programs.

All students in the Cosmetology Program are accountable for self-reflection through the portfolio process. They demonstrate skills-related competencies and their identified goals through project based learning and competency based assessments which are adapted to student needs and pacing. One example is through its Salon Days event where students utilize the skills they have learned in their program (both technical and transferable) to interact with live customers in the community.

Cosmetology students demonstrate customer service and quality workplace communication skills which are an integral part to their program. This is verified through their participation in both the Interview Day and the portfolio process, and the mastery of technology is expected of all Cosmetology program completers.

Students in the Cosmetology program receive feedback through daily communication with the instructor. Often, students receive one to one instruction. Rubrics, skills assessments, project grades, lab and professionalism grades, journals and work-based learning evaluations are all reflected by the school's online grade portal, PowerSchool.

Students are accountable for self-reflection through the portfolio process where they complete work samples related to competencies, and identify goals. Every student is educated about workplace evaluations, and can utilize it for self-improvement. In addition students have multiple opportunities to demonstrate content mastery through practical application of the competencies, and Cosmetology students are also required to submit daily reflective journals to the instructor.

Like all NCCC students, students in the Cosmetology program are expected to self-advocate and be personally accountable for grades, email and cloud files through the schools' databases and systems. Year One students create integrated e-portfolios, and files are shared and edited in teams. Online resources such as textbooks, virtual learning and professional manuals are utilized to enhance the classroom. The latest technology has been acquired by the Cosmetology Program through the Program Advisory Committee recommendation process.

The physical layout of the Cosmetology Program consists of a classroom area with 9 tables, 18 chairs, and storage shelves for instructional products against the wall with 4 Styling chairs (Lab overflows into classroom to accommodate 18 students), sink, reception desk/waiting room, storage cupboards for housing products used in the Lab, 2 desktop computers for students, 1 printer. Smart Board, White Board. The lab area consists of 4 wall stations, 3 Double free standing (individual stations for 10), 4 sinks, pedicure chair, sink for sanitation purposes, Washer and Dryer (shared with Health Careers) in one closet, with another closet used to store reusable tools, students belongings, and aprons. The classroom and lab are constantly in use, but are kept exceptionally clean

with proper sanitation and safety rules observed at all times. Signs for evacuation are clearly displayed.

Members of the visiting team observed expectations for student learning for the 17-Year One (11th grade) and 12-Year Two (12th grade) student, all but one who is male. Cosmetology students are taught through instructional and assessment practices that are aligned with standards established by the Vermont Agency of Education and expectations articulated by the mission and core values of North Country Career Center. Academic, technical, and 21st century skills are developed through a carefully sequenced and mapped curriculum using a variety of textbooks, workbooks, cosmetology related articles and relevant newspaper and magazine articles. Students are expected to demonstrate writing skills through written assessments presented in a variety of formats including daily journals, and professional portfolios.

Members of the visiting team further observed that the Cosmetology Program is sufficiently staffed and has instructional materials, technology, equipment, and supplies to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities. Technical skills are acquired that can lead to industry-recognized credentials (IRCs) such as (CPR/AED) certification, Heartsaver First Aid certification, Barbicide Certification, and Vermont Department of Education Cosmetology Competencies. And finally, the Twenty-first century skills that are expected of all NCCC graduates are developed and mastered by students in the Cosmetology program through the use of 18 I Pads and 2 Desk tops in the classroom and access to the computer room (441) where students learn how to write business thank you letters, resumes, and a variety of other professional documents. Instructional staff also have a Smart Board that is utilized to review a daily agenda, screen industry-related videos and music, and supplemental instructional tutorials.

In an effort to cultivate teamwork, professionalism and respect, students are assigned group work, they are graded daily for professionalism and the students are expected to display respect for themselves and their classmates.

Students are encouraged to participate in Skills USA and to participate in a multitude of community service activities such as visiting area nursing homes to perform manicures and Relay for Life.

A combination of academic, technical, and twenty first century skills are critical to achieving success as a cosmetology professional. Therefore, each lesson plan that is prepared clearly lists the academic, technical, and twenty-first century skills to be gained from that lesson. In addition, these skills are also clearly linked to the Vermont Agency of Education Health Cosmetology standards.

Instructors incorporate a wide variety of teaching strategies and activities into every unit. This is critical to ensure student engagement and learning. Students participate in a variety of activities incorporated into every lesson. Because students spend a longer period of time in Career and Technical center programs, the instructors must use a variety of teaching strategies to maintain attention and engagement. Additionally, instructors are expected to teach to a wide range of learning styles and abilities. These goals are accomplished through a blend of traditional lectures, lesson plans that incorporate practical learning as students work on each other, documentaries, power point and poster projects completed as both groups and individuals, students themselves teaching other students, documentaries, and research on the iPads. Multiple guest speakers and many field trips are also included in the Cosmetology curriculum. The curriculum and other learning activities related to the successful implementation of the Cosmetology program are regularly reviewed and supported by an active and engaged Advisory Committee currently comprised of two local salon owners, the NCCC Cooperative Education Coordinator, and the Special Education Coordinator who are also a vital part of the NCCC learning community.

Students are asked to employ a variety of higher order thinking skills that require problem solving, analyzing, applying new knowledge to prior learning experiences, and personal reflection. Further, students are asked to demonstrate information literacy through their effective use of technology. At the conclusion of each lesson, students perform self-assessment of their performance in the classroom and based on this, provide a suggestion as to what they should receive for a daily professionalism grade. In addition, students complete a daily "exit slip"

and are asked to complete feedback on the daily instruction including any lingering questions they may have. Lessons are modified to increase their efficacy and engagement based on student feedback.

The Cosmetology instructors continuously assess whole school and individual student progress through the use of a variety of formative and summative assessments. The Cosmetology staff communicates to its students expectations and unit-specific learning goals to be assessed through the following examples:

Formative Assessments

- o 5-10 minute quick writes
- o Lesson worksheets
- o Graphic organizers or written summaries based on readings
- o Individual and team competition “games” (i.e. BINGO)
- o “practice” tests
- o Crosswords
- o Exit slips
- o Think-write-pair-share
- o Oral questioning
- o Daily professionalism grades

Summative Assessments

- o Unit exams (format varies; may include true/false, multiple choice, short answer, and case studies)
- o Research projects (individual and group)
- o Power points and posters (individual and group)
- o Community Service Reflections
- o Portfolio assessments

Cosmetology Commendations

Commendation

The Program requirement that all students earn industry-recognized credentials (IRCs) that include (CPR/AED) certification, Heartsaver First Aid certification, and Barbicide Certification.

Commendation

The outreach efforts established by the students and staff to benefit patients in long-term care facilities throughout the community.

Commendation

The Instructor's emphasis in cultivating teamwork, professionalism and respect where students are assigned group work, they are graded daily for professionalism and the students are expected to display respect for themselves and their classmates.

Marketing, Management, and Entrepreneurship

Narrative Program Summary

MARKETING

The Marketing Program at North Country Career Center (NCCC), classroom consists of 12 student computer stations, and five tables/twelve chairs for student classwork, one desktop and one laptop computer (teacher), color printer, and Smartboard Technologies.

The Marketing Lab "The Falcon's Nest" which consists of two digital cash registers, two store display cases, a frozen food merchandizer, and multiple cold beverage coolers lining the walls. There is also a microwave, pizza/cookie oven, coffee maker, and clothing merchandizing placed throughout the store. There are two offices in the Marketing Space one of which is for the Store Manager where the accounting procedures and some ordering takes place. Bookkeeping is done in a pencil and paper ledger within the office. The security monitoring system is housed and monitored in a separate office. Within the same office is the store safe, in which the deposits are held, and the combination is known only to the teacher and one other secure person. Inventory is mostly digital, however there are inventory items that are not digitally recorded.

There are a total of 16 students enrolled in the Marketing Program, 13 who are first-year students and three who are second year students. There are 12 male students and four female students and all of them have an opportunity to earn three credits at the Community College of Vermont.

The marketing program offers a carefully planned curriculum which is consistent with its mission and which reflects the needs of student, the community, and business/industry. The units of study comprise of essential questions, concepts, and all content and skills have been identified. The instruction strategies are student based (differential) and assessment is varied and developmentally appropriate. Unit projects are real-life in orientation. Technology is employed at many levels; social media, student made-training videos, Google Classroom, and news releases. The Program Advisory Committee is comprised of knowledgeable group of people highly involved in THE community. The program is designed to provide students the skills necessary for entry-level employment, strong foundation for college, licensure or certification requirements.

The design of the instructional program reflects the mission of the school as viewed by the Visiting Team through the integration of academic and technical instruction. The instructional materials address a variety of learning styles and ability levels. The projects provide for cross-disciplinary opportunities, learning and active participants, and also provide for inquiry, problem-solving and higher order thinking applying knowledge and skills to authentic tasks. Distributive Education Clubs of America (DECA) events provide the venue for self-assessment and reflection and the integration of technology. DECA conferences provide professional development tracks that provide content-specific strategies, innovations and networking.

Student assessment measures have been established and utilized to document the attainment of expected performance levels. Individual student progress is recorded in PowerSchool/Gradebook as well as with individual contact to parents as necessary. The instructor contacts each parent during quarter 1 ensuring that lines of communication exist. Formative assessment is in place, thereby allowing for timely feedback to students/parents and the opportunity to adjust instruction and improve student learning. Program review is a systematic on-going activity to guarantee effective program design. Student progress is continually shared with student to ensure understanding of expectations and providing timely feedback ensures high levels of quality work submissions.

The Marketing Program at NCCC has a 100 percent involvement in the DECA program. The Marketing Program

is currently using DECA textbooks that are more than a decade old.

There is an Articulation Agreement with Vermont Technical College.

The Marketing Program is a self-sufficient program which generates monies to operate a school store. It accomplishes this by conforming to the healthy foods initiative, and selling snacks and beverages that conform to the guidelines.

Marketing, Management, and Entrepreneurship Commendations

Commendation

Continuing to operate The Falcon's Nest as a working lab for all the blocks despite having lost access to a full-time para-educator.

Commendation

Conforming to the Healthy Foods Initiative by selling snacks and beverages that conform to the guidelines.

Marketing, Management, and Entrepreneurship Recommendations

Recommendation

Acquire and implement an accounting software tool to supplement the current pencil and paper books to reflect industry standards.

Recommendation

Update textbooks as provided by DECA curriculum.

Recommendation

Develop and implement an articulation agreement that allows qualifying students to earn college credits upon completion of the two year program.

Carpentry

Narrative Program Summary

BUILDING TRADES

The Land Lab is the location of the Building Trades/Carpentry Program. The property is comprised of approximately 63 acres. The building used by the Building Trades program includes the main shop and classroom building. The main shop and classroom were clean and well maintained. The building is impressive, with large open shop spaces and a computer lab with enough desktop computers for all students. The computer lab also has: a Smartboard, copy machine, black and white printer, and a color printer. The classroom and shop are a large open area measuring a little over 2,000 square feet. Windows provide natural light to supplement the artificial lighting. The space includes two bays with large equipment overhead doors. There is a Smartboard, as well as a dry-erase board. The instructor is provided with a desktop and a laptop computer. Students store their personal belongings in the lockers provided. All tools and materials were neatly stored. The dust collection system is comprehensive. Proper safety equipment and signage was evident throughout the building. Emergency shut offs are distributed evenly throughout the shop area. Evacuation and Emergency procedures were posted in all classrooms. The male and female restrooms were large and well maintained.

The Building Trade students regularly complete off-campus community service projects. The Visiting Team had the opportunity to observe the Building Trades program during one of their community service projects. The Building Trades program was constructing a horse barn at a private residence. The atmosphere was very inviting during the visit. The students and instructor were very accommodating and welcoming to the Visiting Team. The Visiting Team observed a collaborative and friendly environment. All participants were respectful and courteous.

Evidence of the scope and sequence of the Building Trades Program was presented in the NCCC self study. The course of study (syllabus) was presented to all Building Trades students at the beginning of the school year. Lesson plans and resources were inspected and reviewed by the visiting team. The plans included: activators, procedures, activities, closures and assessments. The lesson plans observed were in alignment with the scope and sequence, as well as the Core Values of NCCC. The creation of new units of instruction was observed by the Visiting Team. The curriculum is project based.

Learning objectives were clear. Objectives were accomplished through practical experience and guided practice. An abundance of kinesthetic, visual and auditory learning styles were addressed during the instruction. Peer teaching/coaching was necessary to complete all tasks. Tasks of varying levels were distributed between students, with the same expectation of a high quality product from the entire group. In the classroom, the expectations are posted on the walls in the form of Habits of Mind (HOM). Safety was a primary focus of instruction. Students wore safety harnesses when 10 feet or more above the ground. All staging/planking was secure and properly erected.

Students are graded weekly using a comprehensive scoring rubric created and revised by the instructor. Students also self-assess on a weekly basis, then compare scores against the teacher's assessment. Students were regularly asked by their instructor to express their opinions. During the instruction observed, dip-sticking, guiding questions, and opportunity to complete strategies were used to make formative assessments of student comprehension. A summative assessment of the student's product was made upon task completion. Students were given an opportunity to revise their product. In the classroom, quizzes were used throughout the unit of instruction to assess student progress and achievement. Students create career center portfolio binders to record and present their accomplishments. Student mid-term testing data was shared with the visiting team. Safety tests for all tools and equipment are administered to all students. There was no evidence of student certification in OSHA-10 Construction training.

Students operate "Sawstop" table saws to maximize safety while using this dangerous piece of equipment. Enough personal protective equipment (PPE) was available for all students. Hardhats, work boots, and safety glasses were required PPE at all times. The hand and power tools observed were properly cared for and maintained regularly. A recently purchased electric generator and aluminum pick planks were observed by the Visiting Team. Students expressed to the Visiting Team that more personal hand and portable power tools were necessary for training and efficiency. The Visiting Team observed that the students were not using modern equipment to complete tasks. Additional 8' staging planks were necessary to completely stage the structure.

There are ten students currently participating in the Building Trades program: four juniors and six seniors. The population is 100 percent male students. A majority of the Building Trades students participate in SkillsUSA. The senior students receive college credit through an articulation agreement with Community College of Vermont (CCV). Students are continually recognized and thanked for their contributions to area residents. Letters and notes of appreciation from community members were observed hanging in the shop area.

The instructor's professional demeanor elicited the respect and attention of the students. Students were engaged during the observation. There were no discipline issues during the visit. The instructor attends training to make students feel welcome and validated. Trainings include workshops on learning styles, differentiated instruction, and socio-economic factors related to learning. The instructor attends staff meetings and in-house professional development structured around the skills, techniques, and procedures for effectively integrating students with special needs into the career and technical education setting. The instructor attends IEP meetings to ensure all Building Trades students are able to function and integrate into the program.

The Building Trades program has a strong CTE Advisory Committee that meets regularly to ensure that the program maintains relevance and focuses on local needs. The committee helps tailor the learning opportunities to the local job market outlook. This committee provides opportunities to advance the profession by analyzing ways to market the Building Trades program. Minutes and membership information for the Program Advisory Committee are available on the NCCC website.

The instructor works closely with the NCCC Work-Based Learning Coordinator to provide introductory career explorations including jobs and job-shadowing to all qualified students. Building Trades students participate in the work-based learning program when opportunities are available. The Building Trades Program does not currently have any students participating in work-based learning.

Building Trades has a consistent positive presence in the community. The impact of their contributions can be seen throughout the area. The "Henry David Thoreau House" is a reproduction cabin that will be used by NCCC staff, students, and the community. Pictures of many completed projects adorn the walls of the Building Trades shop and classroom.

Carpentry Commendations

Commendation

Providing ongoing construction projects, presently the horse barn to provide students with hands-on learning opportunities.

Commendation

Continuing the construction of the "Thoreau House" to benefit the school and community.

Carpentry Recommendations

Recommendation

Upgrade equipment and tools to provide technology consistent with modern standards and current practice.

Recommendation

Create a plan for all Building Trades students to obtain their OSHA-10 Construction certification.

Early Education and Care

Narrative Program Summary

EARLY CHILDHOOD DEVELOPMENT

The Early Childhood Development (ECD) Program at North Country Career Center (NCCC) developed instructional practices that support the achievement of the learning expectations set forth in the mission and core values of the school. This was observed by members of the visiting team as evidenced by the incorporation of scenario-based learning and competency-based assessments which are adapted to personalized needs and pacing for individual students enrolled in the program.

There are a total of 21 students enrolled in the ECD program, 12 who are first year students, and nine who are second year students. All of these students are female, and all of them have an opportunity to earn as many as nine college credits through the Dual-Enrollment agreement it has in place with the Community College of Vermont (CCV) in the following courses: Introduction to Early Childhood Education, Effective Communication in the Early Childhood Workplace, and Infant and Toddler Development. Their curriculum is also enhanced through its inclusion of both the OSHA-10 and CPR trainings that are offered collaboratively with other career center programs. All students in the ECD program are accountable for self-reflection through the portfolio process. They demonstrate skills-related competencies and their identified goals through 20 field-based observations of children between the ages of PRE-K and Grade 3. During the first year students begin to understand breadth of the importance of Early Childhood Education by participating in a number of field placements to experience what a true classroom setting looks like and interact with a variety of age groups. Throughout their first year, students mentor a kindergarten classroom, visiting once each month where they are responsible for designing, writing, preparing and implementing a creative lesson plan for each visit. Students in level 1 complete basic first aid and CPR as well as AED training. Curriculum and other learning activities related to the successful implementation of the ECD program are regularly reviewed and supported by an active and engaged Program Advisory Committee of members who are a vital part of the NCCC learning community.

Second year students develop skills related to the early childhood field as well as the life cycle. Students are exposed to topics such as educating students with special needs, academic lesson planning, adolescent development, aging, and gerontology. Students also complete a basic sign language course, as well as continuing to mentor a kindergarten classroom where they are required to design and implement an academic lesson based on a topic given to them by the kindergarten teacher.

Members of the Visiting Team were invited into a welcoming and friendly atmosphere as evidenced by the social interaction and conversation between Visiting Team members and several second year students. The Early Childhood Development Program is located on the second floor in a large classroom with 10 windows that face the parking lot and athletic fields. The Program Instructor teaches from the front of the classroom which has a Smartboard as well as multiple white board easels and bulletin boards. Students sit at eight tables arranged in a horseshoe shaped configuration which encourages engagement and discussion. There are three other large tables strategically placed around the classroom that students can use for additional work space. There are also six separate computer work stations connected to a wireless printer to allow students easy printing access. Members of the Visiting Team observed a variety of children's materials and toys that students can use in their lesson planning including five shelves that are full of children's books. Students have access to space that allows for storage of portfolios, textbooks, and all other classroom materials. There is a classroom sink for handwashing, as well as a dispenser for hand disinfection. There is a First Aid kit available and is stored behind the teacher's desk.

The Visiting Team observed expectations of student learning through instructional and assessment practices that

are aligned with standards established by the Vermont Agency of Education, and expectations articulated by the mission and core values of NCCC. Students were clearly engaged in standard curriculum practices that are specifically related to the curriculum required in their dual-enrollment college course through the Community College of Vermont. Students in the ECD program receive feedback through daily communication with the instructor. Often, students receive one-on-one instruction, rubrics, skills assessment, project grades, lab grades, journals, and work-based learning evaluations. All grades are reflected by the school's online grading portal, Power School. ECD students demonstrate childhood development and communication skills which are an integral part of their program. This is validated through their participation in the annual Interview Day and portfolio process.

There are a variety of reading and writing materials reflected in the curriculum and instruction for the ECD program. These would include a variety of textbooks, workbooks, online websites, and relevant newspaper and magazine articles from which written tests are developed and presented in a variety of formats, field placement reflections, business letters, resumes, and lesson plans. Students also acquire a variety of industry-recognized credentials (IRCs) and technical skills that are crucial to any Early Childhood Development Program including: Shaken Baby Syndrome, Abusive Head Trauma training, Mandated Reporting, Introduction to Child Care Licensing, and Children in Abusive Homes.

Students in ECD practice daily teamwork, professionalism, and respect where they are assigned group work. They are graded daily for professionalism and are expected to display respect for themselves and their classmates. The ECD instructor continuously assesses whole school and individual student progress through the use of a variety of formative and summative assessments. The instructor communicates student expectations and unit-specific learning goals to be assessed through some of the following formative examples: graphic organizers or written summaries based on readings, individual and team competition "games", "practice" tests, and oral questioning. Some examples of summative assessments include: objective format unit exams, individual and group research projects, field placement reflections, portfolio assessments, and in-depth project assignments.

Early Education and Care Commendations

Commendation

The opportunity for all ECD students to earn up to nine college credits through the Community College of Vermont.

Commendation

The association and collaboration of the ECD students with early childhood development agencies throughout the community.

Commendation

The large number of ECD students who have been accepted through early admission to area colleges and universities.

Other Health Services Cluster Program

Narrative Program Summary

HEALTH SCIENCES

The physical layout of the Health Science 1 area includes one large classroom with five large windows that looks out onto the parking lot and fields for sporting activities. There are four large tables arranged in the classroom so that 4-5 students can sit comfortably around each table. There is a teacher desk and Smartboard at the front of the classroom, as well as multiple white board easels and bulletin boards. There is cubby space for all students to leave personal materials and cell phones during class time. There is more than adequate shelving for storage of portfolios, textbooks, anatomical models, and all other classroom materials. Individual medical scrubs are provided to each student and there is space provided for scrubs to be neatly stored. There is a classroom sink for handwashing, as well as a dispenser for hand disinfection. There is a First Aid kit available and is stored in the adjacent cabinet under the sink. The evacuation route is clearly marked and at the very beginning of the first semester, students are instructed as to location of the nearest fire alarm, fire extinguisher, and Automated External Defibrillator (AED). The classroom is provided with both an Ipad cart and a laptop cart. There are 20 laptops and 20 Ipads available so that each student is provided their own access if needed.

The Health Science 2 classroom and lab are approximately 1,617 square feet. Room 435 is a large open room which allows for observation of all students, no matter where they are. This works especially well when the instructor is practicing Licensed Nurse Assistant (LNA) skills with a group of students while other students are on the computers doing written assignments or their OSHA training, or working on assignments at the tables in the front of the room. Large equipment is stored in a corner out of the way of daily traffic. Electrical cords are in good condition with grounded prongs. Small items are stored in closets, cabinets, and drawers. Evacuation procedures are posted by the door. Students are required to wash their hands upon arrival for the day as a method of avoiding cross-contamination and practice for on-the-job expectation in the workplace. Doorknobs, tables, and computer peripherals are sanitized 1-2 times a day. Room 435 is a very clean room and well maintained. Bathrooms are directly across from the classroom. There are 6 student PCs with access to Room 441.

The Health Sciences 1 and 2 programs curricula align with the vision, core values, and the mission of NCCC utilizing post-secondary articulation agreements, performance expectations, as well as competency based learning. The curriculum is student-focused as well as NCCC-focused to meet expectations. The curriculum is uniform and comprehensive which includes a variety of reading and writing assignments. The curricula are supported by sufficient staff with two full-time instructors, one for each program. The visiting team observed instruction in both Health Science 1 and 2 and it's curricula is aligned with career field required certification and proper student preparation for a variety of post-secondary endeavors. The curricula is aligned with the Vermont Frameworks for the content area.

The team observed the use of technology with Smartboards being utilized during instruction. The team observed student-focused instruction in both Health Science 1 and 2. Differentiated instruction was observed through the use of handouts, lecture, visual aids, question and answers, and discussion. The team observed a classroom of students who were engaged in the lesson. The lessons observed were clearly created for that day, as evidenced by the date on the presentation provided on the Smartboard. Lessons and instruction are revised daily and frequently.

Some formative assessments being utilized within both Health Science 1 and 2 are 5-10 minute quick writes, Lesson worksheets, Graphic organizers or written summaries based on readings, Individual and team competition "games" (i.e. BINGO, Jeopardy relevant to material, Anatomy and Physiology Pictionary) practice tests, "Throw Back Thursday" worksheets asking students to recall information learned in prior lessons,

Crosswords, Anatomy and Physiology coloring and Play-Doh activities, Exit slips, Think-write-pair-share, oral questioning, and daily professionalism grades. The visiting team observed quite a few of these formative assessments during instruction. The Health instructors use competency based summative assessments which align with their certification, such as LNA, CPR, First Aid, OSHA for blood borne pathogens, and dual enrollment articulation agreements.

The Health Science Programs and NCCC are very involved with SkillsUSA. The visiting team observed the level of involvement in SkillsUSA during the opening night presentation. A good number of Health Sciences students presented their involvement in SkillsUSA, which includes student competitions, community service, and civic duties like fund raising.

In year one, students are eligible to take the Human Biology course as dual enrollment with the Community College of Vermont (CCV). This is an option either through the attainment of minimum Accuplacer scores or if these minimum scores are not attained, students are still able to enroll with CCV under directed self study. The students also have the opportunity to shadow individual departments at the local hospital, as well as at individual dental, optical, and veterinary clinics. Students will complete a total of seven clinical rotations and following each rotation, will produce a reflective writing piece detailing their experiences as well as a thank you letter in a business format. Both of these pieces will contribute to a student's professional portfolio. Once students have their obtained their LNA certificate in year two, they can work in a local long term care facility.

Enrollment in the Health Sciences 1 program currently consists of 29 students. Of these 29 junior students, 26 students were female. Health Sciences 2 currently enrolls nine senior students: eight girls and one boy. The program typically has a larger percentage of junior students enrolling, many of these students are reported to become "concentrators", meaning that they will go on to the Health Science 2 program. This program offers an option of Licensed Nurse Assistant (LNA) training or Human Growth and Development. In the second semester of year 2, all students take Medical Terminology which is a three credit dual enrollment course.

The visiting team interviewed students within the senior Health Science 2 group and they reported all having a college commitment to both 4-year or 2-year institutions or working in the field as LNAs.

The visiting team observed a great deal of leadership among staff in the Health Science Program who work with and encourage participation in Skills USA, civic involvement, as well as volunteerism and fund raising. Instructors are very involved with students in terms of guidance with career path as well as acting as mentors.

The visiting team observed a very cohesive, collaborative, and respectful school environment. This was a very inviting and comfortable atmosphere.

The Health Science Program has an advisory board who meet twice per year and get valuable feedback in regards to curriculum, equipment, and industry trends.

The visiting team observed a very well equipped classroom and lab space, with all of the necessary items to support the curriculum.

Other Health Services Cluster Program Commendations

Commendation

Exemplary commitment to civic involvement, volunteerism, and fundraising.

Commendation

Demonstrated success in placing students into post-secondary study, clinical sites for cooperative learning, LNA certification, and employment in a variety of health careers.

Other Health Services Cluster Program Recommendations

Recommendation

Create continuity between programs to facilitate retention of students between Health Science 1 and Health Science 2.

Culinary Arts and Sciences

Narrative Program Summary

CULINARY ARTS

The Culinary Arts program at North Country Career Center (NCCC) is a Pro Start program supported by the National Restaurant Association and uses the curriculum which aligns with local, state and national standards. This was observed by members of the visiting team as evidenced by a sequence of study that emphasizes workplace readiness, industry recognized credentialing and applied learning. Students apply content knowledge to a variety of labs which include the operation of a working restaurant, that include, customer service, cooking, baking, food safety, inventory control and work on a professional portfolio. They are involved with at least two large functions during the year. The students have the opportunity to work in the community in local food service businesses.

The Culinary Arts Program at NCCC offers a semester long introduction to culinary arts class that allows many students to be exposed to the program. The program counts for three credits per year and upon completion of the second year students receive one science credit and two elective credits. NCCC offers dual enrollment through New England Culinary Institute and have articulation agreements with Johnson and Wales, New England Culinary Institute and Central Maine Community College. As a Pro Start School students have access to articulation agreements to many more colleges all over the country. The program integrates industry recognized credentials, ServSafe food safety course and an on line course-S/P2 food safety. The students also do S/P2 culinary work place safety and we are incorporating Culinary Ethics and Employability skills into the repertoire of credentials. However, the professional uniform practices do not reflect industry standards.

There is one full-time instructor for the two year program, and each of the two levels is capped at sixteen students in regard for student safety and the facilities available. The student enrollment consist of 10 students, 2 male 1 female Juniors, and 3 male and 4 female Seniors. Materials, equipment, supplies, facilities, and media resources are reviewed by the active advisory committee, and are updated accordingly. The culinary arts program has a well maintained and state of the art equipment and lab that reflect industry. The culinary arts program operates "The Falcon Café", which serves breakfast and lunch. The restaurant operates from December to May and provides food for faculty, staff and walk-in guests. In November they offer an annual Thanksgiving bake sale, Friday dinner to go, provide dinners for various meetings and events that take place at the school, provide food for a faculty and staff holiday party in December, and a collaboration with the Hospitality class to do an end of year gala event in May.

The Culinary Arts Program has 4,510 square feet, 8 rooms, which include dining room, kitchen, bake shop, office, dry storage, laundry room, walk in freezer, walk-in refrigerator, bathroom, and classroom. *The Dining Room* has a service area, sink, reception desk, a Point of sales station, (MICROSe7) chairs and tables for 28 people and 1 phone. *The Kitchen* has 2 hand washing sinks, 2 Bun Coffee maker, ANSUE system, 2 Greenheck line hood system, Vulcan fryer, Vulcan broiler with two ovens, Vulcan 10 burner stove with 2 ovens and a salamander, Blodgett convection oven, Groen steam kettle, Rational Cobi oven CPCG, Rational Cobi oven CPC, reach in True fridge, Waring panini maker, steam table, Cayenne heat lamp, OCS conveyer toaster, sink with 2 line fridges, 3 food prep sinks and prep tables, 3 stainless steel prep tables, Raetone 2 door fridge, Kenmore microwave, Robot Coup, Hobart slicer, 3 bay sink, Hobart dish machine, Scotsman ice maker and Volcan 6 burner stove with 1 oven, 1 phone, MSDS Sheets, an eye wash station, shower and 2 fire extinguishers.

The Bake Shop has a CRES-COR proof box, 1 hand washing sink, 2 work stations with sinks, 1- 12 quart Hobart mixer, 2-20 quart Hobart mixers, 5 kitchen aid mixers, a 3 door TRUE refrigerator and 1 phone. *The Classroom* has 6 Lenovo desk top computers, one SMART Board, 1 DVD and VHS player, 1 MACROS POS port, 1 sink and

1 phone. *The Office* has 1 Dell Laptop, 1 Ikon black and white copier, and 2 phones. *The Laundry Room* has 2 Whirlpool washers and 1 whirlpool dryer and a mop sink, in the hall are 40 lockers. *Other-* 1 Star griddle and 1 sharp POS System, intercom system, sprinkler system.

The program instructor is observed and evaluated to ensure consistency with the center's mission, core values, beliefs and learning expectations, and feedback is provided regarding commendations and recommendations.

Students in the culinary arts program participate in online, classroom and applied learning. The instructor utilizes the National Restaurant Association's, Foundation of Restaurant Management and Culinary Arts textbook and A Pro Start Curriculum. The students are graded using PowerSchool which is an online grading program. Students are graded on work-based skills, lab work and tests.

The program is designed to give students the opportunity to hone skills over the two year program. The program has year one and two students working together and the course is designed so that students build on knowledge from one year to the next. The program is based on two years so that when a student enters the program they can come in to year one or year two depending on the cycle. The course offers food safety and work place safety each year to ensure that the information is reinforced.

The instruction is based on the Vermont Culinary Arts competency list, and it is through class work, labs, projects, running a restaurant and doing catering events the students cover these competencies. Students rotate through the different culinary areas and run the Falcon Café. This is a real world experience that allows the student to master stations in food service. Successful learning labs are documented in students' career center portfolios, and students provide work samples which are reflective and target program competencies.

The students are evaluated on test, labs, employability skills and work place safety outlined in PowerSchool, the school's online grade reporting system.

Students are assessed by tests, practical exams, lab work, participation, events and projects. Successful learning labs are documented in students' career center portfolios, and student work samples which are reflective and target program competencies. Each completer of the program will participate in Interview day and complete their career center portfolio. All culinary students in their senior year are expected to complete a portfolio and participate in Interview Day.

The Culinary Art completers are obliged to participate in the Culinary Arts end of program assessment required by the Vermont Agency of Education.

Culinary Arts and Sciences Commendations

Commendation

The offering of the ServSafe Certification for all students.

Commendation

Its successful collaboration with the Hospitality program to produce events that benefit NCCC and the community-at-large.

Culinary Arts and Sciences Recommendations

Recommendation

Implement a proper hair restraint policy to be enforced by all personnel involved in the operation of food preparation as mandated by local health codes.

Recommendation

Adopt a standard uniform for students in The Falcon's Nest Café to be more reflective of the standards expected for the hospitality industry.

Information Systems Technology/Networking

Narrative Program Summary

COMPUTER NETWORKING AND TECHNOLOGY

The Computer Networking and Technology program at North Country Career Center (NCCC) is a large room with an enormous storage closet that gives the room an "L" shape appearance. The room is spacious with an orange patina cement floor. It is a bright room with nine windows on the far wall. At the entrance of the room are multiple storage areas and book cases for industry books. There are two rows of computers that can accommodate 12 students at a time. There is a teacher desk with a computer that is connected to a Smartboard to the wall. All network wiring is housed in elevated wire baskets about the classroom. In the back of the room students have multiple work stations in various stages of readiness or testing. There are 10 stations at high desks. Students will use this area as a practice lab and for computer repair. The elevated desk is surrounded by a group of older computer cases. At the back of the room there is a table with more computers to test or repair. The closet is very large and neatly stores extra computer cases, power supplies and other computer accessories.

The Visiting Team observed students working on multiple projects. Student learning was differentiated to student learning in the lab. Students were observed building network cables with supervision. Many students were working on networking problems using textbooks and the computer system. Other students are doing graded assessments breaking down computers. Still other advanced students are working on computers with packet sniffing software. The classroom is all male. The demographics of the classroom is traditionally male dominated yet there are usually one to three women a year join the program. The current class of Juniors was all male in the Tech One group. The students are project focused and work quietly on their various curriculum projects. The room was loud because of a noisy air handler in the room.

The Program Advisory Committee meets twice a year. In the course of the year the advisory group is contacted via email, phone and conversation. Many of these contacts are informal.

The program has been very successful in student achievement. Ninety-eight percent of students have completed the Computer Networking and Technology program. Thirty percent of students move on to post-secondary education. Students attend Vermont Technical College, University of Vermont, Plymouth State, and Champlain College. Fifty percent of students start careers in some form of technical careers, many as computer repair technicians, and customer service and support.

This course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a networked environment. New topics in this version include mobile operating systems, OS X, Linux, and client side virtualization. Expanded topics include Microsoft Windows operating systems, security, networking, and troubleshooting. Cisco Packet Tracer activities are designed for use with Packet Tracer 6.2. The use of Packet Tracer will support alignment with the new CompTIA A Certification objectives. The goal of this course is to introduce the student to computer hardware and software, as well as operating systems, networking concepts, mobile devices, IT security, and troubleshooting. The online course materials will assist the student in developing the skills necessary to work as a technician in the field of IT.

The first year of the course uses the Cisco IT Essentials Course. In each course, Networking Academy™ students will learn technology concepts with the support of interactive media and apply and practice this knowledge through a series of hands-on and simulated activities that reinforce their learning. Introduces the

architecture, structure, functions, components, and models of the Internet and computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

The Cisco Networking Academy IT Essentials curriculum provides an introduction to the technical skills needed to help meet the growing demand for entry-level IT professionals. The curriculum covers the basics of computers, mobile device hardware, and software, while introducing advanced security and networking concepts and the responsibilities of an IT professional. The curriculum offers the following features and benefits:

- Students develop working knowledge of how computers operate, how to assemble computers, and how to troubleshoot hardware and software issues.
- Updated relevant curriculum and labs are delivered in the Cisco Networking Academy learning environment and include new topics such as data centers and cloud computing.
- Expanded coverage on mobile device hardware and software configuration, plus diagnostics and common security threats and vulnerabilities like malware, phishing, spoofing and social engineering.
- Emphasis on the practical application of skills and procedures needed for hardware and software installations, upgrades, and troubleshooting.
- Cisco Packet Tracer simulation-based learning activities promote the exploration of networking and network security concepts, while allowing students to experiment with network behavior.
- Online assessments provide immediate feedback to support the evaluation of knowledge and acquired skills.
- The course helps students develop the career skills needed to successfully communicate within an IT business environment and interact with customers.

Second Year students move to more advanced Cisco IT Essentials Courses. Cisco Routing and Switching is the second level course utilized for students.

CCNA Routing and Switching teaches comprehensive networking concepts, from network applications to the protocols and services provided to those applications by the lower layers of the network. Students will progress from basic networking to more complex enterprise and theoretical networking models later in the curriculum. There are four courses in the recommended sequence:

- Introduction to Networks
- Routing and Switching Essentials
- Scaling Networks
- Connecting Networks

Information Systems Technology/Networking Commendations

Commendation

The instructor's use of Cisco Network Academy for curriculum instruction.

Commendation

The instructor's focus on keeping the curriculum relevant with additional material added to the IT Foundation.

Commendation

The modification of the Tech 2 curriculum from CCNA Routers to Network Essentials to enhance student learning.

Information Systems Technology/Networking Recommendations

Recommendation

Research ways to increase content materials to include IOT and Cybersecurity.

Recommendation

Consider taking part in SkillsUSA and/or FBLA competitions.

Programming and Web Development

Narrative Program Summary

VIDEO GAME AND WEB PROGRAMMING

The Programming and Web Development course at North Country Career Center (NCCC) developed instructional practices that support the achievement of the learning expectations set forth in the mission and core values of the school. This was observed by members of the Visiting Team as evidenced by the incorporation of project based learning and competency-based assessments which are adapted to personalized needs and pacing for the individual students enrolled in the program.

The Programming and Web Development course contains studies in web programming, video game programming, animation and computer science using the Advanced Placement Computer Science A exam (APCS) in Java. The Classroom is located in a modern, organized and streamlined room. The room has a large glass window, that is floor to ceiling and with smaller windows flowing in the remainder of the space. The room has open ceiling and a dark rug floor. The room is 35 x 45 with updated networking and electrical connections. It contains a Smartboard in the front of the room and a series of storage cabinets and book shelves in the rear of the room. The lab has two larger back tables one with a three dimensional printer on the table. All wires are hidden in poles and are directed overhead by a wire basket system organizer. There are twelve student work stations with a dual monitor setup. The computers and monitors are up to date and meet the needs of the classes. There are headsets for students to use as part of each work station. All wiring and power sources are minimally exposed. Student have access to textbooks which are kept in the classroom. There is a teacher desk in the front of the room and a desk in the back of the room. The space is clean and professional.

In the observed class, one student had a paraeducator to help with the students' special needs. Currently the student works on their own with very limited need for the paraeducator. The student openly asks for clarification from the instructor and is appears at ease in asking for help and receiving feedback. Students in the class have various levels of learning and understanding. Students created artifacts that were documented in online portfolios and project folders.

The students were very focused on their topics. Students have a routine to the class. Students start with their math work sheets and end the class with a reflective journal. All math materials were collected and graded. In between students have access to the many avenues to learning the computer science curriculum. Student learning equity is addressed by the many learning materials open to students. Students can work with textbooks, online, instructor clarification and personalized Integrated Development Environment (IDE) interface. The instructor moved from one question to another with ease. As observed by the Visiting Team the instructor and students work well together and have a professional working relationship.

Program Advisory Committee meetings are held twice a year. The instructor is in contact with many of his members to clarify material and information. In the course of the year the advisory group is contacted via email, phone and conversation. Many of these contacts are informal.

The population of the programming course has historically started out the year with 15 students. Given a normal year the program loses one to three students a year. The Visiting team observed a classroom with six students working on computer programming problems. Students were varied in skills and abilities. Two students were working toward their Advanced Placement Computer Science A exam. The visiting team observed a class comprised of five males and one female. This has been a normal demographic breakdown with roughly only having 10 percent of the students being female in the class. All of the students are from the adjoining North Country Union High School (NCUHS). Current Tech One student population is seven and six in Year Two.

Classes work on an alternating A/B schedule. Instructional time is two blocks (3 hours) on one day and one block (1.5 hours) on the other. The exact schedule changes depending on what year of the program the student is in (Y1/Y2) and the scheduling for the current academic school year. Classes for next year will be combined Tech 1 and Tech 2 classes with a Pre-Tech class being offered to students in grades nine and ten to help enhance the program numbers.

Curriculum covers the diverse areas of programming in computer science. The instructor utilizes a project-based learning environment for students. The course work shows flexibility to cover the standards in the ever advancing and changing computer science world. The Video Game and Web Program forms the groundwork for the increasing number of Internet and Computer Software careers available to those possessing software development skills. The program covers several computer languages, including: Java; JavaScript; Python; HTML/CSS; PHP; MySQL and Gamemaker Language. Multimedia tools such as: Photoshop; Inkscape; Blender as well as bitmap editors. Other software development tools and topics are covered such as Gamemaker, Unreal Engine and Cloud computing. Multiple computing platforms are used such as Windows, Macintosh, Linux and Android. Students have the opportunity to earn three hours of dual-enrollment credit at VTC for Java Programming and three hours of credit for HTML. Additionally, Advanced Placement Computer Science (APCS) is embedded in the second year of the program.

Students can take advantage of opportunities offered them by being part of the NCCC community. Students may take Co-op and workplace experiences. Students may compete in SkillsUSA competitions. Students earn up to six college credits via dual enrolment agreements with Vermont Technical College. Advanced students may choose to take the Advanced Placement Computer Science exam in Java. Fifty percent of students move on to postsecondary education. Students attend Vermont Technical College, University of Vermont, Lyndon State College, and Champlain College.

The course utilizes industry recognized textbook, electronic learning environments (CodeHS) and electronic learning text for students. CodeHS allows for students to learn while not in class. When students miss class, they can use CodeHS to complete curriculum in an online virtual environment. The Visiting Team looked over the Advisory minutes and discussed how the advisory was utilized to organize and help the classroom.

Programming and Web Development Commendations

Commendation

The instructor use of online resources, such as Code HS, to help students learn programming and have the option to learn the APCS curriculum to enhance the educational experience of the students.

Commendation

The instructor implement a 10 minute math program to help students be more comfortable with basic math skills.

Commendation

The instructor has an emphasis on students use of reflective practice with students keeping a daily shared electronic work log for student reference purposes.

Commendation

The course for incorporating Pre-Tech foundation classes for ninth and tenth grade students to increase the enrollment in the program.

Programming and Web Development Recommendations

Recommendation

Research possible ways and develop a plan to increase student numbers by allowing individual classes outside of the traditional vocational seat-time model.

Mechatronics

Narrative Program Summary

STEM AND MECHATRONICS

The Stem and Mechatronics Program at North Country Career Center (NCCC) developed instructional practices that support the achievement of the learning expectations set forth in the mission and core values of the school. This was observed by members of the Visiting Team as evidenced by the incorporation of scenario-based learning and competency-based assessments which are adapted to personalized needs and pacing for individual students enrolled in the program.

Members of the Visiting Team were invited into a welcoming and friendly atmosphere as evidenced by the social interaction and conversation between Visiting Team Members and several second year students.

The STEM and Mechatronics Program is located on the second floor in two large classrooms and one laboratory. These two classrooms are located in close proximity to each other and encompass 2,000 square feet of space. One room is a computer lab with 18 computers for 3D modeling and 3D printing. The other classroom is divided into lab space with 17 desktop computers. The lab training equipment is placed on the outer walls of the classroom while the computers are in the middle of the space. The Visiting Team found classrooms and labs that were both clean and efficiently utilized. The classrooms are well lit, with appropriate signage and labels, and equipment placement making for a safe and functional learning environment.

There are a total of 12 students enrolled in the Mechatronics program, all whom are first year students. All but two are girls. There are two instructors for the Mechatronics Program who have been certified by Siemens to instruct a curriculum based on their systems approach to teaching using training equipment that has been approved by Siemens as acceptable for use in Mechatronics Program. The training manuals and equipment are new and specifically geared to the Mechatronics Program. The curriculum encompasses all aspects of STEM (Science, Technology, Engineering, Math). Students are learning the appropriate use of computer programs such as Auto CAD, Solidworks, and PLC. Students also become familiar with the use of electronic measuring devices including tachometers, micrometers, calipers, and various gauges. The curriculum is based on labs that coincide with hands-on work that students are expected to complete on the trainers. The curriculum focuses on preparing students to be able to apply skills in their core subjects (English, science, math). Scope and sequence of the curriculum reflects an organized and time sensitive method of delivery using a self-directed mode defined as follows: Just-in-time Presentation, Learn-as-you-do, Frequent mode changes, and Rapid Accomplishment. This model was adopted after reviewing a great deal of research suggesting that this model motivates and benefits students.

The Mechatronics Program is just three years old and is being evaluated by both instructors on a daily basis to ensure curriculum is being presented in the most appropriate methodology for students. The Program Advisory Committee is used to ensure that the latest information, technology and equipment are included in program design and delivery. A small, but engaged, Program Advisory Committee is in place and active, and instructors are always looking to recruit additional members. There are two meetings scheduled each school year and minutes are taken and transcribed by the program instructors. The Program Advisory Committee input is essential to the future direction of the program.

The instructors of the Mechatronics Program have been certified by Siemens as Certified Instructors. A Certified Instructor has completed the Instructor Certification Program onsite at the Siemens Technik Akademie in Berlin, Germany comprising the general teaching and learning approach course as well as the course-specific curriculum. This allows the instructors to proctor the Siemens Certified Mechatronic Systems Assistant

certification test. A Siemens Certified Mechatronic Systems Assistant will function as a well-grounded machine operator in a complex system, with responsibility for efficient operation of the equipment with minimal down-time. Normally a Siemens Certified Mechatronic Systems Assistant would carry out their work at plant assembly sites, workshops or in connection with service operations which utilize complex mechatronic systems. The students generally work alone or in teams of two, but may also work in various size groups up to the whole class. The students read and then complete labs on self-trainers with minimal input from instructors. The Solid Works portion is done so that students are creating real world 3-D projects, which are then printed based on their designs. The students are allowed to also answer questions and assist other students with their work. This collaboration between instructor/student and student/student allows them to take ownership of their learning and be active in all aspects of the learning as well as instruction. The assignments are designed to create an attitude of inquiry. The student must take a written assignment and turn it into a hands on lab and trouble shoot any problems that are not working. The student must correlate written information and data collection and be able to create results and conclusion for the project.

The Visiting Team observed expectations of student learning through instructional and assessment practices that are validated by Siemens, but also aligned with standards established by the Vermont Agency of Education, and expectations articulated by the mission and core values of NCCC. Students receive one-on-one instruction, rubrics, skills assessment, project grades, lab grades, journals, and work-based learning evaluations are all reflected by the school's online grading portal, Power School. Students are also required to participate in the annual Interview Day and portfolio process.

Students also create various feed-backs in the form of question and answer sheets, review questions and testing. They also present hands-on demonstrations of skills for assessment. Twenty-first century skills (communication, problem solving, self- motivation) along with soft skills (being on-time, on-task, appropriate behavior, team player) are evaluated on a daily basis using a rubric.

Mechatronics Commendations

Commendation

Creating an alliance with the Siemens Corporation to obtain state of the art curriculum and equipment.

Commendation

Participation in professional development opportunities to earn the Siemens Instructor Certification.

Mechatronics Recommendations

Recommendation

Investigate ways to establish an articulation agreement between the program and relevant post-secondary institutions, to further validate the depth of the curriculum and student learning.

Recommendation

Institute the OSHA-10 and CPR certification programs, to validate safety within the program.

Recommendation

Continue to recruit more members for the Program Advisory Committee, to encourage increased participation and input from industry professionals.

Welding / Metal Fabrication and Joining

Narrative Program Summary

WELDING AND METAL FABRICATION

The Welding and Metal Fabrication program consists of five rooms including: a classroom, welding shop, office in shop, storage room and electrical room. The classroom resources are one Lenovo computer, Panasonic TV, eight tables with 17 chairs, 14 textbooks and workbooks, Smartboard and a virtual welding machine. Also included in the classroom are multiple resources such as books, instructional videos, posters and students work for visual aids, blueprints, and welded examples. The welding shop has one Torchmate plasma cutter with table, one Miller 375 plasma cutter, two portable Miller 250 GMAW welders, three Lincoln arc welders, three Lincoln 350 pro welders with flux core, two Miller sync welders, five Miller 304 welders, 12 grinders, a metal sheer, one bender, one jet saw, one Powermatic drill press, one break, multiple measuring devices, drill bits, and other assorted tools and equipment. The storage room contains hand tools, welding electrodes, and storage boxes.

The NCCC Welding and Metal Fabrication Program aligns with the American Welding Society (AWS) standards, which align with local, state, and national welding standards. AWS includes, not only entry-level industry standards, but standards that range all throughout the welding spectrum. The program utilizes the Vermont Agency of Education welding/metal fabrication standards CIP 48.0508 and the Hobart welding institute curriculum. Students complete embedded mathematics and literacy competencies. The Hobart curriculum encompasses welding, gas tungsten, and arc welding.

The Visiting Team observed students engaged in the Hobart curriculum math competencies in the classroom, while other students were working in the shop welding booths to complete AWS competencies. Students are assessed on each attempt by a collaborative process where they discuss the faults and strengths of each weld with the instructor. Students in the shop were working on a collaborative project with the Forestry, Agriculture and Water Resources Program by utilizing Computer Aided Drawing software to set-up the plasma cutting machine. Student work samples are sent to the AWS each year for certification. Students may send one sample each year for certification. Upon certification, students receive a national certification from the AWS. Students are also assessed using tests and quizzes, performance, professionalism, employability skills, work place safety, project accuracy, and reflections. Students take midterm and final exams. Student grades are entered into PowerSchool. Students must complete a professional portfolio and participate in an annual Interview Day. Students are required to complete the OSHA 10 Construction and Career Safe programs through SkillsUSA.

Curriculum resources include:

- Hobart welding informational videos and curriculums
- Lincoln Electric Online Education
- Miller Welding Academy
- Victor videos
- Welding Principles and Application textbooks and workbooks
- Practical Problems in Mathematics for Welders workbooks

There are currently 11 students in the junior class; 10 males and one female. The senior class is comprised of nine male seniors. The instructor indicated the program is filled to capacity for next year, with 11 incoming students. Student demographics have not changed in the last 10 years. The instructor indicated that he was unclear about the process and requirements for student acceptance into the Welding Program.

The program instructor is observed and evaluated to ensure alignment with the center's core values, beliefs, and

expectations. Feedback is provided regarding commendations and recommendations. The Vermont competencies set the agenda for what the students need to learn in the welding shop. Students gain knowledge from differentiated learning and hands on training. Visual aids such as movies, models, and interactive class projects are used to enhance student learning. There is one full-time instructor for the two-year program. The welding program does not currently have articulation agreements or dual enrollment. Many students participate in worked-based-learning program. The instructor is eager to build collaborative partnerships with other programs and currently indicates that they are working with Building Trades, Mechatronics, and the Diesel/ Heavy equipment program. The instructor is very enthusiastic. The instructor has 12 years welding experience and has completed a five year apprentice program. He currently holds certification for S2 Unlimited Heating and Cooling and Pipe Fitting. The program instructor indicated that the program currently has enough resources to deliver quality instruction. However, the instructor reported that the ventilation system appears to be working at a reduced capacity and the lighting in the individual booths is poor.

Students are currently working on projects to build targets for the police department, exterior signs for the center and the school, repairing school equipment, a live well, and signage for the forestry program.

The Welding Program has a Program Advisory Committee that meets regularly to ensure that the program maintains relevance and focuses on local needs. The board helps to tailor the learning opportunities to the local job market outlook. This board provides opportunities to advance the profession by analyzing ways to market the Welding Program. Minutes and membership information for the Advisory Committee are available on the NCCC website.

Welding / Metal Fabrication and Joining Commendations

Commendation

The Welding Program for continued involvement and completion of projects which serve the community.

Welding / Metal Fabrication and Joining Recommendations

Recommendation

Investigate ways to coordinate between guidance, administration, and the instructor to ensure appropriate student placement in the welding program.

Recommendation

Develop a plan to update and maintain shop equipment and facilities, including the ventilation and lighting issues.

Automotive Technology

Narrative Program Summary

TRANSPORTATION SCIENCE TECHNOLOGY

The Transportation Science Technology program consists of a classroom, lab area, storage areas, locker area and office space. All areas are kept relatively clutter free and are swept daily. The lab area contains four automotive lifts, two tire machines, two tire balancers, several work benches, a grinder, a hydraulic press and an engine stand and jack. There is adequate space between the shop equipment and lifts. Shop equipment is appropriately labeled for safety. Shop tools are located in cabinets on the walls of the shop. Shop chemicals are labeled and stored appropriately. The classroom has seating for instruction and computer stations for every student. The program students use Mitchell on Demand for shop data and CDX in both online and hard copy formats. The classroom evacuation route is clearly displayed.

North Country Career Center's (NCCC) Transportation Science Technology (TST) program is certified by the National Association of Technicians for Excellence Foundation (NATEF), and has a curriculum which aligns with local, state and national standards. A sequence of study is outlined which emphasizes workplace readiness, industry recognized credentialing and applied learning. Students apply content knowledge to a variety of learning labs which include servicing customer's vehicles, transmission service overview with a local technician, 30 hour work based cooperative learning at a local business, and an annual restoration project with the Cars of Yesteryear Car Club. Students work individually and in groups to identify customer concerns, research and diagnose vehicles, and complete and confirm necessary repairs. Mentors from the Cars of Yesteryear Club work with students on the restoration, and there is a culminating community Car Show and free vehicle safety check to honor the project. Various guest speakers and industry experts are accessed on an as-needed basis to support student learning.

While the timeline of the written curriculum is largely honored through the use of an online text and assessment system called CDX, various lab opportunities may align with more advanced sections of the curriculum or review previously studied topics. Student shop tasks are linked to the NATEF standards and referenced in the student portfolios. Students culminate their experience with an interview and a comprehensive portfolio that includes certifications from, Snap on, Sp2 safety training, shop work examples, N.A.T.E.F. task sheets and examples of English coursework. The portfolio process is enhanced by the instruction of the English instructor who works specifically with the automotive students. The automotive students receive credit for English by direct instruction in the automotive classroom. The curriculum is reviewed annually through the Vermont Automotive Professional Learning Community and is revised in relation to student performance using anecdotal, practical and state assessments. All but one senior met state standards for the Maintenance and Light Repair skills assessment for the 2016 school year.

Many incoming automotive students have completed small engines or metalworking to prepare for the program, but others take the semester-long introductory course. The program counts for two credits per year toward graduation, and students may also attain a science credit upon successful completion of the two-year program. TST offers dual enrollment through Vermont Technical College (VTC) and has articulation agreements with institutions such as the University of Northwestern Ohio and The New England Institute of Technology.

There are nineteen areas for practical assessment in the TST program, from brakes to battery service. Each area identifies the specific identifiable tasks and duties. Students also utilize Automotive Service Excellence (ASE) preparation materials. Students average at least four ASE student certifications, as the industry's predominant certifying organization, these are highly valued. The Vermont Department of Motor Vehicles also guides students through a written and practical examination resulting in Vermont State Inspection Certification.

Students in the TST program participate in online, classroom and applied learning. Quarterly mastery objectives are outlined in PowerSchool which is the online grade reporting system. Professional behaviors and scenario (skills) assessments are listed. Students may complete the online (textbook) components at their own pace, and the system allows for pre, during and post assessment. Longer units of instruction culminate in the administration of an ASE Student Certification Examination. Students are allowed multiple attempts for mastery provided additional study occurs.

There are daily lab activities and projects. Students are grouped and assigned projects as their content knowledge and skills allow. For example, one group may be asked to complete a disc brake service while another may need to demonstrate proficiency on mounting and balancing tires. Also, it is sometimes the case that a group leader is assigned who can clarify procedures for students who need additional practice with a procedure. Each of the nineteen skills assessments includes evaluation of the diagnosis and repair procedure, and it also addresses the research, communication and invoicing tasks associated with the job.

Successful learning labs are documented in the individual student career center portfolios, and students provide work samples which are reflective and target program competencies. The Co-op Coordinators, Career Guidance Counselor and Special Needs Coordinator for the career center are frequent visitors/observers and assist in adapting instruction to increase student learning and engagement. All students must complete the SP2 Mechanical Safety and Pollution Prevention training annually and provide their certificates in their student portfolios.

There is one full-time instructor for the two year program. Each of the two levels is capped at sixteen students in regard for student safety. Materials, equipment, supplies, facilities, and media resources are reviewed bi-annually through the Program Advisory Committee, and are updated accordingly. Currently, they are up-to date. The program instructor is observed and evaluated to ensure consistency with the center's mission, core values, beliefs and learning expectations. Feedback is provided regarding commendations and recommendations. The program's assessment strategies are reviewed by the Program Advisory Committee, the NATEF certifying body, and the Career Center Director. Students enroll in the Cars of Yesteryear club, and each has an opportunity to network and support antique automobile preservation. The students are encouraged to participate in Skills USA, and two students compete in the annual SkillsUSA competition.

The curriculum is reviewed annually through the Vermont Automotive Professional Learning Community and is revised in relation to student performance on anecdotal, practical and state assessments. All but one senior met state standards for the Maintenance and Light Repair skills assessment for the 2016 school year.

The Program Advisory Committee meets biannually and maintains minutes reflecting budget, equipment, curriculum, co-op, community outreach, student enrollment, and scholarships. Materials, equipment, supplies, facilities, and media resources are reviewed bi-annually through the advisory committee, and are updated accordingly.

ALL students complete some form of work-based learning through co-op, job shadows at local businesses, guest speakers, and mentor-mentee relationships. These include but are not limited to:

- An annual tour of Hayes Ford in Newport
- A transmission rebuild through Leroux Brothers Transmission
- Cars of Yesteryear restoration projects
- Co-operative learning placements at Hayes, Newport Auto Works, The Village Bike Shop, Walt's Sales and Service, Champlain Valley Equipment, Bond Auto Parts, Auto Outfitters, Lakeview Aviation and Champlain Valley Equipment.
- An Air National Guard tour of the motor pool and air wing
- Visits to Lakeview Aviation
- Guest speakers through Snap-on, Westward Equipment and post-secondary representatives

The instructor of the TST program networks with the advisory committee and local agencies to provide a rich educational experience for students. She participates in STEM Academy planning, hosts a car club for girls titled the Girls Automotive Learning Seminar (GALS), runs a STEM after-school program for Newport City Elementary School in her classroom and hosts a community service event in the spring for the local Car Club.

The student demographics have remained largely white and male with an occasional female or student of color. Enrollment vacillates between 10 to 16 in year one, and between 3 to 9 in year two. Current enrollment is all males with 9 juniors and 8 seniors . The majority of students who successfully complete the program are either pursuing post-secondary education and training or are employed in a related field.

Automotive Technology Commendations

Commendation

The teacher for her collaborative work in the community to bring experts in the field in to enrich the students' experiences.

Commendation

The students for the annual restoration project with the Cars of Yesteryear Car Club which facilitates and maintains a connection with members of the local community.

Commendation

The students for their commitment to build excellent portfolios and develop interview skills that will help them increase their employability.

Commendation

The English teacher for successfully integrating English within the automotive technology curriculum to bolster customer service skills for students who will be employed in the trade.

Automotive Technology Recommendations

Recommendation

Continue to develop a strategy that will increase student awareness of careers within the transportation cluster for non-traditional students to better represent the student population of NCCC.

Recommendation

Continue to maintain a strong Program Advisory Committee that can be effectively used to revise and update curriculum and equipment as needed to meet ever-changing industry demands.

Diesel/Heavy Equipment

Narrative Program Summary

HEAVY EQUIPMENT OPERATION AND MAINTENANCE

The Land Lab is the location of the Heavy Equipment Operation and Maintenance Program. The main shop and classroom were clean and well maintained. The classroom and shop is a large open area measuring approximately 3,000 square feet. Windows provide natural light to supplement the artificial lighting. Outside there is an open four-bay area for storing heavy duty equipment during the winter. The inside space includes three bays with overhead doors for accommodating large equipment. The teacher has a desk with a computer. Tables and chairs are set up as a classroom in the shop space. The shop is a work/maintenance space with tool cribs and welding equipment, along with many large heavy equipment vehicles. In the spring, the students will move the equipment outside to begin the heavy equipment coursework. Proper safety equipment and signage was evident throughout the building. Emergency shut offs are distributed throughout the shop area. Evacuation and Emergency Procedures were posted in all classrooms. The male and female restrooms were large and well maintained. The classroom, shop, and outdoor work areas are open and accessible to all students. Currently, ten male students are in the program: seven juniors and three seniors. Non-traditional students have taken part in the Heavy Equipment Program in the past.

Students were observed repairing the heavy duty equipment in preparation for their outdoor training as operators. The instructor is dynamic and active in the modification, revision, and improvement of the curriculum. The instructor collaborates with other instructors in the fields of heavy equipment, welding, mechanics, and truck operation. He attends equipment dealerships, equipment shows, and job sites. Current student success is tracked. In addition to the Program Advisory Committee, feedback from past students is considered during curriculum revisions. The instructor must constantly modify the day-to-day instruction of the Heavy Equipment Program due to student absences caused by home or sending-school functions or obligations, for which a number of students miss class at the same time. The instructor noted that most of the outgoing students plan to attend college following graduation from NCCC.

Students are supplied with a grading rubric at the beginning of the school year. The style of instruction in the Heavy Equipment program is such that all students learn at their own pace, regardless of skill level. The students receive written/verbal feedback in the form of comments and a grade each time they test for a skill level. The grade directly correlates to the state competencies. Students are guided to improve performance by daily one-on-one instruction and by the written comments on the scoring rubric. The instructor meets with the Special Needs Coordinator to make a plan to follow accommodations for students with IEP/504 plans. The instructor conducts parent conferences and attends IEP/504 meetings. Students receive recognition for their achievements in the form of awards and industry certifications. Public announcements of student achievements are made by the instructor. Direct recognition by the administration for outstanding performance, community service, and other achievement is important for students. Recognition boosts self-esteem and assists students in building their professional portfolio.

The program curriculum aligns with the Vermont state competencies for Heavy Equipment programs. The competencies were developed by a committee of secondary and post-secondary Heavy Equipment instructors, Vermont State Agency of Education consultants, and experts from the field. These competencies are recognized statewide and is in the process of being revised at the state level. The competencies cover all aspects of operation: trucking, welding, and mechanics. Students are instructed on proper and safe operation of equipment, then work individually performing a series of increasingly difficult tasks in relation to skill level. Students are tested and graded on the completion of tasks, which they must perform to industry standards. Students are assessed on these skills during mid-year and final exams.

Heavy Equipment Operation and Maintenance students participate in SkillsUSA. Students participate in the yearly Career Fair Day. The Diesel/Heavy Equipment Program has a formal agreement with New Hampshire Community Technical College of Berlin, New Hampshire. Students participate in specialized training programs offered from NCCC, such as: CPR, Air Brakes, Flagging, Commercial Drivers License learner permit, and OSHA-10 Construction. Some students demonstrate leadership skills by recruiting students, participating in leading tours, and assisting at the Junior High Career Fair.

The Heavy Equipment Operation and Maintenance Program Advisory Committee is a diverse group of people currently working in different areas of heavy equipment operation, welding, mechanics, and trucking. This committee meets at least twice per school year. Committee members make individual program visits throughout the year. Communication during formal and informal meetings keeps the instructor up-to-date on new technologies available in the field. This information is used to revise curriculum. Evaluation of equipment needs by the committee is ongoing to ensure that students are being trained on industry standard equipment. Members assist during the Heavy Equipment Interview Day. An agenda is prepared and minutes are kept for each Advisory Committee meeting. Copies are maintained at the NCCC office and posted on the NCCC webpage.

Applied math skills are included in the program curriculum. The Special Needs Coordinator supports students who are struggling during the two years the students are in the program. Students receive an embedded science credit, along with six elective credits, upon successful completion of the program. The students are assessed weekly in the use of industry vocabulary. Students practice writing skills as they develop their portfolios, write reports, and log entries into agenda books.

Students utilize computer skills to develop a career portfolio, develop resumes, write cover letters, manipulate digital photos, scan documents, complete desk-top publishing, access PowerSchool. Equipment simulator operation is being replicated on computers to help students reach proficient levels.

Students are instructed in safety training. Each student is tested in the following areas:

- OSHA SDS/Hazardous Communications
- Blood Borne Pathogens
- Fire and Electrical Safety
- Equipment Safety
- OSHA 10 for Construction
- CPR and First Aid

The Heavy Equipment instructor uses the students' accommodations from IEP/504 plan to maximize their performance in the program. Working with the NCCC's Special Needs Coordinator, the instructor can be sure students are receiving proper accommodations and modifications. The instructor participates in the team IEP meetings.

Diesel/Heavy Equipment Commendations

Commendation

A very supportive Program Advisory Committee that helps the instructor to keep the program current and improves the learning environment for all students.

Commendation

The availability of multiple pieces of equipment for individual student instruction that allows the students exposure to a variety of heavy equipment machines and operations.

Commendation

New offsite Land Lab facility complete with computer lab that creates a learning environment that is student focused.

Commendation

Relocating the program to a larger shop two years ago added a maintenance component to the program so that the equipment is maintained and ready to operate in the fall.

Commendation

New equipment storage shed so that the equipment is not exposed all winter.

Commendation

Good working relationship with NCCC Director and staff that enhances the learning environment.

Diesel/Heavy Equipment Recommendations

Recommendation

Investigate the alternating block scheduling to reduce the disruption of the flow of teaching and learning process of the program.

Major Commendations from the Team (Critical Strengths) Listed by Standard

Major Commendations

Standards 1, 5, 6 & 7

NCCC has a positive school culture and students and staff report feeling welcome, safe and supported in fulfilling the mission of the school to prepare students to be career, college, and community ready.

Standards 2, 3, 4 & 6

NCCC programs are academically rigorous and provide students an opportunity to earn no cost college credit while in high school through dual enrollment, industry recognized certifications, and obtain valuable career experience through work-based learning placements.

Standards 1, 2, 3 & 7

NCCC has strong Program Advisory Boards and volunteer community members who mentor students, provide technical expertise to both teachers and students and support the overall mission of the school.

Standards 2 & 5

NCCC has consistent leadership that is supported by the governing boards and works closely with the Vermont Agency of Education and State Workforce Development Board to provide programs that are challenging to students and relevant to local, state and national economic realities and available jobs. NCCC is a leader in the state Career Pathways development.

Standards 5 & 7

The NCCC budget is consistently supported by the community and the Director has procured many grants to develop new programs, provide teacher training and purchase state of art the equipment.

Standards 5 & 6

NCCC has active student participation in CTSOs and the newly formed Student Voice and Choice that provide a vehicle for students to demonstrate leadership skills, collaboration and promote community service and civic responsibility.

Standards 2, 3, 4, & 5

NCCC program teachers collaborate on large scale projects, as well as utilize Project Based Learning in the individual programs so students combine real world critical thinking and technical skills. Teachers individualize and differentiate instruction for students to best suite their learning styles and career goals.

Major Recommendations from the Team (Focus Areas for Improvement) Listed by Standard

Major Recommendations

Standard 2

Curriculum development depends upon the teacher and Program Advisory Committee and therefore is not rigorous in every program. Implement a standard format for curriculum review involving the administration.

Standard 5

Develop a more focused orientation that deals specifically with the needs of new Career Technical Education teachers.

Standard 5

Implement a plan to regularly monitor, during the school year, the varying school calendars to ensure that scheduled activities are not inadvertently undone by last minute school activities that change the calendar.

Standard 6

Investigate ways to provide more in-class direct support for students on IEPs and 504 plans.

Standard 6

Develop a plan for a more extensive and specific follow up survey/procedure for graduating seniors.

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: Mr. Richard Cavallaro

Principal

Bullard-Havens Technical High School
Bridgeport, CT

Assistant Chair: Mr. William Lucci

Assistant Director for Adult Technical Education

Stafford Technical Center
Rutland, VT

Team Members

Mr. Raymond Depot

Culinary Arts Instructor

Warwick Area Career and Technical Center
Warwick, RI

Mr. Robert Fairbanks

Carpentry Instructor

Worcester Technical High School
Worcester, MA

Mr. David Field

Programming / Web Development Instructor

Westbrook Regional Vocational Center
Westbrook, ME

Mr. Ronald Megna

Medical Assisting Instructor

Shawsheen Valley Technical High School
Billerica, MA

Mr. Jonathan Nardi-Williams

Guidance / Student Services

Nashoba Valley Technical High School
Westford, MA

Mr. Carter Waldren

Automotive Technology Instructor

Westbrook Regional Vocational Center
Westbrook, ME