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EDUCATIONAL PLAN

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EDUCATIONAL PROGRAM

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

The building houses sixteen vocational/technical programs, academic programs, thirty-four (34) classrooms, five (5) science labs, one general purpose computer lab which resides within the library media center (LMC), a main office suite, a guidance and special education suite, a gymnasium, a cafeteria, and a restaurant. The outer grounds include a baseball field, soccer/football field, softball field, a track and parking areas.

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

Town	County	Population	Median Income
Sherborn	Middlesex	4,122	$148,635
North Attleboro	Bristol	29,153	$83,735
Seekonk	Bristol	15,548	$82,094
Franklin	Norfolk	32,996	$108,815
Medfield	Norfolk	12,288	$117,500
Medway	Norfolk	13,329	$109,865
Millis	Norfolk	8,216	$85,472
Norfolk	Norfolk	11,793	$138,452
Plainville	Norfolk	9,154	$92,014
Walpole	Norfolk	25,073	$99,102
Wrentham	Norfolk	1,838	$99,924
Total Population		173,510	

The majority of students enrolled at Tri-County live within the school district. In 2018, in-district students made up approximately 93 percent of the secondary student population. Out-of-district students made up the additional seven percent of the enrolled students with the majority coming from Attleboro and Bellingham. The enrollment figures per town are as follows: Franklin = 178; Plainville = 89; Wrentham = 54; Medway = 59; N. Attleboro = 332; Walpole = 42; Millis = 45; Norfolk = 29; Medfield = 10; Seekonk = 75; Bellingham = 17; Attleboro = 41; Other Out of District = 15: Total Enrollment = 986 n.

A. Grade and School Configuration Policies

Tri- County Regional Vocational Technical High School (TCHS) serves grades 9-12 and is located in Franklin, Massachusetts. The high school is organized by academic departments and 16 vocational programs. Core academic programs (Math, English, Science and Social Studies), include Special Education services, specific electives and Physical Education/Health. The academic rooms are located in two school corridors on the second floor of the building, which effectively distributes services and academic support by educators across the second floor of the building. In Vocational programs grades 9 & 11 and grades 10 & 12 are together. Students attend a week of academics and a week of vocational programs, spending approximately 50% of their time in academics and 50% of their time in their vocational program.

Tri-County hosts an Open House for Grade 8 students and families from each of our member towns on a Saturday in late October. The Guidance Department, with the assistance of personnel from the Massachusetts Educational Financing Authority (MEFA), annually presents a program on college preparation. In addition, the Guidance department hosts a very successful evening College Fair each year. The Guidance Department also organizes SAT and ASVAB testing each year. The Special Education Department provides Transition Planning each summer. A school adjustment counselor and guidance counselor attended the Signs of Suicide Training and collaborated with a health teacher to imbed the SOS protocols into the tenth-grade health curriculum, which resulted in the identification of at-risk students. Several presentations were brought to faculty and parents on the topics of drug abuse and addiction, mental health, and executive functioning.

The Core Curriculum meets the requirements of the Department of Elementary and Secondary Education academic program for college and career readiness. Annually, several seniors earn the John and Abigail Adams Scholarships. These scholarships are awarded to students who achieve a minimum of two proficient and one advanced score on the Grade 10 English Language Arts, Mathematics, and Biology MCAS exams. Student scores must be in the top 25% of tested students.

Tri-County is implementing the Schoology learning platform. Teachers are transitioning from the Its Learning platform, lessons, PowerPoint slides, class notes, embedding video, remediation links, textbook links, uploading worksheets, collecting homework, online polls, data collection, submitting work and taking exams. All academic and many of our vocational teachers have been trained and are using its Learning on a regular basis but will eventually transition to Schoology. Academic standards and VTE Frameworks are all on its Learning and can be accessed for both formative and summative assessments. During the pandemic TCHS became a 1:1 Chromebook school.

Tri-County continues to train our teachers with in-house professional development focused around Differentiated Instruction. Thirty-nine teachers have been trained since the inception of the program by in-house trainers. Teachers from academics, vocational, and special education, all have worked together during the course of this training to learn about the different types of differentiation, observe colleagues, and take place in learning walks, in an effort to enhance their teaching practice. The Academic Coordinator, Vocational Coordinator, and Instructional Technology Specialist all have participated and worked with the cohort groups in an effort to bring all areas together, plan, debrief, and most of all, learn from one another. Tri-County has partnered with Mass Insights to not only increase our AP offerings in the future, but to also

improve how we teach both our AP and pre-AP courses. Several of our teachers have attended pre-AP strategies workshops in an effort to improve vertical teaming to attract more students to enroll and be successful in our AP programs. Our hope is to improve our qualifying scores on AP exams. Teachers attend extensive training through Mass Insights and students spend three Saturdays at workshops with other AP students to learn strategies, curriculum, and take mock exams. Tri-County offers AP Physics 1, AP Calculus (AB), AP Language and Composition, AP Literature and Composition, AP Statistics, and AP Computer Science Principles. This year we are offering AP US History for the first time.

Tri-County Skills USA competes in local, state and national competitions each year. Tri-County pays an annual subscription each year for all students to enroll in Skills USA. Tri-County Regional Vocational Technical High School is proud to provide a quality career education to the residents of its eleven member towns. Tri-County students are highly visible in our sending districts in a variety of roles. They serve as interns, summer employees, and cooperative education students, and have completed a number of outside projects within our member communities. Each of these experiences assists our students in demonstrating what they have learned in their vocational programs.

Vocational training is only part of our success. Academic preparation is noted through the growing number of scholarships acquired from local associations and organizations, as well as the increased number of students now attending college upon graduation. The Senior Project is a graduation requirement and an excellent example of the integration of vocational and academic skills. Tri-County continues to prepare students as good citizens, and this is witnessed through the actions of individual accomplishment of students through community service projects organized through a number of extra-curricular organizations.

B. CLASS SIZE POLICIES

From the TCTA Contract 2019-2022, Article VIII, Class Size:

. Vocational Classes: per Chapter 74 recommendations up to 20 students per teacher, to be composed of students from the same grade level and shop.

a. Academic Classes - 28 per class except Science.

b. Science Classes, involving laboratory activities - 24 students per teacher.

c. Physical/ Health Education Classes - 28 students per teacher.

C. School Scheduling Method

Academic Schedule

ACADEMIC BELL SCHEDULE

7:50 – 8:54 AM	**Period 1**
8:58 – 10:22 AM	**Period 2**
10:26 – 11:30 AM	**Period 3A**
10:48 – 11:52 AM	**Period 3B**
11:56 – 1:00 PM	**Period 4**
1:04 – 2:10 PM	**Period 5**

First Lunch 10:22 - 10:44 AM Second Lunch 10:44 - 11:06 AM
Third Lunch 11:08 - 11:30 AM Fourth Lunch 11:30 - 11:52 AM

Each academic period is approximately 64 minutes long, except for the second period which is 86 minutes long. There are 4 - 22-minute lunch periods. There are no 'study' periods at TCHS.

The school operates on a five-block schedule with Block 3 divided into two lunch periods. Students alternate weeks between academic courses and Career Tech courses, with 9th and 11th grades paired, and 10th and 12th grades paired.. There are no proposed changes to the District's Scheduling Method, the current schedule was developed 3 years ago with significant input from the faculty, parents, and students.

D. Teaching Methodology and Structure

The teaching methodology varies between academics and vocational programs. Academic instruction is fairly classical with teachers delivering instruction in 'owned' classrooms (one main teacher in each classroom). Instructional approaches include, but are not limited to, seminar discussions, project-based learning, lecture, collaborative, and small group learning. Fieldwork and laboratory work are actively included. Several years ago, TCHS instituted a co-teaching model for Students with Disabilities, many College Preparatory classes are taught by a subject matter specialist and a special education teacher working in partnership. In recent years our population of Students with Disabilities has increased from less than 20% to more than 30%. This increase has caused difficulties in scheduling and effectiveness of the co-teach model. One basic assumption regarding co-teaching is a 3 to 1 ratio of regular students to disabled students. This ratio is impossible to meet with the current staffing, student population, and physical layout.

Vocational teaching methodology is mostly hands-on, demonstrations, guided instruction, inquiry-based and project-based learning; although each program has what are referred to as tech or theory time each day. Authentic assessments including productions, speeches, service, portfolios and products are increasingly more common.

TCHS is transitioning from Its Learning to Schoology Education school as our educational management software. More teachers are utilizing technology to provide access to learning outside the classroom by 1:1 use of a district-provided Chromebook. Schoology and Google Docs are reshaping the way writing class work is organized and class discussions are conducted. The key to TCHS's instructional success and future transformation are flexibility, transparency, and technological integration.

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The **program impact** of this first and foremost is to create classrooms that are flexible and interchangeable and secondarily, create proper adjacencies and good visibility for natural supervision, connections and use of adjacent spaces. All classrooms are fitted with electronic whiteboards and mobile furniture (with the exception of fixed lab equipment).

The District will ask the design team to consider assisted listening systems in the general classrooms and assembly spaces for hearing impaired accessibility.

Class Size

The District policies allow class sizes up to 28 students, however the average class size at Tri-County is typically less than that. Lab Science classes generally do not exceed 24. For planning purposes, the District proposes utilizing an average class size of 23 for core academic classes

English Language Arts/Literacy

The District's students in Grades Nine and Ten work to improve analysis of literature and technical text, refine and expand writing skills, increase vocabulary, identify elements of fiction, and improve skills in grammar, usage and mechanics. All Grade Nine and Ten CP Level courses are co-taught. Their learning is assessed by local assessments as well as the Massachusetts Comprehensive Assessment System. Grade Eleven and Twelve students read a variety of world literature for analysis and continue to hone their writing skills with an emphasis on literary analysis, research papers, technical writing, and essays. Their learning is assessed by local assessments. College Preparatory, Honors, and Advanced Placement courses are available to all students based on recommendations from teachers, IEP teams, and student/parent input. The District offers two levels at the Freshmen and Sophomore grade level and three levels at the Junior and Senior grade level of English Language Arts. The majority of students are in the College Preparatory 1 and College Preparatory 2 inclusion classes. All classes are aligned with the Common Core ELA Standards and the Massachusetts State Frameworks.

The following table details a typical sequence for ELA for Grades 9-12:

Grade	Advanced Placement	Honors	College Preparatory
9		ELA 9 Honors	ELA 9 CP1
10		ELA 10 Honors	ELA 10 CP1
11	AP Language & Composition	ELA 11 Honors	ELA 11 CP1
12	AP Literature & Composition	ELA 12 Honors	ELA 12 CP1 Humanities R&W in 3 Genres

All Juniors are required to complete an Annotated Bibliography in preparation for their Senior Capstone Project in concert with the students' Shop teachers. Seniors Can choose full year electives in Humanities and Reading and Writing in Three Genres.

Mathematics

Students learn math skills that are needed to succeed in high school, the workforce and higher education. Students solve problems related to their technical training, use technology to solve problems and utilize hands-on labs to understand and master new concepts and skills. We also seek to connect this learning to our students' everyday experiences so that they gain the problem-solving skills needed to advance their education and career. All Math classes are aligned with Common Core Math Standards and Massachusetts State Frameworks and provide a focus on complex application problem solving that replicates real world scenarios. Students are encouraged to work independently and in groups to use a variety of transferable problem solving strategies which reflect the Common Core Math Practices. In Grades 9-11, the District offers Honors and College Preparatory levels at each grade. All Grade Nine and Ten CP Level courses are co-taught. Students are placed on a sequential Math tract based on their performance on our Math Placement Assessment.

The following table details a typical sequence for Mathematics from grades 9-12:

GRADE	Advanced Placement	Honors	College Preparatory
9		Algebra I Honors Algebra II Honors Algebra II/Trig. Honors	Algebra 1
10		Pre- AP Honors Geometry Geometry Honors	Geometry CP
11		Algebra II/Trig. Honors Pre-Calc. Honors Trig/Analytic Geometry	Algebra II CP Trig/Analytic Geometry II
12	AP Calculus AP Statistics	Intro to Calculus Honors Pre-Calculus Honors	Statistics Trigonometry Foundations of Math

The department offers the advanced track for students who would like to reach AP Calculus in Grade 12. This track begins with taking Algebra II as a Grade 9 student. Students who take Algebra I during Grade 9 will also have the opportunity to "move up" by taking a course during the Summer Mathematics Bridge Program.

Science

All Science classes are aligned with the Massachusetts Curriculum Frameworks which incorporate the Common Core Literacy standards as well. Based on our ELA Placement Exam most grade 9 students take Biology and the Biology MCAS Exam their Freshman year. Some students will take a two-year Biology sequence and complete the Biology MCAS Exam in the tenth grade. Grade 10 and 11 students who have completed the MCAS Science requirement can choose Intro to Physics, Chemistry, or Biology II Honors. Students in grade 12 can take Advanced Placement Physics, Anatomy & Physiology, Physics, Forensics, or Environmental Science. Often the Science a student chooses depends upon their technical area and their

college plans.

The following table details a typical sequence for ELA from grades 9-12:

GRADE	Advanced Placement	Honors	College Preparatory
9		Biology Honors	Biology I CP Biology CP
10		Chemistry Honors Physics Honors	Biology II CP Chemistry CP Intro to Physics CP
11		Chemistry Honors Physics Honors	Chemistry CP Intro to Physics CP Living by Chemistry CP
12	AP Physics	Anatomy and Physiology Physics Honors Forensic Science Honors	Forensic Science CP Microbiology CP Environmental Science CP

The District currently has five Science labs and two classrooms where the Science courses in the table above are taught. The two classrooms used for Science classes are merely superficially retrofitted regular classrooms. For the current enrollment, the District needs seven MSBA approved Science classrooms at a minimum. Each of the proposed science classrooms should have the following equipment:

- Instructor's station
- Movable demo table
- 2 Wheelchair accessible tables
- 1 Wheelchair accessible counter
- 10 Movable tables
- An adjoining prep room with refrigerator and dishwasher
- 7 sinks including hot & cold water, gas
- A teaching wall
- Full blackout window treatment in labs

Each of the proposed science classrooms should have the following safety measures

- Fire Extinguisher Master Gas Shut Off
- Safety Goggle Sterilizer Unit

- ➢ Fume Hood/ Biosafety Cabinet
- ➢ Safety Shower & Eyewash w/ Fd
- ➢ Fire Blankets
- ➢ Chemical storage

Finally, the Science classrooms should be designed to accommodate all Science offerings and they should be capable of providing both lecture and lab, in accordance with current MSBA standards.

Social Studies

The District's Social Studies curriculum gives students the opportunity to develop a geographical understanding of the world and to respect and value a diversity of cultures. Students also learn what power is, how it is legitimized through governance and what their roles and responsibilities are as members of society. They develop discussion and presentation skills and the ability to conduct research. All Social Studies Department classes are aligned to the newly revised 2018 MA DESE Frameworks and Standards. With implementation of the new Master Schedule for the 2019-2020 school year, students in Grade 12 now have the opportunity to take elective classes in Social Studies.

The curriculum is outlined in the table below:

GRADE	Advanced Placement	Honors	CP1
9		US History I Honors	US History I CP
10	AP US History 1	US History II Honors	US History 2 CP
11	AP US History II	World History Honors US History III Honors	US History III CP
12	AP Human Geography	World History Honors Electives	World History CP Electives

Social Studies Electives are available to all grade12 students. Electives include full year

Psychology and Humanities courses as well as trimester courses Introduction to Sociology, Introduction to Psychology, and Street Law.

World Languages

The District's Spanish language program is run after school as part of our Tech Prep Partnership with Bristol Community College. Students take Spanish I and II at the community college level. The credits are accepted by the majority of colleges and universities that our students attend upon graduation.

Academic Support

Currently the academic support staff and Special Ed co-teachers utilize empty classrooms on a catch-as-catch can basis to conduct pull-out meetings with students. The limiting factor in the current facility regarding the co-teach ratios described below is space for special education teachers to pull out specific students for targeted instruction when necessary. The current facility does not always have appropriate spaces available on an as needed basis for this type of activity. The District wishes to add these type of

spaces in the proposed project.
Currently co-teachers share space 2 or 3 to a classroom this makes small group work difficult to manage and schedule. Ideally open classrooms or designated small group areas need to be part of the new facility.

As stated above the current facility is limited in space for pulling students that require support out of the co-taught classroom. If teachers are provided work space for planning outside the classroom and are not assigned a classroom then open classrooms could be used for academic support. The current facility does not provide work/professional development space for faculty other than teacher classrooms.

Professional Development

Tri-County currently trains our teachers with in-house professional development focused around Differentiated Instruction. Thirty-nine teachers have been trained since the inception of the program by in-house trainers. As part of the visioniong process for this project the District commits to establishing a program for staff professional development specifically targeted to support the desired educational delivery methods. This will include a review of scheduling to promote common planning time for teachers.

A major focus of the District's professional development schedule for the 2022-2023 school year and overall District Strategic Plan is to train staff and teachers in using Zoom and Google Suite as well as strategies for integrating technology into the delivery of curriculum. The District's goal is to always integrate cutting edge technology to support instructors in their classroom.

E. Teacher Planning and Room Assignment Policies

Teachers are currently assigned to classrooms and effectively have ownership of that space. The class schedule of teachers is based on 4 out of 5 academic periods and 7 out of 8 vocational periods.

Academic instructors meet 1-2 times a week to collaborate on lessons and instructional strategies. Additional planning may be completed during shared preparation periods. Academic teachers take advantage of physical adjacencies and connecting doors. Monthly meetings are mandated for departments, but cross-grade, cross academic and vocational collaboration typically takes place after school or during shared preparation periods, if time is afforded. There are several common spaces for teachers to do photocopying. While space and privacy can be appreciated, the isolation of academics and vocational classrooms somewhat diminishes rich, professional learning within and across departments. To draw teachers together can be difficult, especially when planning with outside agencies, organizations or visiting scholars/presenters. The cafeteria, auditorium, or library are used for full faculty planning where breakouts and small group work as well as large group work can be conducted. Access to audio-visual equipment, computers and projects in each of these areas makes them flexible, well-used areas.

One of the District's goals for this project is to promote collaboration among teachers. This can be promoted through the use of common planning time and appropriate planning spaces. The District therefore anticipates that teachers will spend their free periods in convenient, well-equipped Teacher Planning rooms, not in their classrooms. Most teachers will continue to teach all of their classes (4 out of 5 periods per day) in the same room, but they will not "own" that room, thus making it available to be shared with those few teachers who will move from different classrooms. This model will increase room utilization for the future facility.

The **Program Impact** will be more efficient use of existing space**.**

F. Pre-Kindergarten Program

None

G. Kindergarten Program

None

H. Lunch Programs

The bi-weekly lunch schedule is detailed below.

	1st lunch **10:22-10:44**	**2nd lunch** **10:44-11:06**	**3rd lunch** **11:08-11:30**	**4th lunch** **11:30-11:52**
A Week	Grade 10	LPS Graphics CIS Carpentry Electrical HVAC Plumbing	Auto Collision Auto Tech Culinary * Engineering Metal Fab Medical Assisting Health Careers Dental	Grade 12 Cosmo EEC

B Week	Grade 9	LPS Graphics CIS Carpentry Electrical HVAC Plumbing	Auto Collision Auto Tech Culinary * Engineering Metal Fab Medical Assisting Health Careers Dental	Grade 11 Cosmo EEC

Occasionally, a grade or class may be temporarily reassigned for a lunch period to accommodate a field trip or special project. In appropriate weather, students take advantage of going outside to the picnic tables to socialize and eat outside.

The cafeteria is approximately 6000 square feet on four different levels accessible by ramps and steps. The ramps are not to current accessibility inclines, with normal occupancy of around 300. With loose tables and chairs of six, as well as, fixed eight seat tables. Tri-County maintains two lines: a hot meal line combined with a grab and go line and a snack line. Tri-County adheres to the Massachusetts healthy food guidelines. The Tri-County cafeteria provides nutritious, homemade meals.

The **program impact** would be to provide a comfortable, welcoming cafeteria environment that could accommodate at least one-third of the student body, allowing for three lunch shifts. A revision to the academic schedule would be made accordingly. Supervision of the cafeteria space must also be a serious consideration in the configuration of the space. The current cafeteria has ramp areas and partial walls that make supervision challenging. Tri-County is open to the concept of a "student commons"-type cafeteria that supports a variety of activities in addition to dining and could provide a functional and visual heart to the school.

Although the District's current daily schedule calls for four lunch periods per day, we desire the flexibility to consider three lunch periods in the future. The current 5 period schedule allows for an 88-minute lunch block that accommodates 4 lunches at 22 minutes each. As we look at instructional opting for Special Education as well as expanded academic major electives for upperclassmen, a 6-period day may make more sense and a three-lunch period schedule would be required to accommodate it. Therefore, we

propose sizing the cafeteria to accommodate one-third of the student enrollment.

I. TECHNOLOGY POLICIES / PROGRAM REQUIREMENTS

Tri-County's application of technology across disciplines has expanded significantly in the last five years. We have switched from a cart-based to a 1:1 Chromebook solution for students. All teacher desktops were upgraded within the last year, and laptops for the administrative staff have been as well. The computer lab in the library provides 10 desktops for the students and staff to print using a network printer. There is also a cart of 35 Chromebooks for use. Many academic classrooms, as well as shops have laptops for dedicated use to their skill set.

The district did institute a one-to-one ChromeBook policy during Covid and will continue the program going forward. Students receive the device as incoming Freshmen and keep it for all four years. The district has a plan to ensure access at home for students including free internet access in some communities as well as personal hotspots for students that live in communities that do not have free internet. Students are not allowed to use devices for school that are not provided by the district. All devices are set up by our Tech Department prior to assigning them to students.

Technology is always changing, and as a result, shops have computers upgraded on a 3-year cycle. Chromebooks are given to students as freshmen, and stay with them until they graduate, making it a 4-year cycle. Staff computers are on a 5-year cycle. All classrooms have SMART boards paired with a projector for their use, and all have a desktop computer connected. This is something that can be upgraded in the future, as the technology has grown significantly. All staff desktop computers have a wired connection.

For the internet, we have a fiber-optic line that provides a gigabit connection to the internet. While the school is wired to accommodate a great deal of Internet traffic, occasionally signals are weak during high traffic times. This upgrade is being looked at to increase the bandwidth in the school. Our network is a Cisco Meraki controlled network and is close to upgrade completion. The network controls approximately 30 switches, with 10 gigabit capabilities, 95 wireless access points, and approximately 40 cameras throughout the building for security. An additional 10 cameras will be added to increase the exterior coverage of the building. All end-of-life equipment are scheduled to be replaced by the end of 2023.

Tri-County also has substantial hardware and substantial server capabilities. Almost all servers have been virtualized, however, we are due for a server replacement due to end-of-life support for our current one. We have an on-premises backup server that will be replaced in the summer of 2022. Our email server is hosted on-premises, but we will be looking into moving it to the cloud as soon as it is viable. Our LMS selection is in the process of changing from its learning to Schoology, and both are cloud-based. Our SIS, PowerSchool is also hosted on the cloud.

Digital technology is integrated across all disciplines in curriculum, instruction and assessment to improve teaching and learning. All digital technology is vetted through the SDPC. This membership allows us to secure Data Privacy contracts with all digital technology vendors that collect information. Currently, our most used technologies include but are not limited to: Performance Matters, Schoology, Google Apps, Edpuzzle, Kami, Apex learning and Edulastic.

The **program impact** for Tri-County is to remain a 1:1 Chromebook school with a solid infrastructure that

provides a robust connectivity within the school building and in key exterior areas as well.

J. ART PROGRAMS

No formal Art program exists. No changes are being proposed to the District's curriculum offerings. There are no plans to include a formal Art program in the Project.

K. MUSIC AND PERFORMING ARTS PROGRAMS

Tri-County has an established elective Music program as well as an afterschool music program with no formal music room for students who play instruments and/or sing. Currently we utilize an English classroom for these activities. The biggest issue with the classroom is storage as the equipment for even a small program is significant.

Drama Club is offered as an after-school activity where students have the opportunity to showcase their talents in a yearly play. Students in the drama club currently utilize the lecture hall as an auditorium. The current facility has no formal stage. In fact, the Carpentry department assembles a mock stage and backdrop annually for the presentation.

Although no formal proposal exists at this time, it is also highly likely that our CTE programs may expand in the not-to-distant future to include some form of Visual Communications. Tri County's academic programs also encourage the production of videos. Such programs would benefit by the availability of a presentation space with appropriate audio-visual infrastructure.

Because of these programs, the district would like to propose an auditorium and stage be considered in any future plan for the facility. Additionally, there is no space besides the cafeteria, which exists on three levels, or the Gym that hosts Physical Education classes, for an entire class of students to assemble for a presentation. In the past couple of years Tri-County has sponsored several whole class assemblies for SEL and DEI presentations by outside providers. This practice has provided benefits for the students and made a positive influence on school culture but is a significant logistical challenge in the current facility.

Balancing the first cost with functionality and considering utilization, we propose that approximately 500 seats (equal to two grades) would be the appropriate capacity for a future auditorium. We wish to consider a flexible, multi-purpose presentation/ performance type space; potentially with a flat floor and collapsible theater seating. This facility should also have appropriate lighting, sound, and audio-visual infrastructure and be supported by modest backstage and storage spaces.

Additionally, the Disrict will consider incorporating the fundamentals of visual and performing arts into the academic and career technical curriculums, including through grant programs.

L. PHYSICAL EDUCATION PROGRAMS

Courses in PE/Health are intended to encourage and strengthen the physical, social and mental development of students. Students are challenged and stretched through rigorous physical education classes and thought- provoking health classes. Students in grades 9 and 10 have one trimester of health and one trimester of physical education. Students in grades 11 & 12 have PE electives and health. The curriculum is designed to provide a strong fitness and movement foundation for students as they transition through high school, which they are required to pass for four years in order to graduate.

The facilities consist of a main gymnasium, a small gymnasium, Wellness Center, track, and baseball, softball, soccer, and football fields. The softball and baseball fields were redone two years ago. The football field and track are in need of repair; the track is not approved for meets. The grandstands and score boards are in need of repair.

The Wellness center is a beautiful area that is about eleven years old. It has plenty of newer gym equipment but needs to be expanded. The small gymnasium is primarily used as a wrestling and yoga room. The curriculum meets and conforms to state and system standards. The program's mission conforms to the school's Goals by offering the students the opportunity to participate in lifetime fitness activities which will contribute to their competency and productivity in life.

Students participate in units covering fitness, team sports, yoga, individual sports and activities, team building and challenging activities. A trimester Health course is incorporated in grades 9-12. Students and faculty take advantage of a gym that can be divided into two sections, a wellness center complete with exercise equipment and weight training equipment. There is also a 'small gym' located adjacent to the wellness center for stretching and yoga.

The Academic **program** for PE/Health would benefit from health classrooms in the Gym building. Teachers are required to cross the entire building to teach in a classroom for health. The locker rooms adjacent to the gym are in desperate need of replacement. They do not meet the needs of the PE class or the athletic teams and are not fully accessible nor gender equitable.

ATHLETICS
The Gymnasium is also utilized by our Athletic program.

When the school opened in 1977 the following athletic programs were offered:

- Baseball (boys) varsity, junior varsity
- Basketball (boys) varsity, junior varsity
- Cheerleading varsity, fall, winter
- Cross-Country (boys and girls) varsity
- Football varsity, junior varsity,
- Golf varsity
- Soccer (boys and girls) varsity, junior varsity
- Softball (girls) varsity, junior varsity
- Track (coed) Spring
- Volleyball (girls) varsity, junior varsity
- Wrestling varsity

We currently offer the following MIAA sanctioned athletic programs:

- Baseball (boys) varsity, junior varsity
- Basketball (boys and girls) varsity, junior varsity, freshmen
- Cheerleading varsity, fall, winter, and spring sports (MSSAA)
- Cross-Country (boys and girls) varsity, junior varsity
- Football varsity, junior varsity, freshmen
- Golf varsity
- Ice Hockey (boys and girls) varsity, junior varsity

- Lacrosse (boys and girls) Varsity and junior varsity
- Soccer (boys and girls) varsity, junior varsity
- Softball (girls) varsity, junior varsity, freshmen
- Track (coed) both Winter and Spring
- Volleyball (girls) varsity, junior varsity, freshmen
- Wrestling varsity

- Field Hockey (girls) varsity, junior varsity (proposed, but no facilities)

The lists above detail the program changes to our Athletic program over the history of the school. It should be noted that the existing program is operated on the same footprint as the original programs. There have been no renovations or expansion of facilities inside or outside of the building over the past forty-five years. We feel that a state-of-the-art facility both inside and outside is a critical need for our programs. Any proposed facility should be able to accommodate these teams and the anticipated growth of the department.

Male and female locker rooms for home and visiting teams are completely inadequate by Title IX standards, there is limited storage for large equipment. There is one team room in the boy's side of the gym, no team rooms exist for girl's athletics. None of the locker rooms, shower areas, or rest rooms are appropriate for transgender students. Locker rooms with shower facilities for our coaches and referees are nonexistent and are features that should all be included in the new facility.

The district acknowledges that moving all our minor electives (including Phys Ed) to weekly yearlong two day a week classes would be preferable to support the idea that physical activity should be practiced on a regular basis all year long. The rationale for the current schedule is the revolving two-week schedule with academics one week and shop the other lends itself better to a 5-day academic schedule making it impossible to equally allow two days in an academic cycle for the three electives. A six-day schedule would allow for better balance but would require the academic cycle to carry over the shop week. The rotating schedule was just implemented 3 years ago prior to covid, but now that the school has utilized it for a few years the six-day schedule may be a possibility moving forward. With yearlong PE classes the locker rooms would need to be large enough to accommodate the entire enrollment (not just the FTE). We propose that the Physical Educational facilities, including locker rooms be designed large enough to allow for this flexibility in scheduling.

Our vision for the gymnasium is a multi-purpose facility that has a court for varsity athletics with practice space available for sub-varsity programs. The current gym grandstands are not handicap accessible. The ceiling is not high enough to accommodate varsity volleyball games. An alternative area is also a critical component. This is a space that could contain an indoor batting cage, a wrestling practice area, and be used by our Alternative Fitness classes during the school day for yoga.

Our football field, which hosts football, soccer, lacrosse, and a proposed field hockey team, is in desperate need of replacement or significant renovation as weather often makes the field unplayable causing significant scheduling issues. We have had teams refuse to play on the varsity field in all outdoor sports. The practice areas for fall and spring outdoor athletics is extremely limited. Our lack of a safe modern track and space for NFHS certified field events means that our track team cannot host a track meet. Additionally, the seating is not handicap accessible. Our baseball and softball fields are also in need of significant rehabilitation or replacement as years of use have created substandard playing surfaces.

M. SPECIAL EDUCATION

The Special Education Department consists of 12 full time special education teachers including a team chair, 4 paraprofessional staff, a department Coordinator, and a department secretary. The department works collaboratively and effectively with all faculty and staff. The Special Education Department and staff deliver core academic classes in compliance with the student's IEP plans, in addition to developing inclusive practices through team co-teaching.

Special Education Programs are designed to support special education student's academic success in the least restrictive setting. The special education staff provides consultation and support to regular education teachers through team-teaching, direct consultation, and resource room instruction. Also, they assist academic and vocational teachers with instructional support to ensure equal access for special education students. Team teaching between regular education and special education teachers was recently identified as a strength during the Coordinated Program Review process by DESE.

Special Education staff support students using content-based accommodations, modifications, and differentiated instruction. Wilson Reading (a remedial reading program) is provided to a small group of students, with identified reading deficits in their IEP, through a full-time reading teacher. Assistive Technology/Instructional Technology supports are evidenced in the classroom using individual Chrome books, focus projectors, and Smart boards in all classrooms. Students identified as either English Language Development or English Language Learning (ELD/EL) receive support through collaboration between the Special Education Coordinator and Academic Coordinator, who oversee ELL services. Currently, there are no special education staff members that are dual-certified in Special Education and as teachers of English Language Learners, however staff have received their Sheltered English Immersion (SEI) endorsement through the Department of Education.

All content teachers who work with special education students have access to student IEP's and are required to review the plans of any students in their classes. Accommodations and modifications in instruction, as well as consultation are provided by special education teachers through shared, collaborative work with regular education and CTE colleagues. Differentiated curriculum support is provided by special education teachers who work closely with their CTE colleagues and regular education teachers to support student success on a regular basis, often in conjunction with our 2.6FTE Vocational Resource Aides.

ACADEMIC SUPPORT

Team classes are designed to meet the needs of special education and general education students with varying levels of needs by providing two instructors (one academic and one special education instructor in the classroom) who provide access to modifications and accommodations identified through the TEAM process, in an environment that is nurturing and supportive. Students are provided the opportunity to develop independent skills through instructor guidance and modeling.

OCCUPATIONAL THERAPIST/PHYSICAL THERAPIST/ SPEECH & LANGUAGE

This related services space is shared for 1:1 and small group clinical services. An office with a conference table for 4-6 is required for Speech and Language.

READING

This is a pull-out class for students in 9-12 whose reading test scores in vocabulary are in the lower range and/or below grade level. Work with this group includes word decoding, phonemic awareness, identifying and reading vowel and consonant combinations, building vocabulary, reading passages for fluency and phrasing, decoding connected text (develop meaning as students successfully decode multiple words in context), writing and proofing dictated sentences and spelling. Students are also provided time for support with reading and writing in core subjects. The teacher connects with core academic teachers on a regular basis regarding assignments for students and communicates with parents. The reading specialist works in an Academic small room on the third floor. This program will not require any additional space.

IEP Team Meetings

One of the most important aspects of Special Education is the development of the student's Individual Education Program (IEP), through the Team process. Student's IEP Teams are required to meet annually, at a minimum, to review progress the student has made toward the goals in their IEP and develop a new IEP for the next calendar year. The IEP Team must consist of the parent/guardian, the student, a special education teacher, a general education teacher, any additional service providers (OT, PT, Speech, etc.), and other individuals who have knowledge or special expertise regarding the child. These Team meetings are most productive when all members are in-person, in a shared meeting space. Currently, meeting space is at a premium and department staff are often required to locate quiet, confidential space to participate in Team meetings remotely. A dedicated Team meeting room, with ample technology for remote meeting options, should be considered a critical need moving forward.

OTHER CASELOAD EDUCATORS

Three additional caseload educators are employed in the school: the school psychologist, speech-language pathologist and reading specialist. Each of these require their own office in which to assess or provide confidential services to students. Their offices are in different wings of the building. These caseload educators, however, fall under the direction of the Special Education Coordinator.

N. TARGET SERVICE PROGRAMS

MCAS Remediation—Grades 9-12

Academic staff provide intensive support in small group settings during school for MCAS preparation and remediation. This pull-out program is offered to all students deemed "at- risk" or who have not passed the MCAS exams, which are high-stakes state assessments required for graduation. The class is individualized as needed for small groups of students in Math, English Language Arts, and Biology. Certified subject matter instructors, including special education staff to analyze test data and create a program individualized to the needs of each student. The instructor works in consultation with the Academic Coordinator who is also the MCAS Coordinator for the District to ensure that the students are provided with materials that will best support their successes with this graduation requirement. Students are pulled out of academics and/or shop for approximately thirty minutes, twice a week, for approximately eight to ten weeks, prior to the retest MCAS exam. If needed, staff will work with the MCAS Coordinator and DESE on MCAS Performance Appeal**s.**

Homework Center (HWC)

Tri-County offers students the opportunity to work with teachers in core subject areas Tuesday through Thursday and receive one-to-one help. Teachers of History, math, ELA, science, and special education work with students who are both referred to the Homework Center for targeted assistance or drop in to get work done before going home. Staff utilizes this time to build relationships with students, help fill gaps, and accelerate learning. The HWC is open from 2:10pm – 4:15pm each day and students can drop-in for part of the time or stay the entire two hours. Student workers keep track of checking students in and out and working with the staff. The HWC is overseen by the Homework Center Coordinator who ensures students who are assigned are placed with the core teacher in that subject area, keeps track of referrals, parent/teacher/guidance communication, and distribution of work/assessments that students need to make-up.

Math Support/MCAS Tutor

Tri-County's Title I teacher provides intensive support in small group settings during school for MCAS preparation and remediation. This class is offered through our Title 1 funds to grade 9 and 10 students deemed "at- risk" through factors such as low math placement test score, recommendation from middle school, grade 9 Algebra I final grade, or not meeting expectations on the math MCAS exam in grade 8. The class is individualized as needed for small groups of students and is taught by a certified math instructor. The instructor works in consultation with the Academic Coordinator who is also the MCAS Coordinator to ensure that the students are provided with materials that will best support their successes when taking the math MCAS test in grade 10.

English Language Learner Support

The TCHS ELL student population is fairly small, about 1-2%, but required instruction necessitates small group space for targeted lessons and classroom space. Students are scheduled into an English class where the teacher is dually licensed as an English language arts instructor and English language learner instructor.

O. LIBRARY MEDIA CENTER (LMC)

The Barbara A. Renzoni Library/Media Center (LMC) is centrally located on the second floor of the Tri County Regional Technical High School building. It's center core location provides all patrons convenient

access to the physical resources and programming space where inquiry, collaboration, exploration and engagement occur. The LMC collection is developed and curated by a certified, full-time librarian. Patrons are welcomed to utilize the space and resources each school day from 7:15- 2:10 by the librarian and on Tuesday-Thursday, from 2:10-4:15, they are welcomed by the Homework Center coordinator for additional support services. The Library Media Center is now, and should continue to be, a resource throughout the extended school day for all students (not just the students during their academic week).

The district employs a full time Media Specialist/Librarian that provides the necessary training to students and faculty on how to utilize the available resources.

The mission of the TCRVTHS LMC is to ensure that all learners have the skills and opportunity to access, evaluate and use information. The Library Media Center strives to enable all learners to be effective researchers and responsible users of ideas and information. Tri County community members may use the Library Media Center's resources and services in support of the mission statement of the school. By using the resources provided through the LMC, students can become well-informed problem solvers and lifelong readers. The mandates of the Common Core require students to read non-fiction and have the opportunity to read across the disciplines. At the LMC, asking questions and seeking answers through research, technology and other available resources, to create new understandings of the world is encouraged through the varied media resources and facilitated programing initiated by the library media specialist.

The LMC has more than 20,000 physical titles that are meant to provide all learners access to materials that continuously engage their growing curiosity of our world and beyond. In addition, the collection is filled with media items that are meant to augment and enhance the learning taking place in both the academic and vocational programs. The LMC subscribes and provides access to over 100 online resources that are utilized across the school community regularly. Patrons have access to diverse resources aimed to support all aspects of inquiry; from social emotional needs to hunger/thirst for content in favorite genres, to finding the latest information on topics related to their field of study in their shop. All community members can access the ever growing, comprehensive and informative digital resources through the LMC portal which is readily accessible on the school's website in multiple places. Patrons have access to these resources both at school and at home.

Throughout the 4-year school experience at Tri-County students have many opportunities to utilize the LMC through direct programing scheduled by library media specialist and their academic and vocational teachers (both in the LMC and student classroom and shop), homework center, independent study, research, circulation, leisurely lunch or student support. The media specialist has ongoing programs both in vocational and academic classes that are meant to build critical thinking skills. These efforts are supported through the various resources aimed at our diverse learners' needs. Additionally, the space is often used by the district's continuing education program and district facilitated meetings.

The physical space of the LMC can be described in 4 zones:

The entrance- 2 RFID mono gates and circulation/welcome desk occupied by library media specialist and homework center coordinator.

The nonfiction section has a space filled with 5 high top café tables and comfortable chairs used often for independent study, small group learning, lunch, and more. This space houses the main copy room with 4 copy machines used by many staff members daily. In addition, there is an office shared by the Instructional Technology Specialist and Library Media Specialist with storage space. An additional office is housed by Donna Crawford (mostly accessed through main corridor)

The fiction section where 34 windows provide a view of the front of the building that lets the sun come in and creates a great learning and inspirational learning environment in all seasons (while school is in session). The center space has 18 rolling tables (1 was taken by superintendent for office) with 48 comfortable cloth chairs which can be easily reorganized depending on the needs of the event at hand.

This space, which also includes the entrance to the LMC, has 7 tables with 4 workstations that are hardwired to the network allowing members of the learning community to print from these machines to the printer that is in the Whiteboard learning space. There are 14 Virco blue rolling chairs for these tables.

Whiteboard/Learning space-The learning space, to the left of the central zone is filled with 12 desks and 30 Virco rolling chairs. There are 6 workstations available to members of the community to use and connect to the laser printer in this space. In addition, a fully stocked Chromebook cart is available for student use. The whiteboard provides an opportunity to conduct sessions where material needs to be displayed and presented using this tech tool. There is a dedicated workstation linked to this smartboard for use by instructors. The offices of the Technology Director, Data Specialist and Speech and OT Specialist are adjacent to this space.

Program Needs:

1. Circulation desk with proper space for a person to sit with the correct seat/ table ratio and work. Currently 2 people share this space with no actual desk or files. (a file cabinet has just been provided by the IT Director).

2. Small see-through study rooms with media tools where small groups of students can work collaboratively.

3. Media production space with green screen background and tools for audio and visual media to be produced and edited by members of the learning community.

4. Screens (interactive TV monitors) in public spaces within the school building where library media specialists can promote the materials in collection to members of community.

5. Additional furniture that provides members of the learning community a comfortable place to unplug and recharge.

P. STUDENT SUPPORT SERVICES

NURSE'S SUITE

The Nurse's suite contains two small rooms and one larger room and a storage closet. A student waiting area, which can accommodate up to 3 - 4 students is encountered first. Progressing into the office there is a shared space that holds two private bathrooms, cots, and three nurse's desks. The eye wash, sink and locking narcotics cabinet are in this shared area. There is a third room with a sitting bed, small table, refrigerator and storage cabinets that can be used for private treatment. All phones are located in the common area. Currently the school employs two full-time registered nurses and a part-time medical assistant.

The nurse's office is located on the first floor but does not have any direct exit from which to dismiss students who are ill or convenient ambulance access.

COUNSELING

In recent years, there has been an increase in the number of students with social-emotional and mental health concerns which require services of a school adjustment counselor/school social worker. Some of these students have had multiple hospitalizations due to these conditions; as a result, the school had a dedicated bridge program in a classroom space upstairs to support these students academically as they transition back to school.

To service this volume of students, the school currently has four school counselors who are trained mental health professionals on staff. Each counselor requires their own office for confidential treatment. Their offices are located on the second floor, separate from Guidance, in a hallway which has classrooms whose windows allow students to see who is entering or waiting for counseling appointments. These counselors collaborate intensively with the nurse's office and guidance department. These counselors' offices allow them to see students individually or in groups.

The four Guidance counselors are assigned approximately 250 students each. Two counselors are assigned to our Freshman and Sophomore classes and two to our Junior and Senior classes. Counselors are assigned alphabetically (A-L) and (M-Z) for both grades to provide consistency and build relationships with students and parents/guardians. The main objective of the Freshmen/Sophomore counselors is to guide the students through the exploratory and trade selection process. The Junior/ Senior counselors concentrate on outcomes either career or college. No changes are being proposed

The nurses, counselors and bridge program are under the direction of the Director of Student Support Services.

The **program impact** would be to provide the appropriate level of privacy for these counselors. Student services would also benefit with better adjacency between the various specialists within Student Support Services.

REMEDIATION:

A redesign of the nurse's office to include a waiting room large enough to both place a medical assistant to check students in and space chairs for sick students, as well as two private treatment rooms to confidentially treat students would allow for a higher standard of nursing care. Additionally, all phones are located in the common area making it such that confidential conversations are easily overheard by students and staff. Given the current set up, the nurses cannot see who enters and exits the waiting room from the area where their desks are. The nurse's office does not have any direct egress to the front of the building so students requiring emergency transport or wheelchair escort must be wheeled past shops and classrooms to exit the building.

Consideration to a wellness suite may be warranted that places the guidance and school adjustment counselor's offices near the nurse's office. This would centralize all health services. Often anxious students will first present to the nurse and must then be sent upstairs or across the school to guidance. Such a suite could allow for a shared, private waiting area, a space to hold parent meetings or group**s**

Q. GUIDANCE

There is 1 Guidance Department Head, 1 Public Relations/Marketing Specialist, 4 Guidance Counselors, and 1 guidance secretary who is also responsible for some data management, as well as requisite scheduling and clerical duties. The Guidance Department space is used for counseling, career & college readiness, parent meetings, and admissions. The Guidance Suit currently contains 6 offices, 2 closets for

storage of event materials and office supplies, a large open space housing the Guidance Secretary, the Marketing Specialist, and 6 large filing cabinets for important documents. 1 unrelated office in the Guidance Suite is currently occupied by the Director of Student Support Services.

Program Needs:

A 7th office would be preferred and would allow future expansion of the Guidance/Admissions team (8 if the Dir. Of Student Support is to stay in Guidance). A Career Center that could house computer space for up to 6 students. At least one conference room space for meetings that cannot be housed in the counselor's offices, also will be used for students to work independently, or to meet with outside agency's such as DCF or virtual appointments requiring privacy. Additional space/closets to store records and event materials would also be necessary.

R. VOCATIONAL EDUCATION PROGRAMS

There are 16 Chapter 74 Vocational Programs with a lead budget liaison teacher in each:

1. Auto Technology (3 teachers)
2. Carpentry (3 teachers)
3. Computer Information Systems (2 teachers)
4. Cosmetology (3 teachers)
5. Culinary Arts (2 teachers and 1 aide)
6. Dental Assistant (2 teachers)
7. Early Education and Care (2 teachers and 1 - .8 teacher)
8. Electrical Technology (2 teachers)
9. Engineering Technology (4 teachers)
10. Graphic Communications (3 teachers)
11. Health Assisting (3 teachers)
12. Heating, Ventilation, Air Conditioning and Refrigeration (2 teachers)
13. Legal and Protective Services (2 teachers)
14. Medical Assisting (2 teachers)
15. Metal Fabrication and Joining Technologies (2 teachers)
16. Plumbing and Hydronic Heating (2 teachers)

At this time the District does not anticipate any changes to these programs beyond the typical updates resulting from periodic review by the advisory committees and updates to DESE frameworks.

AUTOMOTIVE TECHNOLOGY

The Automotive Technology Shop collaborates with other vocational and academic teachers to enhance the curriculum and to provide fluency between departments, as well as to align with the current DESE Frameworks. Tri-County Automotive Technology department is staffed with three ASE certified Master Technicians based on our Advisory Board recommendations. The Automotive Technology program meets all industry standards and is equipped with sufficient supplies and equipment. Smartboard, chrome books and student computers are readily available for student learning.

As industry technology changes the Automotive Technology curriculum is updated to stay current. Based on student assessments multiple teaching strategies are used such as differentiated instruction practices, employability skills, and entrepreneurship.

The Automotive Technology Advisory Committee advises the shop in new technology and standards needed in the Automotive repair industry. The committee is vital in discussing co-op opportunities for students, current program enrollment, and industry trends. The Advisory Board gives input as to shop equipment updates, instructor training, and third-party student certifications. The Boards suggestions are based off Massachusetts State Vocational Frameworks, and NATEF Standards.

In regard to any skill that students are taught, a rubric of the skill is given to each student so they are completely aware of the grading and requirements to successfully complete the skill. Students will watch the instructor perform the skill while reviewing the rubric with them. They will then practice the skill multiple times while the instructor observes them. Once students are comfortable, they will then be accessed with their rubric that identifies specific tasks that must be accomplished.

Tri-County Automotive Technology Department prepares and gives students opportunities for third party certifications that allow them to be successful in the Automotive Industry.

Automotive Technology students complete a ten-hour OSHA training and Certification their sophomore year. Students also perform hands-on tasks outlined through NATEF Standards and State frameworks. ASE task lists along with their priority-based standards. During junior and senior year, students are able to receive one year's worth of industry credit towards ASE Certification tests that they earn a passing score on. As of 2014 Junior and Senior students have been given the opportunity to take ASE student certification tests during the fall and spring testing window. ASE Student Certification is the first step in building a career as a service professional in the automotive industry. Marking the completion of career-entry studies in automotive technology, or medium/heavy-duty trucks, these tests can provide the student with their first industry certification through the National Institute for Automotive Service Excellence. There is no work experience requirement; the students simply pass one or more of the tests. ASE Student Certification is valid for two years and is not renewable.

The **program needs** a bigger space to accommodate more lifts, a diagnostic center, a classroom for theory, a service advisor writes up area and built-in toolboxes at each service bay with computers. (diagnostic center, related room, more lifts, outdoor locked area for educational vehicles)

1. Related Room in Shop

2. Car corral to keep shop vehicles outside as needed

3. Larger space to accommodate a "Diagnostic Center" including more vehicle lifts, service advisor write-up area, built in toolboxes at each service bay with computers

COMPUTER INFORMATION SYSTEMS

The Computer Technology program is staffed by two highly educated, qualified instructors. The program is operating at full capacity and the waitlist extends each year. Students are encouraged to obtain industry-recognized certifications. The program has adequate instructional materials and equipment for student practice. The program has two classrooms and students are rotated between the two rooms for various tasks.

The CIS Instructors work with various technology, equipment and media resources to implement our curriculum and support it with other developmentally appropriate learning opportunities. Technology is readily available in our program to ensure all students have full access. Most of our curriculum is on-line, provided by Its Learning, Cisco Networking Academy and Code.org, which allows our students access in the classroom and at home. (See attached scope and Sequence.) Our shop has adequate supplies to allow for hand-on labs in our shop to help support and reemphasize knowledge gained from the curriculum. We use many other media resources, such as videos and presentations, which help strengthen our student's gained knowledge. Employability skills are supported by the Skills USA Career Readiness Program, Polly Bath-Health and Wellness, Personal Finance, and OSHA Certification.

The CIS instructors prepare students for entry level job positions in the Information Technology field. The instructors frequent the Bureau of Labor Statistics at https://www.bls.gov/ooh/, to use updated job descriptions and requirements as a guideline. Based on the job opportunities in Information Technology, the CIS program offers certifications in CompTIA IT Fundamentals, CompTIA A+, CompTIA Net+, Microsoft Technology Associate in Network Fundamentals, Microsoft Technology Associate in Operating System Fundamentals, Microsoft Technology Associate in Server Administration, Microsoft Technology Associate in Security Essentials and Cisco Certified Entry Networking Technician Certification. Our curriculum aligns with all of these, and each builds on top of the other. While the certifications are important, we also encourage our students to attend college after graduation to make themselves more marketable.

The **program needs** additional space in the computer lab for programming, workbenches with power strips for computer repair, and dedicated space for servers and 2-3 testing stations. With increased space and the possibility of more students, the program would require an additional instructor.

CARPENTRY

The Construction program consists of a carpentry curriculum, limited millwork curriculum, and 'outside' projects, which are addition/renovations located off school grounds as a live worksite. The department is staffed by three teachers who are licensed in carpentry and hold construction supervisor's licenses.
The program serves over 60 students.

The instructional materials consist of Career Connections textbooks which provide projects and lessons for the students. These textbooks were designed by the Carpenter's Union. In addition to the Career Connections textbooks, "Carpentry" from the Residential Construction Academy is a textbook that is also used in the classroom. The equipment for the carpentry program is relatively new and well-maintained. Upgrades to older machines have ensured that they will remain safe and usable for the foreseeable future.

The operating budget of the Carpentry Program is insufficient to provide enough supplies/materials for the volume of students that pass through our program. The carpentry program could use an updated Carpentry Related classroom. The existing room is undersized and not technology friendly (poor Wi-Fi signal, old SMART Board that consistently becomes misaligned).

Program Need: We need to gain more square footage in our shop and update our exhaust system to reduce noise and collect dust particles more efficiently. We need to continue to upgrade our machines with new technology.

1. SPACE. We have many larger projects machines, materials etc. More space is huge need.
2. Outside storage for large equipment (staging, ladders, planks etc.)
3. Dedicated instructional space (classroom & CNC)
4. More work benches for students
5. More machinery (Table saws, band saws, drill press etc.) and a different layout that would accommodate the needs of the shop
6. Updated dust collection
7. Air cleaners/filters
8. Updated finishing room
9. Commercial storage racks for equipment & Materials
10. Redesigned locker rooms/bathrooms
11. Re designed compressed air system
12. Re designed electrical access
13. More open space for larger projects

COSMETOLOGY

The cosmetology program has three highly qualified instructors. The Cosmetology program is a 1000- hour program with approximately twenty students per grade level. There is a large space for customer work, an alcove for the office, a related classroom, restroom, storage areas, and washer/dryer. Students are trained in all aspects of haircare. The curriculum includes health and safety practices related to cosmetology. There are many hands-on labs, demonstrations, guided practice, related lessons, and live customer work. Students attain 1,000 hours of training in order to qualify to sit for the MA State Board of Cosmetology Operator Exam. Students may become a hairstylist, make-up artist, platform artist, salon manager, product technician, salon owner, etc.

The recently updated lab has an adequate number of salon type wet-work stations that include drop back styling chairs, as well as facial chairs, facial steamers, and manicure tables with chairs that provide a real world, hands-on experience for clients and special communities Tuesday through Friday. Clients enter through the school's main entrance.

Juniors and seniors demonstrate all facets of cosmetology practice such as manicures, facials, men's and women's haircutting, hair coloring, chemical relaxing, permanent waving, and hairstyling. Daily lessons are designed to prepare students to meet license requirements and provide a number of diverse activities for all students. Theory class includes professional development skills that incorporate communication skills, infection control, OSHA 10, salon product knowledge, and career exploration. The cosmetology shop utilizes a current Milady's Textbook and course management guide that is aligned with the frameworks to prepare students for the cosmetology industry. Students are also exposed

to many industry representatives such as Paul Mitchell National educators, local salon stylist and platform artists at many hair shows. The cosmetology advisory committee commends the program for keeping up to date with equipment, supplies and ever-changing trends.

Program Needs: The shop needs a space with natural light, a direct entrance for clients, upgraded plumbing (sinks clog often), and a separate room for aesthetics with a glass viewing window.

CULINARY ARTS

There are two instructors and one para in the Culinary Arts department. Students rotate areas which include baking, hot line production, preparing a la carte meals for the dining room, service cleaning and setting the dining room and serving patrons, as well as prep performing 'mise en place' (product organization) and food preparation for upcoming events. The students learn in a combination of lecture and hands-on production in a realistic environment that can be executed in an educational setting.

The layout of the culinary arts shop mirrors an actual restaurant layout. It is 7000 square feet, consists of 10 rooms and the layout is in compliance with the OSHA and state board of health. The machines are placed appropriately for the operational flow of the establishment. The workflow mirrors that of an actual restaurant and bakeshop. Patrons enter through the school's main entrance.

The students, as well as chef instructors, have access to computers and a culinary library for research, however printer access is very limited.

Program need: The dining room needs a complete renovation to a modern look and workflow. In addition, a direct entrance for patrons is needed. The program needs windows in the dining room, a larger or additional office for teachers, a solid surface floor,

Culinary Arts needs

1. Outside door access

2. windows in dining room

3. Green house close by

4. Indoor garden

5. Plenty of storage

6. Bigger faculty office

7. No Rug floors (hardwood tile)

8. Separate retail space for bakery and marketplace

9. Better workstations for students with electricity

10. Wi-Fi in dining room and kitchen

11. Laundry Room

12. Locker rooms

13. separate bathrooms for customers

14. Place to hang laundry like dining room uniforms, kitchen aprons, chef coats etc.

DENTAL ASSISTING

The Dental Assisting program was established in 2007 and currently has 2 instructors. 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.

Our shop is divided into two rooms, with a hallway connecting them. We have 16 workstations for students in a computer laboratory, an instructor computer with access to the smart board at the front on the room, as well as the instructor's computer and desk. There is no ventilation in this computer room and the temperature does reach over 85 degrees at times of the year. The second room is the clinical laboratory with dental chairs, teacher desk, and washer/dryer. Student lockers are located in this corridor on the right-hand side next to the wall. We have a total of 30 lockers, however only 28 are for student use.

Students have daily access to computers and technology, and as our budget increases, students will have greater access to instructional material. Infection control materials like disinfectants, barriers, sterilization pouches, gloves, and masks are extremely expensive. Additionally, the cost of radiographic film and chemicals is equally expensive. Due to the nature of this program, there is a need for use of consumable items on a regular basis and thus increasing storage space.

Aside from OSHA 10-hour certification that students obtain in their sophomore year, our program has two Dental Assisting National Board certifications (the IC Infection Control and the RHS Radiation Health and Safety). The IC exam is taken during the sophomore year and RHS is in the junior year. In order to become a CDA, a third exam is required from DANB. This exam is the chairside component; however, there are no high school programs that are allowed to take this exam. Students must graduate and work 3500 hours prior to sitting for the chairside exam. During junior year, students attain their CPR: Healthcare Provider Level certification, prior to going out on clinical rotations. Once students turn 18, they can apply to the Massachusetts Department of Health and become an RDA (Registered Dental Assistant). Only RDAs are allowed to practice in the state of Massachusetts. Time is spent during the Dental related class with the seniors to explain the process of attaining their RDA.

Program Needs: The Dental Program needs additional space and updated cabinetry. Ample space is needed to include a separate room for sterilization with vision, a 2nd X-ray room with vision, a dental laboratory work area, a classroom area attached to the clinical area along with a second classroom to serve as a mock dental front office and a separate room for laundry. The space must also accommodate 1 - 3 more dental chairs and updated cabinetry and storage.

EARLY EDUCATION & CHILDCARE

The Early Education and Care (EEC) Department was established in 1977 as an independent program. The Early Education Program at Tri-County Regional Technical High School has been approved by the Massachusetts Department of Early Education and Care as a preschool teacher training facility. Although the program is exempt from licensing, the EEC uses the Early Education and Care regulations as a model for student-teacher education. The Early Education program prepares students to meet the requirements of the Massachusetts Department of Early Education for Preschool Teacher licensure, as well as earning their Infant/Toddler Certification.

Early Education students study child development theory and teaching methods, which they use as student teachers in the school's early education center, The Tri-County Children's Center, a functioning laboratory preschool. The physical location of the center is not accessible by a direct entrance. There are 2.8 early education licensed teachers on staff. The physical space is arranged in an orderly fashion although there is concern regarding current storage for supplies,

equipment, and student belongings and the availability of adequate storage for the future. The current kitchen area was updated approximately 25 years ago. Despite great upkeep and maintenance, aging of the cabinets and a broken pipe and leak has led to deterioration and will need to be updated in the very near future. The outdoor space was reconfigured over 12 years ago. Since then, National Playground Safety Regulations have changed and our outdoor playspace is not in compliance. For example, the fall zone from the climbing structure to any surface is supposed to be 6 feet (height dependent). Currently, some of our structure has a three-foot clearance. In 2019, appropriately sized furniture for high school students was purchased, but due to safety, confidentiality, noise and foot traffic, and no access to needed technology, the space it is in is not conducive. A classroom space in close proximity to the laboratory preschool and supplies and materials would eliminate those concerns. Due to the nature of this program, there is a need for use of consumable items on a regular basis.

Students are provided with a broad understanding of the development of the young child and the profession of teaching. The grade nine and ten students focus on a planned scope and sequence that covers health and safety standards as well as aspects of child development, career pathways and standards for planning and instruction. Students in grades eleven continue to focus on standards related to child development as well as assessment techniques and a professional placement experience. Students in grade twelve apply the standards either in the early education lab preschool, in a classroom that is part of our placement program or as a cooperative education student. Co-op Education placement is supported in grade twelve. Placements are vetted by both the Co-op coordinator and the EEC teachers.

Program Needs: Additional classroom storage space, additional storage space for larger equipment, workspace/classroom for high school students, outdoor space that meets regulations, updated kitchen and a direct entrance for preschool children and families.

Early Education Program Needs:

- workspace/classroom for high school students,
- additional classroom storage space,
- storage space for high school student's belongings and ongoing projects,
- additional storage space for larger equipment,
- outdoor space that meets regulations,
- updated kitchen,
- an observation room with a two-way window mirror and sound system,
- a direct entrance for preschool children and families.

ELECTRICAL

The electrical program is taught by two instructors with varying backgrounds in the electrical industry. Electrical Technologies instructors maintain expertise in their content area by attending code review classes every three years for license renewal. These classes keep the instructors up to date with changes and new innovations in the National and Massachusetts Electric Code and electrical industry.

The Electrical Technologies Department's 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. The Electrical Technologies

Department is sufficiently staffed by three DESE certified Vocational Instructors and Master Electricians (freshman/sophomore, juniors/senior, and related). Curriculum is supported with a variety of instructional materials (see evidence), shop computers and chrome books, and sufficient shop and related supplies. Facilities are adequate to meet curriculum needs. Educational media resources are available in the form of Smart Boards, Chromebooks, school media center (library), and textbooks.

The physical layout of the Electrical Technologies encompasses a total working space of approximately 5000 sq. ft. This space contains metal stud project booths, wooden stud project booths and areas for stock storage and tool storage.

Program needs: more modern electrically related technological devices such as programmable logic devices, motor controls, and lighting contacts. (have plc's now)

ENGINEERING TECHNOLOGY

The Engineering Department has four full-time, trained engineering instructors responsible for delivering a comprehensive curriculum consisting of the Project Lead the Way (PLTW) national engineering curriculum, for which the program is nationally certified.

The Engineering curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, and supplies to sustain a high level of learning for the students. There are 4 instructors that teach Engineering students every day. We have a structural engineer, an environmental engineer, an electronics technician and a machinist. With this variety of experience in the engineering field and a passion to teach students, we feel the staffing levels are perfect. The technology, equipment and supplies allow us to sustain a high level of learning for our students.

The activities and projects within the program are guided by PLTW and consist largely of hands-on activities. Curriculum is constantly modified and upgraded to meet current national standards as well as educational, economic, and workforce trends. Relevant materials are provided to ensure that students are receiving the most current training available, and to help students obtain an industry-standard experience. The department was relocated four years ago, and now has two computer labs, restrooms, and a fully functioning SIM lab to do hands-on projects, prototyping and related mechanical work.

The Engineering Technology program was recently moved to a location renovated for the shop. It is divided into three separate rooms. There is an advanced manufacturing room with seven pieces of industrial manufacturing equipment: CNC mills, CNC lathes and an industrial robotic arm. Also, there is a computer lab with 20 desktop computers. Finally, there is an engineering shop with 20 desktop computers, 20 workbenches, one Smart Board, a laptop cart and an area of prototyping equipment including (3)-3D printers, a bench top mill, a robotic arm and manual and power tools.

Program Needs: The Manufacturing area needs more space to accommodate more equipment as well as a more suitable inspection area with ample space, lighting and advanced inspection equipment. A connected classroom with dedicated computers for theory is also needed.

Our program needs are:

1) Advanced manufacturing needs as described by Jeff

2) Natural lighting

3) Additional storage

4) Outdoor learning space

5) Open area for testing/launching/racing projects

6) Separate, quiet office/conference room space (for NASA video calls, for example)

7) Ability to vent to outside from engineering space (for laser engravers)

8) Space & water access for water jet cutter

9) Space for an automated manufacturing cell (for conveyors and robotic arms)

GRAPHIC COMMUNICATIONS

The Graphic Communications program is a live, fully equipped and operational graphic design and printing business with real world relevance in the student's learning. Students use their communication and problem-solving skills to produce finished printed products for customers inside and outside of school. As a full-service print & design shop, Graphic Communications utilizes technologically appropriate equipment throughout our program such as state-of-the-art iMac workstations with the latest version of the Adobe CC software. Additionally, students learn many different forms of printing, such as Offset, Screen Printing, Digital Printing, Dye Sublimation, and Embroidery and Bindery and Finishing Techniques. Students have the opportunity for real world customer service as we run a full-service print & design business. We use a variety of instructional practices and assessments. This includes but is not limited to: teacher observation, Collins Writing, exit tickets, reflection sheets and time sheets, projects and end-of-unit assessments--these could be written, verbal or visual tests.

Graphic Communications consists of four rooms; square footage is approximately 26,000 sq ft. One room is a traditional classroom setting with 24 students' chairs/desks; this classroom has one teacher machine with a smartboard. There is a small room off this classroom that we use to do some photography work. In this room we have our photo lights and when we are using them, our camera and video camera. The third-class area is the computer room. This is where we have two teacher desks, two sets of computer stations with computers. One set of stations is home to 10 IMacs; the other workstation is home to 12 IMacs. We have 3 color laser printers and a Konica Minolta C7000 Digital Press with multiple binding stations. We also have 2 types of dye sublimation heat presses and a dye sublimation inkjet printer. On the perimeter of this room are a boys and girl's bathroom and student lockers. The last room is the press room. In this room there is one teacher desk with a computer and a smartboard, two offset presses, a 4-color screen printing press, a conveyor belt high heat oven dryer, a screen exposure vacuum frame and a flash dryer. Also, in this room we have a guillotine cutter, a couple of spiral binders, a drill press, a heavy-duty saddle stitcher and a shrink wrapper. We also have an Itek polyester plate maker and a metal plate maker (CTP) with a PC computer workstation that houses the RIP software.

Program needs: **Program needs**: A shop expansion in the studio and recording area that includes ceiling lighting to better provide a professional studio simulation that could be shared with other areas in the school (music, media). In addition, a remodel of current software instruction space for a better classroom experience.

HEALTH CAREERS

The Health Assisting Program provides a strong opportunity for students to prepare for employment and postsecondary options in the health and medical fields though both at-school and outside experiences in authentic health care settings. the students in the Health Careers Program integrate clinical skills and knowledge, in addition to problem solving skills learned in the lab and classroom, when giving supervised care in these facilities: acute care hospital, long term care, inpatient Alzheimer's, childcare, assisted living, psychiatric, and state developmental center for the disabled.

This program consistently has the highest number of freshman student first-choice requests. Enrollment in the program is full and there is usually a wait list. Credentialing of students has also been consistent in the program, with

most students achieving CNA, CPR, and HHA status as well as certification as an Alzheimer's Caregiver and OSHA. The program is accredited by the Massachusetts Department of Public Health.

The physical space of the Health Occupations program presents challenges to the development of skills for the large number of students enrolled. Total square footage of all of Medical Careers, including both classrooms and teacher office and closets, is 3300 sq ft. Medical Careers currently consists of 2 adjoining rooms to house our current 40+ students in any given week. While both rooms are equipped with SMART boards and desk/table space for students, only one of the 2 rooms holds hospital beds and can accommodate for practice of skills associated with trade. Storage rooms are filled to capacity with much needed equipment (wheelchairs, crutches, walkers, various lifts) and both classrooms contain scales, vital signs equipment, instructional models, textbooks and stretchers. While equipment cannot be compromised, having what we need often makes the space feel crowded for students and visitors alike.

Program needs: Program expansion to accommodate larger student work areas and storage space including two classrooms (one for each grade level) and one skills lab room for hospital beds, the washer and dryer and all assistive devices. The program needs more storage, a separate office space and two double sinks.

HVAC/R

The HVAC program is run by two experienced HVAC instructors. The program's physical space is comprised of approximately 10,000 Square Feet including an enclosed classroom of approximately 600 square feet for related HVAC&R instruction. There are 17 work booths for 10th grade refrigeration and air conditioning projects. There are also seven 3' x 6' workbenches for freshmen exploratory projects. There are 7 additional work benches for 9th grade HVAC&R shop projects. There are 12 central air conditioning systems located in the 11th grade area adjacent to the outside west wall. The condensing units are mounted on pads outside the wall and the air handlers are located inside adjacent to the same wall.

Students have instruction in safety to obtain the OSHA 10 safety certification. Students are trained in, and encouraged to obtain certifications in EPA 608, EPA 609, indoor air quality, green energy, R-410a, preventative maintenance and Weil-McLain Heat certifications. In preparation for training of various certifications, students have a very diverse selection of HVAC/Refrigeration equipment from which to choose.

Program needs: instructional support for large classes and special populations, floor drains, storage space, a shop ventilation system, a geothermal well, a section of radiant flooring, hydronic panel on roof, and an expanded sheet metal area.

LEGAL & PROTECTIVE SERVICES

The Legal & Protective Services program opened in 2013. The shop has a total of 2200 square feet. The shop has a total of two rooms, one main classroom area and two storage areas: a front, secured storage area and back storage/closet area which adjoins the Graphic Design room. The shop has eight industry- standard evidence collection kits on the interior wall, teachers' desks adjacent to both room exits/entrances, and all industry-related equipment stored in cabinets along the walls of the room. The shop has two computer carts, which house a combined thirty-two computers. Students also have a school issued Chromebook. The shop does not contain a bathroom. The shop has fifty small, cube-style lockers in the secured storage area. The classroom space is divided in half by a portable folding wall and suspended sound baffles. The portable wall and baffles allow for the room to be divided in half for two grade levels to utilize the room at one time.

Curriculum is based on the VTE frameworks and adapts as appropriate to ever-changing trends in the fields of study. Students are exposed to the reality of emergency scenarios, as they learn the requirements of occupations in public service fields that may respond to such emergencies. Students graduate from the program well versed on the rights endowed to them by the U.S. Constitution and the Massachusetts Declaration of Rights.

The Legal and Protective Services shop has a good balance of hands-on training of practical skills in many fields along with opportunities for higher-order-thinking academic work. The shop has access to many public servants in the fields we study who are eager to visit the shop for speaking engagements and topic-specific lessons. Our Advisory Committee is engaged and accessible. Many local agencies have public education or outreach programs that lend themselves to guest speaker or field trip activities.

Program Needs: Additional and separate adjoining classroom space instead of the portable folding wall. The Policing room needs more space for a gym-like environment with mirrors on the walls, matted floors and ample space for self-defense and physical activity. The program needs a lab area, effective Wi-Fi, ample classroom space for independent work, group work, and lecture as well as the ability to serve as a mock courtroom. Natural lighting is required to modify artificial light as needed for specific labs.

MEDICAL ASSISTING

The Medical Assisting program opened in 2019 and has two full time instructors. The shop was renovated to accommodate the program. There is one large space divided by a half wall to separate the laboratory portion from the classroom space. There is a separate room for the teacher desk and an alcove area for storage and a second teacher workspace.

Program Needs: The program needs a solid wall between the lab and classroom areas (or 2 separate rooms) to eliminate noise and a separate storage area that locks. Both areas need a classroom and lab component.

METAL FABRICATION

Tri-County Metal Fabrication is staffed with two licensed Metal Fabrication instructors. The program meets all industry standards and is equipped with sufficient supplies and equipment. Smartboards, chrome books and student computers are readily available for student learning.

The Metal Fabrication curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum.

The Metal Fabrication shops main floor plan where the student work on projects and use Metal Fabrication welding booths and machines is 7,800 sq. ft. There is a 320 sq. ft. section for classroom seating where students work on theory. There is one Ordnance Depot in the shop totaling 210 sq. ft. and a second tool crib totaling in size 110 sq. ft. for welding supplies.

Safety is addressed and reinforced. Students have ample space to work. Students work together on projects which easily fosters a mentor program for incoming students. Students demonstrate knowledge of content through projects and AWS competencies. The program is well stocked with equipment and consumables. This program attempts to actively meet the rising demand for welders in the United States. All students must obtain an OSHA 10 card. The program has a solid relationship with the local industry.

Program Needs: Separate adjoining classroom space (upgrade to the layout of the space to accommodate fabrication)

PLUMBING

The Plumbing program has two full time instructors. The program prepares students to successfully enter the plumbing

industry and continue with Tiers III through IV of plumbing education. A typical plumbing student completing 3 ½ years of the Tri-County Program, acquires Tiers I and II of plumbing education upon completion of the final tests. These students also receive credit up to one year of work experience toward Journeyman Plumber licensure. Every student at Tri-County receives an OSHA 10 certification.
The Plumbing Shop contains a total of 8,500 square feet. There are twelve 13'-4" X 5'- 4", two level apartment units utilized by the upperclassmen. The underclassmen work in a 2,200 square foot open area that contains four workbenches with a total of twelve pipe and machinist vises. There is a stationary tool crib and four mobile job boxes. The four Ridgid 300 power drive pipe threading machines and the rest of the plumbing equipment are mobile which represent the industry standard. There are four large exhaust blower units that provide adequate ventilation.

Program Needs: overhaul with better floor plan and related classroom.

T. TRANSPORTATION POLICIES

Transportation to and from school is provided by Tri-County. Three late buses are provided for students who stay after school for extra help or clubs. Three additional late buses are provided for student athletes on certain days and transport students to all sending towns.

Program Need: While no changes to the transportation program are planned, the school could benefit from a traffic pattern study as part of the project to assist the district in identifying the most efficient way to route traffic around the building during pick-up and arrival times.

U. FUNCTIONAL AND SPATIAL RELATIONSHIPS

The following **Guiding Principles** came out of our visioning process**:**

- **Academic / Career Tech integration**
- **Extended Learning areas: Collaborative, Break-out spaces, Small Group Rooms**
- **Improved Customer access to public shops**
- **Improved access/ separation of post-graduate programs**
- **Auditorium/ Large Group space**

The desired functional zoning of the school building is to integrate academic and vocational classes by having them within proximity whenever possible. Currently, academic classrooms are somewhat isolated from CVTE programs. This creates challenges when trying to create integrated projects. However, it must be noted that in the SOI, we are proposing a project of limited scope. In addition, the administration has not researched and not proposing a new instructional model at this time, such as clusters or academies.

The high activity/public use spaces (cafeteria, gym, school store, lecture hall) should be accessible after hours and operational without having to access other areas in the building.

The academic wings are to be organized with somewhat contiguous classrooms for maximum flexibility, but delineated as neighboring, so as to allow for interdisciplinary teams.

DESIRED DESIGN IMPROVEMENTS
Several specific design improvements that were identified in the visioning process should be considered for this project:

School Entrance - include separate entrance area for shops with patrons. Design as a more inviting/welcoming space
Athletic Facilities - complete renovation of indoor/outdoor facilities that include an indoor track, updated locker rooms, coach/PE offices, multimedia/sound systems, and light
Academic Spaces - Classrooms with movable furniture, flexible seating, multimedia abilities and storage spaces for

student belongings and teacher materials. Include outdoor learning spaces
Display & Open Spaces - Incorporate display areas for student work, flat screen monitors, create comfortable spaces for independent work and student collaboration
Cafeteria/Courtyard - redesign cafeteria to allow for multiple type use, include multimedia options, areas to display student athletes, officers, club participants, etc., including a courtyard for outdoor seating.
Library Media Center - more efficient windows a modernized look and renovation to accommodate better use of the space for collaboration and maker spaces
Auditorium- Create as a performing arts center with quality stage
Lockers - Remove hallway lockers

V. KEY PROGRAMMATIC ADJACENCIES

As noted in the visioning sessions, the integration of academic and career technical programs is a goal of this project. To support this, the District desires a closer relationship between these spaces. Currently the academic classrooms are segregated on the second floor wings of the school and the CTE areas are on the first floor and in the central core. The design team will develop strategies and options to improve the connectivity and adjacencies of these spaces.

Another goal identified in the visioning sessions is for better public accessibility for the customer oriented CTE programs and better separation of the Post Graduate students from the High School students. This may require relocating these programs and/or creating dedicated, secure public entrances.

The design team will be working with the District to identify strategies to allow for future changes to the school's offerings and provide flexibility in the CTE shop environments.

Administration: The central administration is currently located at the front of the building, as they should be. Principal and other HS administrators are currently adjacent to the central administration and Superintendent's Office. Future plans should consider separating these areas.

Counselors & Guidance: Currently these areas are separate and spread out in the school. Creating a wellness center that encompasses these facilities and additional wellness rooms (calming/ de-escalation space) will better meet the needs of students. It would be important for the Student Affairs/Dean and Nurse to be in close proximity to this area.

Nurse: This critical adjacency is alongside Student Affairs/Dean. The nurse office needs an outside entrance so that emergency personnel do not have to walk through the building.

PE/Coaches Office: PE teachers and Athletic Director should have offices in the gym.

Science: Although the science classrooms are spread out within the original building, they at least function in relative proximity to each other. However, two classroom spaces are in need of labs.

Library/Media Center: The location and adjacency of the LMC are excellent, as it sits at a major traffic junction within the school. The space needs more efficient windows, a modernized look and renovation to accommodate better use of the space for collaboration.

School store is located in the cafeteria and open during lunch hours on various days, this should remain.

In general: Programmatic adjacencies should be considered that would improve flexibility, informal learning and collaborative opportunities. Increased layout efficiencies would include: PE/Coaches offices to be located for visibility/direct connections to gym; and locker room areas near the front of the building.

Please refer to comment regarding need for locker room renovation to accommodate private changing areas for transgender students.

W. SECURITY AND VISUAL ACCESS REQUIREMENTS

Separate bus and car drop off areas are to be provided with safe pedestrian walkways. Traffic flow in the front of the building before school and after school can be problematic due to the design of the main entrance. The parking lots are visible, lighted and monitored. There is safe access to the kitchen, facilities, shipping/receiving.

At the main entrance there is a security booth with good supervision of the entry and visual security with a video monitoring system that can be monitored at the security booth or remotely by smart devices. We have 40 cameras covering some exits and stairways, but the entire system needs to be updated and expanded. All exterior doors are fitted with high security (double cut) locking mechanisms. Key entry points created that allow for entry with an ID Card. ID cards are created based on access groups (teachers, administrators, etc.) and allow for free access, based on defined time parameters. All proximity card swipes are recorded by the system and can be recalled by an audit trail. Only high security keys are issued to staff teachers that have specific needs. For example, CVTE teachers would have keys to their specific program *only*. Administrators have entrance keys that open a greater number of entrances. The Superintendent, Facilities Director and Principal are issued Grand Master keys which can open any entrance in the facility.

All key staff have been issued a portable hand-held radio. Channel 1 is designated the primary channel and used in the event of an emergency. Channel 2 is designated as an alternate channel.

All visitors are allowed free access to the main foyer during school hours. The exterior door remains locked to anyone with a valid ID access card. The visitor must present their credentials to the Security Booth Operator, at which time the credentials are scanned through the Raptor system (SORI - sex offender database checks). A temporary ID card is issued to the visitor and the appropriate department/staff member is contacted to come to the Main Lobby and meet/escort their visitor through the building.

Program Need: The Main Entrance in need of makeover and the space in the admission's office could house several more offices to accommodate various personnel. Also, the restrooms should be modernized to airport style and add several unisex bathrooms.

Typical Day in the Life

A student's week is either in their vocational program where the schedule is static, or they are in academic classes where the schedule rotates, and one period drops out each day.

Typical Day in the Life of a student during ACADEMIC WEEK - 5 period Schedule Rotates Every Day - 2nd period of the day has extended time	
Activity or subject	Program Details and Educational Benefit
Mathematics	1 period
English	1 Period
PE/HEALTH or elective	1 Period
LUNCH	22 Minutes
History	1 Period
Science	1 period

Typical Day in the life of a student during VOCATIONAL WEEK in one of the 16 Programs Schedules does NOT rotate	
VOCATIONAL PROGRAM	Related Class either embedded in instruction or separate class during CVTE Day
LUNCH	22 minutes