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| ESE LogoStarLogo08_A |  | **Northampton-Smith Vocational Agricultural School District****COORDINATED PROGRAM REVIEW****REPORT OF FINDINGS****Dates of Onsite Visit:** **January 22-23, 2018****Date of Draft Report:** **March 21, 2018****Date of Final Report: May 2, 2018****Action Plan Due: May 31, 2018****Department of Elementary and Secondary Education Onsite Team Members:****Tom Hidalgo, Office of Public School Monitoring (PSM) Chair****Marc Oldenburg, PSM****Maura Russell, Office for College, Career and Technology Education** **(CCTE) Chair****Sara Nino, Office of English Language Acquisition and Academic Achievement (OELAAA) Chair** |
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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**COORDINATED PROGRAM REVIEW REPORT**

**Northampton-Smith Vocational Agricultural School District**

[SCOPE OF COORDINATED PROGRAM REVIEWS 3](#_Toc518986618)

[COORDINATED PROGRAM REVIEW ELEMENTS 4](#_Toc518986619)

[REPORT INTRODUCTION 7](#_Toc518986620)

[DEFINITION OF COMPLIANCE RATINGS 9](#_Toc518986621)

[CIVIL RIGHTS AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS 11](#_Toc518986622)

[ENGLISH LEARNER EDUCATION 15](#_Toc518986623)

[CAREER/VOCATIONAL TECHNICAL EDUCATION 18](#_Toc518986624)

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

**COORDINATED PROGRAM REVIEW REPORT**

**Northampton-Smith Vocational Agricultural School District**

**SCOPE OF COORDINATED PROGRAM REVIEWS**

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas:

Special Education (SE)

* selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education’s Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007. The 2017 - 2018 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

* selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.
* selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
* selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
* various requirements under other federal and state laws.
* The 2017 - 2018 Web-based Monitoring System (WBMS) districts conducted self-assessments across all criteria.

English Learner Education (ELE) in Public Schools

* selected requirements from M.G.L. c. 71A, the state law that governs the provision of education to limited English proficient students, and 603 CMR 14.00, as well as the No Child Left Behind Act of 2001 and Title VI of the Civil Rights Act of 1964. During the 2017 - 2018 school year, all districts that enroll limited English proficient students will be reviewed using a combination of updated standards and a self-assessment instrument overseen by the Department’s Office of English Language Acquisition and Academic Achievement (OELAAA), including a request for information regarding ELE programs and staff qualifications.

Some reviews also cover selected requirements in:

College, Career and Technical Education (CCTE)

* college, career and technical education programs under the federal Carl D. Perkins Vocational and Technical Education Act of 1998 and M.G.L. c. 74.

Districts providing Title I services participate in Title I program monitoring during the same year they are scheduled for a Coordinated Program Review. Details regarding the Title I program monitoring process are available at: <http://www.doe.mass.edu/titlei/monitoring>.

**COORDINATED PROGRAM REVIEW ELEMENTS**

**Team:** Depending upon the size of a school district and the number of programs to be reviewed, a team of one to eight Department staff members conducts onsite activities over two to five days in a school district or charter school.

**Timing:** Each school district and charter school in the Commonwealth is scheduled to receive a Coordinated Program Review every six years and a mid-cycle special education follow-up visit three years after the Coordinated Program Review; approximately 68 school districts and charter schools are scheduled for Coordinated Program Reviews in 2017 - 2018, of which all districts participated in the Web-based Monitoring System (WBMS). The Department’s

2017 - 2018 schedule of Coordinated Program Reviews is posted on the Department’s web site at <<<http://www.doe.mass.edu/pqa/review/cpr/schedule.html>>>.  The statewide six-year Program Review cycle, including the Department’s Mid-cycle follow-up monitoring schedule, is posted at <<<http://www.doe.mass.edu/pqa/review/cpr/6yrcycle.html>>>.

**Criteria:** The Program Review criteria for each WBMS review begins with the district/school conducting a self-assessment across all 56 current special education criteria and 26 civil rights criteria. The Office of Public School Monitoring through its Desk Review procedures examines the district/school’s self-assessment submission and determines which criteria will be followed–up on through onsite verification activities. For more details, please see the section on **The Web-based Approach to** **Special Education and Civil Rights Monitoring** at the beginning of the School District Information Package for Special Education and Civil Rights.

The requirements selected for review in all of the regulated programs are those that are most closely aligned with the goals of the Massachusetts Education Reform Act of 1993 to promote student achievement and high standards for all students.

**WBMS Methods:** Methods used in reviewing special education and civil rights programs include:

Self-Assessment Phase:

* District/school review of special education and civil rights documentation for required elements including document uploads. Upon completion of this portion of the district/school’s self-assessment, it is submitted to the Department for review.
* District/school review of a sample of special education student records selected across grade levels, disability categories and level of need. Additional requirements for the appropriate selection of the student record sample can be found in **Appendix II: Student Record Review Procedures** of the School District Information Package for Special Education.

Upon completion of these two portions of the district/school’s self-assessment, it is submitted to the Department for review.

On-site Verification Phase: Includes activities selected from the following;

* Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
* Interviews of parent advisory council (PAC) representatives and other telephone interviews, as requested, by other parents or members of the general public.
* Review of student records for special education: The Department may select a sample of student records from those the district reviewed as part of its self-assessment, as well as records chosen by the Department from the special education student roster. The onsite team will conduct this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
* Surveys of parents of students with disabilities: Parents of students with disabilities are sent a survey that solicits information regarding their experiences with the district’s implementation of special education programs, related services, and procedural requirements.
* Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.
* Review of additional documents for special education or civil rights.

**Methods for all other programs in the Coordinated Program Review:**

* Review of documentation about the operation of the charter school or district's programs.
* Interviews of administrative, instructional, and support staff across all grade levels.
* Telephone interviews as requested by other parents or members of the general public.
* Review of student records for English learner education and college, career and technical education:  The Department selects a representative sample of student records for the onsite team to review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
* Surveys of parents of English learners whose files are selected for the record review are sent a survey of their experiences with the district's implementation of the English learner education program and related procedural requirements.
* Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

**Report:** **Preparation:**

At the end of the onsite visit, the onsite team will hold an informal exit meeting to summarize its comments for the superintendent or charter school leader and anyone else he or she chooses. Within approximately 45 business days of the onsite visit, the onsite chairperson will forward to the superintendent or charter school leader (and collaborative director where applicable) a Draft Report containing comments from the Program Review. The Draft Report comments for special education and civil rights are provided to the district/school on-line through the Web-based Monitoring System (WBMS). These comments will, once the district has had a chance to respond, form the basis for any findings by the Department. The district (and collaborative) will then have 10 business days to review the report for accuracy before the publication of a Final Report with ratings and findings (see below). The Final Report will be issued within approximately 60 business days of the conclusion of the onsite visit and posted on the Department’s website at <<http://www.doe.mass.edu/pqa/review/cpr/reports/>>.

**Content of Final Report:**

*Ratings.* In the Final Report, the onsite team gives a rating for each compliance criterion it has reviewed; those ratings are “Commendable,” “Implemented,” “Implementation in Progress,” “Partially Implemented,” “Not Implemented,” and “Not Applicable.” “Implementation in Progress,” used for criteria containing new or updated legal requirements, means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.

*Findings.* The onsite team includes a finding in the Final Report for each criterion that it rates “Commendable,” “Partially Implemented,” “Not Implemented,” or “Implementation in Progress,” explaining the basis for the rating. It may also include findings for other related criteria.

**Response:** Where criteria are found “Partially Implemented” or “Not Implemented,” the district or charter school must propose corrective action to bring those areas into compliance with the relevant statutes and regulations.  This corrective action plan (CAP) will be due to the Department within 20 business days after the issuance of the Final Report and is subject to the Department’s review and approval. Department staff will offer districts and charter schools technical assistance on the content and requirements for developing an approvable CAP.

Department staff will also provide ongoing technical assistance as the school or district is implementing the approved corrective action plan. **School districts and charter schools must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Final Program Review Report.**

# **INTRODUCTION TO THE FINAL REPORT**

#

# The Massachusetts Department of Elementary and Secondary Education conducted a Coordinated Program Review of Northampton-Smith Vocational Agricultural School District during the week of January 22, 2018, to evaluate the implementation of selected criteria in the program areas of special education, civil rights and other related general education requirements, English learner education and college, career and technical education. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities and to review the programs underway in the district.

The Department is submitting the following Coordinated Program Review Report containing findings made pursuant to this onsite visit. In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

Interviews of:

* Administrative staff
* Teaching and support services staff
* Special education parent advisory council representative
* Students
* Persons from the general public

Student record reviews:

* Special education student records
* English learner student records
* College, career and technical education student records

Surveys:

* Parents of students with disabilities
* Parents of English learners

Observations of classrooms and other facilities

The report includes findings in the program areas reviewed organized under nine components. These components are:

**Component I: Assessment of Students**

**Component II: Student Identification and Program Placement**

**Component III: Parent and Community Involvement**

**Component IV: Curriculum and Instruction**

**Component V: Student Support Services**

**Component VI: Faculty, Staff and Administration**

**Component VII: Facilities**

**Component VIII: Program Evaluation**

**Component IX: Recordkeeping and Fund Use**

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| The district conducted a self-assessment and the Department reviewed all of the criteria in the specific program areas. The Coordinated Program Review Report includes those criteria that were found by the team to be implemented in a “Commendable” manner, as well as criteria receiving a rating of "Partially Implemented," "Not Implemented," or “Implementation in Progress.” (Refer to the “Definition of Compliance Ratings” section of the report.) **Program Review Reports no longer include criteria receiving a rating of “Implemented” or “Not Applicable.”** This change will allow the district and the Department to focus their efforts on those areas requiring corrective action. For those criteria receiving a rating of “Partially Implemented” or “Not Implemented,” the district or charter school must propose to the Department corrective actions to bring those areas into compliance with the controlling statute or regulation. For any criteria receiving a rating of “Implementation in Progress,” the district must indicate the steps the district will continue to take in order to fulfill the regulatory requirements. Districts are expected to incorporate the corrective actions into their district and school improvement plans, including their professional development plans. |

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| **DEFINITION OF COMPLIANCE RATINGS** |
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| **Commendable** | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
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| **Implemented** | The requirement is substantially met in all important aspects. |
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| **Implementation in Progress** | This rating is used for criteria containing new or updated legal requirements and means that the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
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| **Partially Implemented** | The requirement, in one or several important aspects, is not entirely met. |
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| **Not Implemented** | The requirement is totally or substantially not met. |
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| **Not Applicable**  | The requirement does not apply to the school district or charter school. |

Northampton-Smith Vocational Agricultural School District

**SUMMARY OF COMPLIANCE CRITERIA RATINGS**

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|  | **Special Education** | **Civil Rights and Other General Education Requirements** | **English Learner Education** | **College, Career and Technical****Education** |
| **IMPLEMENTED** | SE 1, SE 2, SE 3, SE 3A, SE 4, SE 5, SE 6, SE 7, SE 8, SE 9, SE 9A, SE 10, SE 11, SE 12, SE 13, SE 14, SE 15, SE 18A, SE 18B, SE 19, SE 20, SE 21, SE 22, SE 24, SE 25, SE 25A, SE 25B, SE 26, SE 27, SE 29, SE 32, SE 33, SE 34, SE 35, SE 36, SE 40, SE 41, SE 43, SE 44, SE 45, SE 46, SE 47, SE 48, SE 49, SE 50, SE 51, SE 52, SE 52A, SE 53, SE 54, SE 55, SE 56, SE 59 | CR 3, CR 6, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 9, CR 10, CR 10A, CR 10B, CR 10C, CR 11A, CR 12A, CR 13, CR 14, CR 15, CR 16, CR 18, CR 18A, CR 20, CR 21, CR 22, CR 23, CR 26A | ELE 1, ELE 2, ELE 3, ELE 4, ELE 7, ELE 8, ELE 9, ELE 10, ELE 14, ELE 15, ELE 17, ELE 18 | CCTE 1, CCTE 2, CCTE 4, CCTE 5, CCTE 6, CCTE 8, CCTE 9A, CCTE 9B, CCTE 12, CCTE 15, CCTE 18, CCTE 19, CCTE 23, CCTE 24, CCTE 25  |
| **PARTIALLY****IMPLEMENTED** |  | CR 17A, CR 24, CR 25 | ELE 5, ELE 6 | CCTE 3, CCTE 7 CCTE 10, CCTE 11 CCTE 13, CCTE 20, CCTE 21, CCTE 22  |
| **NOT IMPLEMENTED** |  |  | ELE 13 |  |
| **NOT APPLICABLE** | SE 16, SE 17, SE 37, SE 38, SE 39, SE 42 |  |  | CCTE 14, CCTE 16 |

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| **CIVIL RIGHTS** **METHODS OF ADMINISTRATION (CR)** **AND** **OTHER RELATED GENERAL EDUCATION REQUIREMENTS****LEGAL STANDARDS,** **COMPLIANCE RATINGS AND** **FINDINGS** |

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| **CRITERION****NUMBER** |       |
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|  | **Legal Standard** |
| CR 17A | Use of physical restraint on any student enrolled in a publicly-funded education program1. Public education programs must develop and implement written restraint prevention and behavior support policy and procedures consistent with new regulations 603CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.
	1. restraint prevention and behavior support policy and procedures shall be annually reviewed and provided to program staff and made available to parents of enrolled students.
	2. restraint prevention and behavior support policy and procedures shall include, but not be limited to: methods for preventing student violence, self-injurious behavior and suicide; methods for engaging parents and youth in discussions about restraint prevention and use; a description and explanation of the program’s alternatives to physical restraint and method of physical restraint in emergency situations; a statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of restraint inconsistent with 603 CMR 46.03; a description of the program’s training requirements, reporting requirements, and follow-up procedures; a procedure for receiving and investigating complaints; a procedure for conducting periodic review of data and documentation on the program’s use of restraint; a procedure for implementing the reporting requirements; a procedure for making both oral and written notification to the parent; and a procedure for the use of time-out.
2. Each principal or director shall determine a time and method to provide all program staff with training regarding the program’s restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.
3. At the beginning of each school year, the principal of each public education program or his/her designee shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall have in-depth training on the use of physical restraint.
4. The program administers physical restraint on students only in emergency situations of last resort when needed to protect a student and/or member of the school community from assault or imminent, serious, physical harm and with extreme caution in order to prevent or minimize any harm to the student as a result of the use of physical restraint.
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|  | M.G.L. c. 71, § 37G; 603 CMR 46.00 effective January 1, 2016 |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Document review and interviews indicated that the district has updated the restraint prevention and behavior support policy to include all content consistent with regulatory requirements that went into effect January 1, 2016, but has not developed procedures to implement the policy, to include:** *methods for preventing student violence, self-injurious behavior and suicide;*
* *methods for engaging parents in discussions about restraint prevention and use;*
* *alternatives to physical restraint and methods of physical restraint in emergency situations;*
* *a statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of restraint inconsistent with 603 CMR 46.03;*
* *a description of the training requirements, reporting requirements, and follow-up procedures;*
* *a procedure for receiving and investigating complaints;*
* *a procedure for conducting periodic review of data and documentation on the program's use of restraint;*
* *a procedure for making both oral and written notification to the parent; and*
* *a procedure for the use of time-out.*
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| **CRITERION****NUMBER** | CIVIL RIGHTS METHODS OF ADMINISTRATION (CR)**AND OTHER RELATED GENERAL EDUCATION REQUIREMENTS****VIII. PROGRAM PLAN AND EVALUATION** |
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|  | **Legal Standard** |
| **CR 24** | Curriculum reviewThe district ensures that individual teachers in the district review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials. |
|  | M.G.L. c. 76, § 5; 603 CMR 26.05(2) as amended by Chapter 199 of the Acts of 2011 |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Document review and interviews indicated that individual teachers in the district do not consistently review all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation; and use appropriate activities, discussions and/or supplementary materials to provide balance and context for any such stereotypes depicted in such materials.* |

| **CRITERION****NUMBER** |       |
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|  | **Legal Standard** |
| CR 25 | Institutional self-evaluationThe district evaluates all aspects of its K-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities. It makes such changes as are indicated by the evaluation. |
|  | Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(b)(2); EEOA: 20 U.S.C. 1703(f); Section 504: 29 U.S.C. 794; 34 CFR 104.4(b)(4); Title II: 42 U.S.C. 12132; 28 CFR 35.130(b)(3); NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Sec. 722(g)(1)(J)(i), 722(g)(7); Mass. Const. amend. art. 114; M.G.L. c. 71A, § 7; c. 76, § 5; 603 CMR 26.07(1),(4) as amended by Chapter 199 of the Acts of 2011 |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Document review and interviews indicated that the district does not evaluate all aspects of its 9-12 program annually to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities, and makes such changes as are indicated by the evaluation.* |

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| **ENGLISH LEARNER EDUCATION****LEGAL STANDARDS,** **COMPLIANCE RATINGS AND** **FINDINGS** |

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| **CRITERION****NUMBER** | ENGLISH LEARNER EDUCATION**II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT** |
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|  | **Legal Standard** |
| ELE 5 | **Program Placement and Structure**1. The district uses assessment data to plan and implement educational programs for students at different instructional levels.
2. G.L. c. 71A, sections 4 and 5 require that students classified as ELs be educated either in a Sheltered English Immersion (SEI) program or Two-Way Immersion program (TWI), unless a program waiver is sought for another ELE program model, such as Transitional Bilingual Education (TBE). The requirement to provide English language development services to ELs applies to all districts that enroll one or more EL students.
3. Districts are required to include ESL instruction in the implementation of their ELE program to advance English language development and promote academic achievement of ELs.

**Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7; 603 CMR 7.15(9)b.; 603 CMR 14.07** |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of ACCESS for ELL scores for three consecutive years indicated that only 25% of English learners (ELs) have shown growth in English language acquisition. The district's ELE program is not effective in developing students' English language skills and requires appropriate program adjustment to improve the outcomes of the service delivery.* |

| **CRITERION****NUMBER** | ENGLISH LEARNER EDUCATION**II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT** |
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|  | **Legal Standard** |
| ELE 6 | **Program Exit and Readiness**1. Each school district shall establish criteria, in accordance with Department of Elementary and Secondary Education guidelines, to identify students who may no longer be English learners.
2. The district does not reclassify an English Learner (EL) as Former English Learner (FEL) until he or she is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials.
3. Districts do not limit or cap the amount of time in which an EL can remain in a language support program. An EL only exits from such a program after he or she is determined to be proficient in English.

**Authority: Title VI; ESEA; EEOA; G.L. c. 71A, § 4; 603 CMR 14.02** |
|  | **Rating:** |  **Partially Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Document review indicated that some students have been reclassified as Former English Learners (FELs) at the WIDA proficiency level as low as 2.5. ELs at this proficiency level require significant support to participate meaningfully in all aspects of the district’s general education program and, therefore, should not be considered for reclassification.* |

| **CRITERION****NUMBER** | ENGLISH LEARNER EDUCATION**V. STUDENT SUPPORT SERVICES** |
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|  | **Legal Standard** |
| ELE 13 | **Follow-Up Support**1. The district actively monitors students who have exited an ELE education program for four years and provides language support to those students, if needed.
2. The district provides language support, if needed, to remedy any academic deficits the student incurred as a result of participation in the ELE program.

**Authority: Title VI; EEOA; ESEA** |
|  | **Rating:** |  **Not Implemented**  | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Document review and student record review indicated that the district monitors students' English language skills; however, there is no system in place to monitor reclassified students' academic progress and to provide support to former ELs who struggle academically.* |

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| **OFFICE FOR COLLEGE, CAREER AND TECHNICAL EDUCATION****LEGAL STANDARDS,** **COMPLIANCE RATINGS AND** **FINDINGS** |

| **CRITERION NUMBER** |  |
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|  | Legal Standard |
| CCTE 3 | The district assesses students for the acquisition of safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. *Vocational Technical Education Regulations 603 CMR 4.03 (4); Perkins Section 3, 134, M.G.L. c.74 Section 2* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at<http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Chapter 74 Manual for Vocational Technical Education Programs at<http://www.doe.mass.edu/cte/programs/> |
|  | **Rating:** | **Partially Implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:**  |
| *Interviews and a review of documents and student records indicated that students receive standard grades and tests/quizzes in all programs, primarily for the technical skills specific to each program (Strand 2 of the Vocational Technical Education Frameworks). However, most programs do not consistently document the competencies earned by students for all strands of the Vocational Technical Education Frameworks. In many of the district’s Career/Vocational Technical Education programs, there is no assessment and documenting of the acquisition of employability, management & entrepreneurship, and technological knowledge and skills (VTE Frameworks Strands 4, 5 & 6).* |

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| **CRITERION NUMBER** |  |
|  | Legal Standard |
| **CCTE 7** | *(Note: This criterion applies only to Chapter 74-approved vocational technical education*.)Ninth graders admitted to Chapter 74-approved vocational technical education participate in the district’s Chapter 74-approved vocational technical education exploratory program for a minimum of one-half of the school year. The program provides for students to explore at least one program that would prepare them for a career nontraditional for their gender if the district has program(s) that prepare students for careers that would be nontraditional for their gender. Students receive appropriate safety training while exploring programs. The time exploring each program should be sufficient to allow the student to be adequately assessed. The time should be sufficient to allow the student to become aware of the program requirements and the opportunities for employment and further education/training extended by the program. *Technical Education Regulations 603 CMR 4.03(4). M.G.L. c. 76 Section 5.* |
|  | **References:**Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Chapter 74 Manual for Vocational Technical Education Admission Policies at <http://www.doe.mass.edu/cte/admissions/>Chapter 74 Manual for Vocational Technical Education Programs at <http://www.doe.mass.edu/cte/programs/manual.doc> |
|  | **Rating:** | **Partially implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Interviews and a review of documents indicated that,**while all ninth graders participate in the district’s exploratory program, the program does not meet the standard of a minimum of one-half of the school year.* |

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| **CRITERION NUMBER** |  |
|  | Legal Standard |
| CCTE 10 | Representatives of business/industry; organized labor (union); colleges(s); parent(s)/guardian(s); student(s); representative(s) from registered apprenticeship program(s) (only required if the occupational field of the program has a registered apprenticeship program) are involved in the development, implementation, and review of career/vocational technical programs. Representation is race, linguistic, disability, and nontraditional by gender inclusive, and if not, there is a plan (formal recruitment process)to make it inclusive. *Perkins Section 134, M.G.L. c.74 Section 6, Vocational Technical Education Regulations 603 CMR 4.03 (1)* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at <http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Career/Vocational Technical Education Advisory Committee Guide at <http://www.doe.mass.edu/cte/resources/>Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/> |
|  | **Rating:** | **Partially implemented** | **District Response Required:** | **Yes** |

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|  **Department of Elementary and Secondary Education Findings:** |
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| *Interviews and a review of documents indicated that not all Program Advisory Committees are race, linguistic, and disability inclusive and there is no formal recruitment process in place to make the committees inclusive.**A review of documents also indicated that several Program Advisory Committees lack required representation. The following required members were missing from Program Advisory Committee member listings submitted by the school district:* *postsecondary representatives are missing from Agricultural Mechanics, Cosmetology, Automotive Collision and Repair, Graphic Communications, Machine Tool Technology and Culinary Arts;**the parent representative is missing from Graphic Communications; and** *the student representative is missing from Animal Science*.
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| **CRITERION NUMBER** | **COLLEGE, CAREER AND TECHNICAL EDUCATION****IV. CURRICULUM AND INSTRUCTION** |
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|  | Legal Standard |
| **CCTE 11** | Programs are structured so that students acquire safety & health, technical that includes embedded academic, employability, management & entrepreneurship, and technological knowledge and skills. *Perkins Section 3, 134, M.G.L. c. 74 Section 2, Vocational Technical Education Regulations 603 CMR 4.03 (4) 4.06* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at<http://www.doe.mass.edu/cte/perkins/>Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Massachusetts Vocational Technical Education Frameworks at <http://www.doe.mass.edu/cte/frameworks/>Chapter 74 Manual for Vocational Technical Cooperative Education at<http://www.doe.mass.edu/cte/programs/> |
|  | **Rating:** | **Partially implemented** | **District Response Required:** | **Yes** |

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|  **Department of Elementary and Secondary Education Findings:** |
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| *Interviews and a review of documents indicated that not all programs are structured to include employability, management and entrepreneurship, and technological knowledge and skills.*  |

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| **CRITERION NUMBER** |  |
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|  | Legal Standard |
| **CCTE 13** | *(Note: This criterion applies only to Chapter 74-approved vocational technical education*.)Cooperative Education is implemented in accordance with applicable laws, regulations, and policies. *Child Labor Bulletin 101 – Child Labor Requirements in Nonagricultural Occupations under the Fair Labor Standards Act WH – Revised March 2001, Code of Federal Regulations Title 29 (CFR 29) Parts 570.50 (c) (1) & 570.51-570.68, M.G.L. c. 74 Sections 1& 2A, M.G.L. c.149, Sections 1, 62 & 62A, M.G.L. c. 152, Vocational Technical Education Regulations 603 CMR 4.03(7) 4.10(3), (Chapter 385 of the Acts of 2002* |
|  | **References:**Massachusetts Perkins IV Manual at <http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Chapter 74 Manual for Vocational Technical Cooperative Education at<http://www.doe.mass.edu/cte/programs/>Massachusetts General Law Chapter 149 atat <http://www.state.ma.us/legis/laws/mgl/gl-149-toc.htm>Code of Federal Regulations Title 29 (CFR 29) at<http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/29CFR570.50.htm>MA Worker*’*s Compensation Insurance per M.G.L. c. 152 at<http://www.mass.gov/legis/laws/mgl/gl-152-toc.htm>Advisory of CORI Law: Mandatory Criminal Record (CORI) Checks - Education Laws and Regulations at <http://www.doe.mass.edu/lawsregs/advisory/cori.html> |
|  | **Rating:** | **Partially implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:**  |
| *Interviews and a review of documents indicated that students participating in Cooperative Education complete student time cards; however, there is no process in place to review student time cards to ensure that students under 18, who are participating in Cooperative Education, do not exceed the hourly limit identified in child labor laws.* |

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| **CRITERION NUMBER** |  |
|  | **Legal Standard** |
| **CCTE 20** | Career/vocational technical education instructional facilities meet current occupational standards. *Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7)(8).* Each vocational technical education program shall be conducted in facilities that meet current occupational standards. *603 CMR 4.03 (3)(a)* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at<http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Career/Vocational Technical Education Safety Guide at <http://www.doe.mass.edu/cte/safety/guide.doc> NIOSH Safety Checklist Program for Schools at<http://www.doe.mass.edu/cte/safety_health.html>Chapter 74 Manual for Vocational Technical Cooperative Education at<http://www.doe.mass.edu/cte/programs/> |
|  | **Rating:** | **Partially implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and instructional facilities by the DESE CCTE safety specialist indicated that not all Career/Vocational Technical Education instructional facilities meet current occupational standards. The Office for College, Career, and Technical Education will send the official Safety Survey Report, which includes details specific to each program, to Superintendent Linkenhoker under separate cover.* |

| **CRITERION NUMBER** |  |
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|  | Legal Standard |
| **CCTE 21** | Career/vocational technical education instructional equipment meets current occupational standards. *Perkins Section 134; Vocational Technical Education Regulations 603 CMR 4.03 (3) (4) (7) (8)* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at<http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Career/Vocational Technical Education Safety Guide at <http://www.doe.mass.edu/cte/safety/guide.doc> NIOSH Safety Checklist Program for Schools at<http://www.doe.mass.edu/cte/safety_health.html>Chapter 74 Manual for Vocational Technical Cooperative Education at<http://www.doe.mass.edu/cte/programs/> |
|  | **Rating:** | **Partially implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *A review of documents and instructional facilities by the DESE CCTE safety specialist indicated that not all Career/Vocational Technical Education instructional equipment meets current occupational standards. The Office for College, Career, and Technical Education will send the official Safety Survey Report, which includes details specific to each program, to Superintendent Linkenhoker under separate cover.* |

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| **CRITERION NUMBER** | **COLLEGE, CAREER AND TECHNICAL EDUCATION**V. STUDENT SUPPORT SERVICES |
|  | Legal Standard |
| **CCTE 22** | The district uses thePerkins Act Core Indicator of Performance outcomes to improve programs and the outcomes for students. *Perkins Section 113, Perkins 134 (b) (5), (7), (8)* |
|  | **References:**Carl D. Perkins Career & Technical Education Improvement Act of 2006 at<http://www.doe.mass.edu/cte/perkins/>Chapter 74 Selected Sections & 603 CMR 4.00 Vocational Technical Education Regulations and Guidelines at <http://www.doe.mass.edu/cte/laws.html>Massachusetts Perkins Accountability Workbook – Secondary at <http://www.doe.mass.edu/cte/perkins/acctworkbook_sec.pdf>  |
|  | **Rating:** | **Partially implemented** | **District Response Required:** | **Yes** |

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| **Department of Elementary and Secondary Education Findings:** |
| *Interviews and a review of documents indicated that not all technical teachers are aware of the Perkins Act Core Indicator of Performance outcomes, nor do they use Perkins Act Core Indicator data to improve programs and the outcomes for students.*  |

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| This Coordinated Program Review Final Report is also available at:<http://www.doe.mass.edu/pqa/review/cpr/reports/>.Profile information supplied by each charter school and school district, including information for individual schools within districts, is available at <http://profiles.doe.mass.edu/>. |

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| WBMS CPR Final Report 2018 |
| File Name: | Northampton-Smith Vocational Agricultural School District CPR Final Report 2018 |
| Last Revised on:  | May 1, 2018 |
| Prepared by: | TGH/MLP/MR/SN/SH |

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