

Greater Fall River Vocational School District

FALL RIVER • SOMERSET



SWANSEA • WESTPORT

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**Massachusetts School Building Authority
 School District Educational Profile Questionnaire**

Date September 14, 2018

Name of School District Greater Fall River Vocational School District

District Contact (Name, Title) Thomas F. Aubin, Superintendent-Director and Lucy Thompsen, Exec. Asst. to Superintendent-Director

As part of the District’s invitation into the Eligibility Period, the MSBA is seeking the following information to further inform our understanding of the School District’s facilities, teaching methodology, grade configurations and program offerings. If the below information is available in documents previously provided to the MSBA, please indicate in which document and on which page this information may be found.

SECTION ONE: Facilities

A. Please confirm the following MSBA 2016 School Survey information for all public schools in the District using a “Y” for accurate and “N” for not accurate:

District	School Name	Type	Year Founded	Last Reno.	GSF	Y/N
Greater Fall River Vocational School District	Diman Reg. Voc. Tech High School	V&A-HS	1968	2010	295,500	Y

Using the space below, provide additional information for any inaccurate or incomplete Needs Survey data.

Minor upgrades have been completed to the girls’ locker room in SY14, as well as a remodeling of the science labs in SY17.

B. Using the chart below, list Charter Schools (Commonwealth, Innovative, or Horace Mann) and private schools located in the District.

Name of School	Type of School	Year Established	Grades Served	Current Enrollment

SECTION TWO: Current Program, Grade Configuration, Teaching Methodology

A. For high schools only Attach to this questionnaire current program/scheduling information (core, non-core, enrichment and vocational).

Diman Regional Vocational Technical High School (RVTHS) is a technical school that serves the communities of Fall River, Somerset, Swansea and Westport. Diman’s schedule operates on a two week rotation (academic/vocational). Within that rotation, Diman’s schedule rotates periods through six variations (A day, B day, C day, D day, E day, and F day). This rotation happens for all six periods offered during the day. As part of this schedule, underclassmen take a set schedule including but not limited to English Language Arts 9, Mathematics, U.S. History 1, Biology 9 or Physics First 9. As Diman operates on a semester schedule, the underclassmen schedule also includes an elective rotation that focuses upon Physical Education, Career Readiness, Mathematic/English Enrichment, Health, as well as any academic support courses that a student may need.

As a vocational school, students are required to complete program-related courses that connect theory to practical application. Currently, these courses occur within the vocational schedule for students in grades 9 and 10 and the academic schedule for students in grades 11 and 12. These courses account for approximately 17% of a daily schedule. Program placement takes place in January of the freshman year and is based on results of a student’s exploratory performance. During the exploratory period, students explore 12 vocational programs affording them exposure to two-thirds of the technical programs.

B. Does the District belong to a Collaborative? Yes No

Does the District host a Collaborative? Yes No

If yes, please provide the name of the Collaborative _____

Does the District provide Pre-Kindergarten? Yes No

Is Kindergarten fee based? Yes No

If yes, please provide the fee structure _____

Does the District provide transportation? Yes No

If yes, please provide the name of the provider(s) (District or vendor) Tremblay Bus Company

C. Using the space below, provide information about the Priority Statement of Interest School’s teaching methodology (i.e. self-contained classroom, team teaching, departmental, or cluster). Include class-size policy and if applicable, scheduling particulars.

Diman currently offers departmental courses based on the MassCore in the academic realm and the Massachusetts Chapter 74 Frameworks for technical programs. Additionally, Diman embeds employability courses outside of the aforementioned MassCore and Chapter 74 Frameworks. The school develops educational opportunities allowing cross-curricular studies and collaboration. Examples of this include the integration of academic and vocational competencies within and without the daily schedule, including extracurricular activities. School and District initiatives pertaining to teaching and learning incorporate critical thinking skills, collaboration, social emotional strategies and team building. Class size is capped at 25 students, exclusive of physical education.

As Diman is a public school, all students are served including students with special needs. To this end, the school offers a full continuum of options for students with disabilities. These include sub-separate and inclusive courses in the academic and technical areas, as well as paraprofessional supports. The inclusive model is set to expand over the next three years.

D. In the chart below, use “Y” or “N” to indicate if the listed technology offerings are available adding cells and rows as appropriate:

School	Desktop Computers	Laptop Computers	Tablets	Smart Board/ Smart Projectors	Printers	WiFi WAN/LAN
Diman Reg Voc Tech High	Y	Y	Y	Y	Y	Y

Using the space below, provide additional information for any of the aforementioned offerings marked with a “Y”.

Desktop computers are used throughout the building in academic and technical areas. They are also located in the teacher resource room where they are used during preparation periods.

Laptop computers are available in many vocational and academic areas. Diman currently maintains both laptop and Chromebook carts.

Tablets are used in specific areas which include Physical Education and Science.

Every classroom is equipped with a Smartboard and projector system. Targeted classrooms are equipped with touchscreen televisions.

Printers are available in classrooms and teacher preparation areas. To service instructors further, the District provides “Quick Print” printing services in the Graphic Communications program.

The building has upgraded wireless communication services by expanding bandwidth and hotspot locations.

SECTION THREE: Proposed Program, Grade Configuration, Teaching Methodology for the Priority Statement of Interest School

A. Using the chart below indicate proposed changes to the information as provided in Section Two adding or editing cells and rows as appropriate.

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Social Studies	Special Education	Social Emotional Learning
Diman Reg Voc Tech High (9-12)							

1. Science classes- Science labs are to be expanded and updated to allow for a cross-disciplinary focus. This should reflect a common interest between academic and vocational- technical education. For example, food science demonstrates the manner in which content is cross curricular and cannot be fragmented.
2. Art (Performing and Visual Art) - Diman does not currently offer an art program. We would like to add this to our program of studies.
3. Music- Diman does not currently offer a music program. We would like to add this to our program of studies.
4. Physical Education- Diman intends to expand the reach of physical education and health and wellness by addressing community issues. To date, we have partnered with various community organizations and the District Attorney’s office to offer comprehensive and responsive curricula. As we move forward, we would like to expand these opportunities and our community partnerships.
5. Social Studies – With the current updates to the state standards, social studies curricula needs to expand to include a stronger focus on civics and citizenship. To that end, new staff will need to be hired and additional class space will be necessary.
6. Special Education – With the increased cognition of the modalities relative to special education, (e.g. autism), additional resources are required to continue the District’s plan regarding inclusive classrooms and co-teaching opportunities.
7. Social Emotional Learning – Understanding the diverse needs of students, the District has planned an expansion of social emotional strategies over the past several years. These strategies are being incorporated into unit and lesson plans by instructors. To this end, further professional development is warranted and includes learning areas to accommodate the specialized needs of said students.

B. Is the District considering joining a Collaborative? Yes No

If yes, please provide the name of the Collaborative _____

Is the District considering hosting a Collaborative? Yes No

Is the District considering offering Pre-Kindergarten? Yes No

Is the District considering a Kindergarten fee? Yes No

If yes, please provide the proposed fee structure _____

Is the District considering providing transportation? Yes No

If yes, please provide the name of the proposed provider Tremblay Bus Company

C. In the space below expand upon proposed changes to current grade configurations, districting, teaching methodology, programs, transportation, fees and technology. Indicate if any school facilities would be vacated, down-sized or re-organized. Indicate if changes to current staffing would result (increase/decrease).

As Diman moves toward a more inclusive educational methodology, the need for licensed Special Education and content teachers has increased. Understanding budgetary limitations under the current school finance model, downsizing and reorganizing departments will be necessary. Additionally, changes in district and market data will require further analysis that could also impact further changes.

D. Using the space below, indicate any proposed changes to current technology offerings (e.g. “One to One” technology, WiFi hotspots, laptop carts, etc.).

As Diman believes in the power of experiential learning, as a District, we plan to offer immersive learning environments. This would be accomplished by installing four dimensional learning walls. In doing so, we intend to create learning environments that replicate the content studies and historical time and place. For example, when studying the “I Have A Dream” speech, students can be immersed in the crowd and actively participate in the educational process. Additionally, students could be virtually transposed into a Shakespearean play in medieval times.

In addition to this space, Diman is considering a move to one-to-one technology. In recent years, Diman educators have engaged in professional development that has allowed for the expansion of Google Classroom.

SECTION FOUR: Space - District’s Priority Statement of Interest

HIGH SCHOOL

A. Complete current information in the table provided below adding or editing cells and rows as appropriate:

<u>ROOM TYPE</u>	No. of Rooms	Comments
<i>CORE ACADEMIC SPACES</i>		
<i>Math</i>	<u>10</u>	<i>Teachers share rooms due to space limitations.</i>
<i>Science</i>	<u>5</u>	<i>Teachers share rooms due to space limitations.</i>
<i>Science Labs</i>	<u>3</u>	<i>Teachers share rooms due to space limitations.</i>
<i>Social Studies</i>	<u>6</u>	<i>Teachers share rooms due to space limitations.</i>
<i>English</i>	<u>11</u>	<i>Teachers share rooms due to space limitations.</i>

<u>ROOM TYPE</u>	No. of Rooms	Comments
<i>Foreign Language</i>	<u>0</u>	<i>Teacher floats due to space limitations.</i>
<u>SPECIAL EDUCATION</u>	8	<i>Teachers share rooms due to space limitations.</i>
<u>ART & MUSIC</u>	<u>NA</u>	<i>The only classes offered are electives in English and Social Studies.</i>
<u>HEALTH & PHYSICAL EDUCATION</u>	<u>0</u>	<i>All health classes are taught by teachers who float similar to foreign language.</i>
<i>Gymnasium</i>	1	<i>School has one gymnasium;</i>
<u>MEDIA CENTER/LIBRARY</u>	1	
<u>DINING & FOOD SERVICE</u>	3	<i>Student cafeteria, faculty dining area and Culinary Arts Program.</i>
<u>MEDICAL SUITE</u>		
<i>Nurses' Office</i>	1	
<u>ADMINISTRATION & GUIDANCE</u>	3	<i>Does not include Superintendent's office and business office</i>

Room Type	No. of Rooms	Comments
Advanced Manufacturing Shop	1	
Advanced Manufacturing Related	1	
Automotive Collision Shop	1	
Auto Collision Related	1	
Automotive Technology Shop	1	
Automotive Technology Related	1	
Building & Property Maintenance Shop	1	
Building & Property Maintenance Related	1	
Business Technology Shop	2	
Culinary Arts Shop	1	
Culinary Arts Dining Room	2	

Culinary Arts Shop Related	1	
Carpentry Shop	2	
Carpentry Related	1	
Dental Assisting Shop	1	
Dental Assisting Related	1	
Drafting Shop	2	
Drafting Related	1	Shares a room with Special Education
Electricity Shop	1	
Electricity Related	1	
Electronics Shop	1	
Graphic Communications Shop	3	
Health Assisting Shop	2	
Heating Ventilation and Air Conditioning Shop	2	
Heating Ventilation and Air Conditioning Related	1	
Medical Assisting Shop	1	
Metal Fabrication and Joining Technologies Shop	1	
Metal Fabrication and Joining Technologies Related	1	
Plumbing Shop	1	
Plumbing Related	1	
Programming and Web Development Shop	1	

B. If not offered within the District’s Priority Statement of Interest school, indicate in the space provided below where the District’s collaborative, special education, art, music, health/physical education, media center, dining/food service and technology spaces are offered.

N/A

SECTION FIVE: Safety and Security Statement
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Has the District formulated a school specific Multi-Hazard Evacuation Plan (Section 363 of the FY 02 State Budget) for each school under the superintendent’s supervision?

Yes No

What was the date of the last review with local public safety and law enforcement officials?
Date: August 2018

SECTION SIX: Attachments

Please attach to this completed questionnaire any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings as issued by the Department of Elementary and Secondary Education (DESE). Below, please list the documents attached (as applicable).

Documents attached:

2013 NEAS&C Accreditation Report

Should you have any questions about this questionnaire, please contact Senior Project Coordinator Jess Deleconio at:

Massachusetts School Building Authority
617-720-4466
www.massschoolbuildings.org