

<https://us04web.zoom.us/j/982400439?pwd=YWZBcWFUR2srK2JiNU43dFZFQzIKZz09>

Meeting ID: 982 400 439

Password: 1t2iNX

AGENDA

1. Call to Order
2. Awards, Honors, and Recognitions
3. Board Committee Reports
 - 3.1. Enrollment Committee
 - 3.2. Facilities Committee
 - 3.2.1. FY2021 Priorities
 - 3.3. Finance Committee
 - 3.3.1. Financial Reports
 - 3.3.2. FY2021 Draft Budget
 - 3.4. Governance Committee
4. Special Reports
 - 4.1. Leadership Report
 - 4.1.1. Remote Learning Update
 - 4.1.2. FRCS College and Career Programming – Dave Elsner
 - 4.2. Foxborough Regional Charter School Foundation Report
 - 4.3. Partners In Education (PIE) Report
 - 4.4. English Learner Parent Advisory Committee (ELPAC) Report
 - 4.5. Special Education Parent Advisory Committee (SEPAC) Report
5. Policy Review
6. Old Business
 - 6.1. IT Equipment – SAN Discussion
7. New Business
8. Approval of the Minutes
 - 8.1. December 10, 2019
 - 8.2. March 27, 2020
 - 8.3. April 8, 2020
9. Privilege of the Floor – Members of the audience who wish to address the board may do so during this portion of the meeting. Forms for Privilege of Floor for items other than those on the agenda must be submitted by noon the day before the board meeting.
10. Items for Next Board Meeting
11. Adjournment

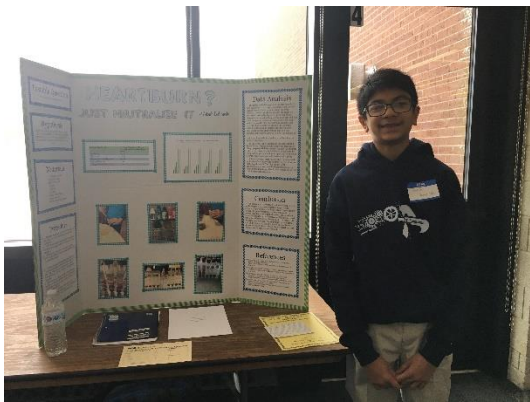
The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Publicly posted: April 9, 2020 at 7:00 a.m.

Academic Highlights, Achievements, News & Notes April 2020

Strong Showing by FRCS Students at the Region III Science Fair

Our Middle and High School scientists had a fantastic showing at the Region III Science and Engineering Fair at Bristol Community College in Fall River on Saturday, March 7th.

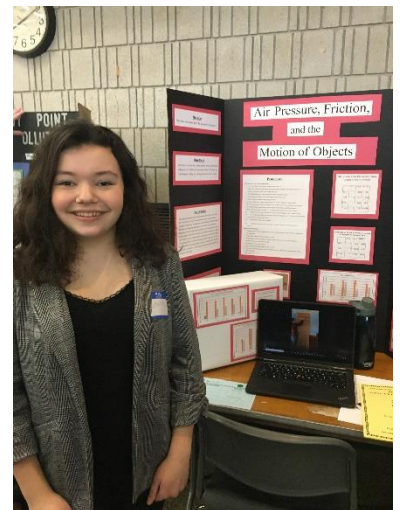


Pranav Srinivasan, Grade 6, earned First Place in the Junior Division. Pranav will be headed to the Mass. State Fair in May and was invited to apply for Nationals in Washington DC. Aakash Deshpande, Grade 7, earned 3rd place! He will also be headed to states in May.

In the High School Division, Catherine Koran earned 2nd place. She is also headed to the

Massachusetts State Fair.

Congratulations to all of our students who qualified to, and presented their outstanding projects at the Regional Science Fair. You all make FRCS very proud!



Celebrating Our Love of Books and Reading with the Annual Book Character Parade



On Tuesday, March 3rd, we celebrated Read Across America Day at the Elementary School!

Our K-4 students were invited to come to school dressed as a character from their favorite book. Even their teachers wore fun costumes! Students participated in our annual Book Character Parade in the afternoon! This is such a fun way to celebrate our love of books and reading.



Click [HERE](#) to see more photos from the [Book Character Parade](#).

Congratulations to our Falcon Trophy Winners!

Congratulations to our most recent winners of the Falcon Trophy!

As part of our positive behavioral intervention and support initiative, we have our Falcon Pride whole class positive reinforcement. Classes are awarded Falcon Tickets by FRCS staff members when following school expectations in the designated areas including playground, cafeteria, bathroom, and hallway. Each class collects their Falcon Tickets on a special ten-frame in their classroom. At the end of the month tickets are collected and counted. The class from each grade level with the most tickets is awarded the Falcon Pride Trophy for that month in a special celebration.



Kindergarten: Ms. Solivan's Class



First Grade: Ms. True's Class



Second Grade: Ms. Noiseux's Class



Third Grade: Ms. McDonald's Class



Fourth Grade: Mr. Fauvelle's Class

Falcon Pride Lunch Groups!

During the first week of March, Mrs. Benson had lunch with several outstanding students! These are students in March's Falcon Pride Lunch Groups!





The students exhibited role model behavior in the classroom and were able to eat lunch with the principal! These lunches will occur each month to reinforce Falcon Pride and what it means to show respect, responsibility, kindness, and teamwork here at Foxborough Regional Charter School.

#StayingConnected #FRCSStrong



Over the past several weeks during our school closure, the FRCS community has been staying connected and engaged via social media.

Families have used our official Facebook page to share photos and videos of their students doing many different things. We've asked families to share photos of students working on Blizzard Bag assignments, and other photos of their kids keeping in touch with their teachers and friends, and staying connected to the FRCS Community.

We hosted a virtual Spirit Week early in our school closure! It was a fun way for students, families and staff members to share their Falcon Pride and stay engaged.



Recently, we launched the 30 Day FRCS Music Challenge. Each day has a theme, and the students are challenged to either sign or play a song that matches the theme on a musical instrument. Parents can then submit the video, and we'll share it with the FRCS community. We've seen a lot of great talent! Be sure to visit our [Facebook Page](#) to

watch some of the submissions!



Financial Report - Balance Sheet (Summary)
Foxborough Regional Charter School
For 3/31/2020

	3/31/2020	6/30/2019	Change
ASSETS			
Current Assets			
Cash - operations	10,622,401.30	7,632,238.48	2,990,162.82
Cash - debt service reserve	3,115,316.53	3,459,889.26	(344,572.73)
Accounts Receivable:			
Intergovernmental	0.00	2,051,397.27	(2,051,397.27)
Other	43,959.80	33,486.49	10,473.31
Prepaid Expenses	142,058.84	111,823.00	30,235.84
Total Current Assets	13,923,736.47	13,288,834.50	634,901.97
Capital Assets			
Land/Building Improvements	45,813,197.87	45,813,197.87	0.00
Furniture, equipment and software	3,101,934.02	2,982,059.02	119,875.00
Less: accumulated depreciation	(10,922,996.66)	(9,478,811.32)	(1,444,185.34)
Total investment in capital assets	37,992,135.23	39,316,445.57	(1,324,310.34)
Loss on defeasance (2017 bonds)	3,764,614.47	3,764,614.47	0.00
TOTAL ASSETS	55,680,486.17	56,369,894.54	(689,408.37)
LIABILITIES AND NET ASSETS			
Accounts Payable	414,275.78	673,110.18	(258,834.40)
Accrued expenses	116,954.30	773,048.74	(656,094.44)
Accrued compensation	51,675.57	1,346,466.60	(1,294,791.03)
Bonds payable - US Bank	0.00	0.00	0.00
Deferred income	0.00	327,299.90	(327,299.90)
Total current liabilities	582,905.65	3,119,925.42	(2,537,019.77)
BONDS PAYABLE 2017B	24,825,000.00	25,410,000.00	(585,000.00)
BOND PREMIUM 2017B	2,175,370.80	2,175,370.80	0.00
Total bonds payable	27,000,370.80	27,585,370.80	(585,000.00)
LOAN PAYABLE EASTERN BANK	9,757,407.17	9,976,506.00	(219,098.83)
Total loans payable (Eastern)	9,757,407.17	9,976,506.00	(219,098.83)
Total liabilities	37,340,683.62	40,681,802.22	(3,341,118.60)
Net Assets			
Investment in capital assets	0.00	0.00	0.00
Restricted - Board Capital	4,163,131.00	4,163,131.00	0.00
Restricted - Self Insured Dental	85,762.50	85,762.50	0.00
Unrestricted	11,439,198.82	9,169,065.90	2,270,132.92
Net income	2,651,710.23	2,270,132.92	381,577.31
Total net assets	18,339,802.55	15,688,092.32	2,651,710.23
TOTAL LIABILITIES AND NET ASSETS	55,680,486.17	56,369,894.54	(689,408.37)

Financial Report - Budget to Actual (Summary)
Foxborough Regional Charter School
For 3/31/2020

	Budget	Actual	Budget - Actual	% of Budget
REVENUES				
Per Pupil Tuition	23,112,250.00	17,635,657.86	(5,476,592.14)	(76.30)
Federal Grants/Reimbursements	691,798.00	334,957.40	(356,840.60)	(48.42)
State Grants/Reimbursements	0.00	15.00	15.00	0.00
Other Grant Revenues	274,281.39	321,448.06	47,166.67	(117.20)
Food Service Program	519,200.00	384,790.52	(134,409.48)	(74.11)
Extended Day Program	290,000.00	208,312.57	(81,687.43)	(71.83)
Transportation Program	822,163.00	713,062.55	(109,100.45)	(86.73)
Building Rental Revenue	100,500.00	80,059.00	(20,441.00)	(79.66)
Other Revenues	209,480.00	230,111.73	20,631.73	(109.85)
Total Revenues	26,019,672.39	19,908,414.69	(6,111,257.70)	(76.51)
EXPENSES				
Personnel				
Administration & Finance	918,001.00	678,837.14	239,163.86	73.95
Teaching & Learning	11,573,524.15	6,971,462.45	4,602,061.70	60.24
Student Activities	788,515.00	517,904.79	270,610.21	65.68
Operations	792,268.00	587,868.85	204,399.15	74.20
Grants	162,550.00	70,660.34	91,889.66	43.47
Subtotal Personnel	14,234,858.15	8,826,733.57	5,408,124.58	62.01
Operating Costs				
Administration & Finance	450,470.00	240,919.79	209,550.21	53.48
Teaching & Learning	689,872.00	346,368.88	343,503.12	50.21
Student Activities	2,043,922.00	1,317,800.03	726,121.97	64.47
Operations	1,787,500.00	1,236,528.39	550,971.61	69.18
Employee Benefits	2,448,533.00	1,600,770.19	847,762.81	65.38
Grants	481,841.39	346,357.42	135,483.97	71.88
Subtotal Operating Costs	7,902,138.39	5,088,744.70	2,813,393.69	64.40
Total Expenses	22,136,996.54	13,915,478.27	8,221,518.27	62.86
NET BUDGET FROM OPERATIONS	3,882,675.85	5,992,936.42	2,110,260.57	(154.35)
Capital Outlay	1,407,980.00	1,034,398.27	373,581.73	73.47
Debt Service	2,477,047.00	862,642.58	1,614,404.42	34.83
Depreciation	0.00	1,444,185.34	(1,444,185.34)	0.00
Board Capital Reserve	0.00	0.00	0.00	0.00
NET BUDGET RESERVED	(2,351.15)	2,651,710.23	2,654,061.38	112,783.54

March 31, 2020 - Financial Report - Budget to Actual (Comparative Summary)

	<u>Current Year</u>				<u>Prior Year</u>			
	<u>Budget</u> <u>FY2020</u>	<u>YTD Actual</u> <u>3/31/20</u>	<u>Budget -</u> <u>Actual</u>	<u>Current Year</u> <u>% of Budget</u>	<u>Budget</u> <u>FY2019</u>	<u>YTD Actual</u> <u>3/31/19</u>	<u>Budget -</u> <u>Actual</u>	<u>Prior Year</u> <u>% of Budget</u>
REVENUES								
Per Pupil Tuition	23,112,250.00	17,635,657.86	(5,476,592.14)	(76.30)	21,999,200.00	16,715,443.00	(5,283,757.00)	(75.98)
Federal Grants/Reimbursements	691,798.00	334,957.40	(356,840.60)	(48.42)	785,782.00	471,722.66	(314,059.34)	(60.03)
State Grants/Reimbursements	0.00	15.00	15.00	0.00	0.00	25.00	25.00	0.00
Other Grant Revenues	274,281.39	321,448.06	47,166.67	(117.20)	327,000.00	327,000.00	0.00	(100.00)
Food Service Program	519,200.00	384,790.52	(134,409.48)	(74.11)	454,200.00	383,333.12	(70,866.88)	(84.40)
Extended Day Program	290,000.00	208,312.57	(81,687.43)	(71.83)	290,000.00	254,564.63	(35,435.37)	(87.78)
Transportation Program	822,163.00	713,062.55	(109,100.45)	(86.73)	585,000.00	494,354.25	(90,645.75)	(84.51)
Building Rental Revenue	100,500.00	80,059.00	(20,441.00)	(79.66)	100,500.00	77,164.00	(23,336.00)	(76.78)
Other Revenues	209,480.00	230,111.73	20,631.73	(109.85)	175,180.00	210,262.28	35,082.28	(120.03)
Total Revenues	26,019,672.39	19,908,414.69	(6,111,257.70)	(76.51)	24,716,862.00	18,933,868.94	(5,782,993.06)	(76.60)
EXPENSES								
Personnel								
Administration & Finance	918,001.00	678,837.14	239,163.86	73.95	990,225.00	661,405.70	328,819.30	66.79
Teaching & Learning	11,573,524.15	6,971,462.45	4,602,061.70	60.24	10,396,704.00	6,373,046.44	4,023,657.56	61.30
Student Activities	788,515.00	517,904.79	270,610.21	65.68	738,486.00	468,770.55	269,715.45	63.48
Operations	792,268.00	587,868.85	204,399.15	74.20	740,022.00	555,197.99	184,824.01	75.02
Grants	162,550.00	70,660.34	91,889.66	43.47	106,080.00	59,390.00	46,690.00	55.99
Subtotal Personnel	14,234,858.15	8,826,733.57	5,408,124.58	62.01	12,971,517.00	8,117,810.68	4,853,706.32	62.58
Operating Costs								
Administration & Finance	450,470.00	240,919.79	209,550.21	53.48	458,665.00	226,400.82	232,264.18	49.36
Teaching & Learning	689,872.00	346,368.88	343,503.12	50.21	749,681.00	377,561.08	372,119.92	50.36
Student Activities	2,043,922.00	1,317,800.03	726,121.97	64.47	1,782,533.00	1,228,420.07	554,112.93	68.91
Operations	1,787,500.00	1,236,528.39	550,971.61	69.18	1,744,745.00	1,176,645.17	568,099.83	67.44
Employee Benefits	2,448,533.00	1,600,770.19	847,762.81	65.38	2,187,753.00	1,476,856.77	710,896.23	67.51
Grants	481,841.39	346,357.42	135,483.97	71.88	657,154.39	269,292.60	387,861.79	40.98
Subtotal Operating Costs	7,902,138.39	5,088,744.70	2,813,393.69	64.40	7,580,531.39	4,755,176.51	2,825,354.88	62.73
Total Expenses	22,136,996.54	13,915,478.27	8,221,518.27	62.86	20,552,048.39	12,872,987.19	7,679,061.20	62.64
NET BUDGET FROM OPERATIONS	3,882,675.85	5,992,936.42	2,110,260.57	(154.35)	4,164,813.61	6,060,881.75	1,896,068.14	(145.53)
Capital Outlay	1,407,980.00	1,034,398.27	373,581.73	73.47	1,314,000.00	806,454.59	507,545.41	61.37
Debt Service	2,477,047.00	862,642.58	1,614,404.42	34.83	1,960,919.00	873,525.00	1,087,394.00	44.55
Depreciation	0.00	1,444,185.34	(1,444,185.34)	0.00	0.00	1,343,110.32	(1,343,110.32)	0.00
Board Capital Reserve	0.00	0.00	0.00	0.00	500,000.00	0.00	500,000.00	0.00
NET BUDGET RESERVED	(2,351.15)	2,651,710.23	2,654,061.38	112,783.54	389,894.61	3,037,791.84	2,647,897.23	(779.13)

June 30, 2020 - Financial Report - 2020 Budget to Actual (Summary)

All

	Budget	Actual	Budget - Actual	2021 Projected Budget
	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00
REVENUES				
Per Pupil Tuition	23,112,250.00	17,635,657.86	(5,476,592.14)	24,657,640.00
Federal Grants/Reimbursements	691,798.00	334,957.40	(356,840.60)	634,700.00
State Grants/Reimbursements	0.00	15.00	15.00	0.00
Other Grant Revenues	274,281.39	321,448.06	47,166.67	0.00
Food Service Program	519,200.00	385,065.52	(134,134.48)	609,875.00
Extended Day Program	290,000.00	211,369.51	(78,630.49)	100,000.00
Transportation Program	822,163.00	713,717.55	(108,445.45)	845,000.00
Building Rental Revenue	100,500.00	80,059.00	(20,441.00)	100,500.00
Other Revenues	209,480.00	230,411.73	20,931.73	191,500.00
Total Revenues	26,019,672.39	19,912,701.63	(6,106,970.76)	27,139,215.00
EXPENSES				
	0.00	0.00	0.00	0.00
Personnel				
	0.00	0.00	0.00	0.00
Administration & Finance	918,001.00	678,837.14	239,163.86	1,533,211.00
Teaching & Learning	11,573,524.15	6,971,462.45	4,602,061.70	11,818,674.00
Student Activities	788,515.00	517,904.79	270,610.21	721,452.00
Operations	792,268.00	587,868.85	204,399.15	835,310.00
Grants	162,550.00	70,660.34	91,889.66	0.00
Subtotal Personnel	14,234,858.15	8,826,733.57	5,408,124.58	14,908,647.00
Operating Costs				
	0.00	0.00	0.00	0.00
Administration & Finance	450,470.00	247,281.79	203,188.21	455,650.00
Teaching & Learning	689,872.00	346,447.88	343,424.12	635,000.00
Student Activities	2,043,922.00	1,683,720.18	360,201.82	2,160,650.00
Operations	1,787,500.00	1,236,528.39	550,971.61	1,977,775.00
Employee Benefits	2,448,533.00	1,819,123.55	629,409.45	2,742,660.00
Grants	481,841.39	346,357.42	135,483.97	604,700.00
Subtotal Operating Costs	7,902,138.39	5,679,459.21	2,222,679.18	8,576,435.00
Total Expenses	22,136,996.54	14,506,192.78	7,630,803.76	23,485,082.00
NET BUDGET FROM OPERATIONS	3,882,675.85	5,406,508.85	1,523,833.00	3,654,133.00
Capital Outlay	1,407,980.00	1,034,398.27	373,581.73	1,186,800.00
Debt Service	2,477,047.00	862,642.58	1,614,404.42	2,482,272.00
Depreciation	0.00	1,444,185.34	(1,444,185.34)	0.00
Board Capital Reserve	0.00	0.00	0.00	0.00
NET BUDGET RESERVED	(2,351.15)	2,065,282.66	2,067,633.81	(14,939.00)



FRCS Career Readiness Vision 2020-2025

March 2020

Table of Contents

FRCS Mission

Career Readiness Framework

Curriculum

K-12

School Counseling

Experiential/Applied Learning

Practicum

Internships/Apprenticeships/Work

Partnerships

Higher Education

Vocational/Military

Community

Alumni

Families

Infrastructure

Career Readiness Center

System Supports

Finances

Staffing

Budget

Funding (non-FRCS)

Appendices

A - Massachusetts DESE and BHE Definition:
College and Career Readiness and Civic Preparation

B - Professional and Educational Resources (Ongoing)

FRCS Mission (excerpt)

The Foxborough Regional Charter School will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We will continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.

The Foxborough Regional Charter School will promote positive ethical, moral, and civic values and prepare students to serve their respective communities as leaders and good citizens. We will present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service Learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.

FRCS recognizes the critical role career readiness has in long-term, sustained student success. The Vision statement emphasizes key career characteristics and skills including:

- ❖ measured achievement and accountability
- ❖ higher order thinking skills of problem solving, critical thinking, and applied learning
- ❖ professional habits of moral values, discipline, work ethic, and decision-making
- ❖ goal setting for continuing education beyond high school, and
- ❖ citizenship through service and leadership

These qualities are consistent with, and highlighted in, the Massachusetts definition of *College and Career Readiness and Civic Preparation*, as well as a progression of DESE and BHE recommendations and initiatives such as the ICCR Task Force, Career Development Education benchmarks, Individual Learning Plans, MyCAP, and High Quality College and Career Pathways (see Appendices). FRCS also endorses the Massachusetts School Counselors Association (MASCA) Massachusetts Model for Comprehensive School Counseling, which emphasizes a similar set of career readiness standards and competencies (<https://masca.wildapricot.org/MA-Model-2.0>). This Model is endorsed by MA DESE as best practice and based on the American School Counselors Association National Model.

Career Readiness Framework

This document outlines the district's program priorities and goals for continuing to build and strengthen student access, engagement, and accomplishment in:

- ❖ Career Readiness,
- ❖ Applied Learning, and
- ❖ Work-Based Competencies.

The district Career Readiness Vision is to provide students the curriculum, resources, and experiences to develop the skills and habits necessary for successful careers. **The primary indicator for program success will be:**

- ❖ graduating student's completing internships, apprenticeships, certifications, project-based learning, and other activities,
- ❖ which demonstrate the application of career knowledge and abilities in both content and application

The framework used to categorize and track program development will be three categories:

- ❖ Skills (Rigor /Challenge) - meaning the understanding and demonstration of career information, problem solving, and abilities
- ❖ Pathways (Relevance/Connection) - meaning understanding and engaging in plans for opportunity and progressing toward career credentials
- ❖ Relationship (Conversation/Advising) -meaning understanding and utilizing the skills and interactions necessary for career mentoring and networking

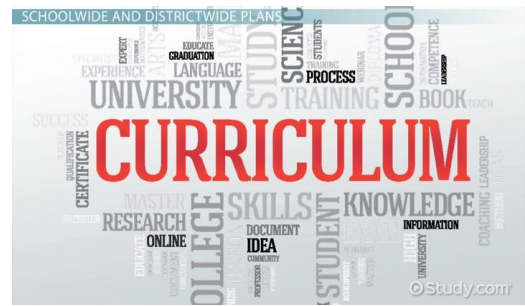
In addition, three levels related to the depth of career readiness learning will be considered in all programming:

- ❖ Awareness - passive interaction and knowledge of career related themes and content
- ❖ Exploration - active interaction and knowledge based on experiencing career related environments, people, and activities
- ❖ Immersion - active demonstration of career related knowledge and skills through project based, experiential learning directly related to career readiness competencies

Note: This document is focused on Career Readiness. College Readiness involves other events, curriculum, programming, and experiential learning.

Curriculum

Curriculum delivers key content to provide students with understanding of concepts and information. For Career Readiness at FRCS, our academic and school counseling curriculum will emphasize a range of skills required for work-based and professional competencies identified in the school's mission statement and in the Massachusetts state recommendations and guidelines found in the documents in the Appendices.



K-12

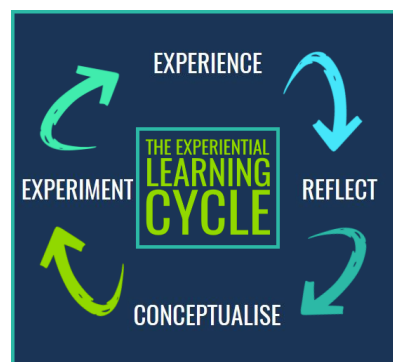
Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Honors (Standards & Expectations)	Develop Honors expectations re: AP Working Group/Team recommendation; Honors Implement. Guides	In process	X		
Honors Diploma(s); Capstones; Innovation Pathways	Expand development of career focused academic tracks (eg. STEM, Business, Global Perspectives)	In Process 21-22	X	X	
3rd Party Programs	Junior Achievement, AP - Project Lead the Way, etc.	21-22	X		
Project Based/ Learning	Increase emphasis in courses and LEGO (Buck Institute and Connect Ed); K-12 End of Year Project Fair	20-21 (Teacher Training) 21-22	X	X	

School Counseling

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Advisory, Advising	Grade 5-12 curriculum with career lessons/exploration/ experiences	Existing Ongoing	X	X	X
Naviance	Career/College web-based system (goals, programs, portfolio)	Existing Ongoing	X	X	
K-12	Integrate K-12 School Counseling Lessons & Programming (ES/MS/HS)	20-21	X		X

Experiential & Applied Learning

Student's knowledge reflects competencies in key areas of content. For mastery, the application of learning provides a critical opportunity for students. The practical implementation of content deepens student's understanding of concepts, limitations, possibilities, and real-life problem solving.



Practicum (In-District)

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Student Teaching	Require year end project (including Failure Analysis) and presentation of skills & learning at community event	Existing/Develop	X	X	X (practicum supervision)
Personal Trainer					
Spanish					
Comp/IT	Add to offerings as above (through LEGO)	21-22	X	X	X (practicum supervision)
Facility/Design					
Business					
College & Career	Leading cohort (class of 2021)	Existing/Develop	X	X	

Internships/Apprenticeships/Work (Out of District)

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Work Permits	Available through FRCS	19-20	X	X	
SIE	Include in District Project Fair as above	Existing/Develop	X	X	X (Advisor/Experiential)
Honors Diplomas	Internship requirement; add additional	Existing/Develop	X	X	X (Advisor/Experiential)
STI	Career dual enrollment	19-20	X	X	
Career Project	Consider requiring as graduation req. (portfolio)	22-23	X	X	
Local Experiential	YMCA, Emergency Response, Part-time	20-21 Ongoing	X	X	X (community advisor)

Partnerships

Partnerships between secondary schools, higher education, business, and community organizations expand opportunities for students, provide additional learning which cannot be created in the classroom, and leverage resources to create possibilities beyond what either educational or businesses/community organizations can independently deliver. In addition, the relationships established allow for a consistent, reciprocal exchange of information and services which promotes continuous development and innovation.



Higher Education

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Dual Enrollment	Continue offering; expand with scholarships/resources	Existing Proposed	X	X	
Community College	Expand programming with MCC/BCC	Existing In Process	X	X	
Articulation	Dual credit for FRCS classes	In Process	X	X	
Accuplacer Testing	College Placement Testing	In Process	X		

Vocational/Military

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
ASVAB Testing	Career Testing with follow-up/seminar	In process	X		
Transition Programming	Year Up, Mass Rehabilitation Commission	In Process	X	X	X
Career Certifications	Through FRCS courses (Microsoft, etc)	22-23	X	X	
CCRC	Career and College Readiness Certificate (ACT)	23-24	X		
Military	Increase Armed Forces visibility	In Process	X	X	

Community

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Chamber of Commerce	Outreach to connect with business resources (underway with Tri-Town)	In Process/ Ongoing		X	X
Credit for Life	Financial Literacy	20-21	X		
Company Visits	Small groups to focused industry/career fields	In Process		X	X

Alumni

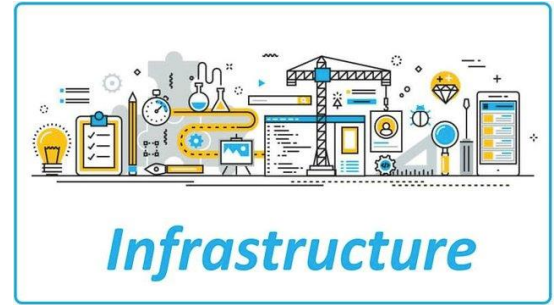
Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Career Fair	Outreach for participation	20-21	X	X	X
Tracking	Alumni database; Naviance; Linked In	In Process			X
Advisors	Guest speakers, Job Shadow, Informational Interviewing	20-21		X	X
Advisory Board	Representatives for feedback/program suggestions	20-21			X

Families

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Career Fair	Career exploration	Existing	X	X	X
Career Advisors	Guest Speakers at Career Center, Job Shadow, Informational Interview	20-21/ Develop		X	X
Career Connection	Lunch/LEGO conversations	In Process		X	X
Advisory Board	Feedback/support/suggestions on program	20-21			X

Infrastructure

Aligning district infrastructure (broadly defined as facility, transportation, systems, and policy) with career readiness priorities demonstrates commitment, materially and philosophically, to the Career Readiness Vision. Infrastructure represents the tangible, observable tools to support the implementation and achievement of the goals outlined above.



Career Readiness Center

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Career Work Shops/Lab space	Technical/skill shops based on student interest and local business needs	In Process	X	X	X (Business/Corporate)
Apprenticeships	In-house project based work from local business	21-22	X	X	X
Reception/Event Hall	Guest speakers, career fairs, local business, community leaders	22-23			X

System Supports

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Small van	Shuttle to local business & organizations	Existing	X		
Late Bus	Intern/apprentice and/or Career Center drop/return	21-22	X		
LEGO	Integrate career offerings as above	20-21 Ongoing			
Scheduling (Early Release)	Provides time for afternoon career related experiences	19-20 Approved for 20-21	X	X	X (Business/Corporate)
Graduation Requirements	Change to reflect Career Skills, Experiential Learning	23-24 (1st Cohort)	X	X	

Finances

Financial planning and commitments are necessary to provide resources, training, facilities, equipment, and supplies for career readiness program implementation. The funding sources for innovative and developmental initiatives can vary as indicated below.



Staffing

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Admin Assistant	Support for scheduling, student documentation,	20-21	X		
LEGO Advisors	Advisors for career related LEGO/activities	In Process	X		X
Dean	Program Management	Existing	X	X	X
Experiential Coord.	Recruit, monitor, track student/partner interaction	21-22	X	X	X
Workshop Supervisors	Stipends for Career Center "Experts" - after school	21-22	X	X	X
Volunteers	Business/Alumni/Family; training & mentoring	In Process/Develop	X	X	X

Budget (additional)

Topic	Recommendation	Status	Category		
			Skills	Pathway	Relations
Staffing	Administrative Assistant; Experiential Coord.	As Proposed above	X		
Stipend	Workshop/Career Center Supervisors	20-21	X	X	X
Equipment	Technical & Industrial	20-21 Ongoing	X		
Transportation	Local shuttle and late bus	20-21 Ongoing		X	

Funding (non FRCS capital/operational)

Topic	Recommendation	Status	Category		
Corporate & Business Donations	To Friends of FRCS for services for projects from student workshops	Proposed			
Grant	Research/writing coord. with Outreach	20-21/ Ongoing			
Fundraising from FRCS Community	Gifts (naming, bricks, etc); in-kind equipment, supplies	21-22			
Endowment from private & philanthropies	For ongoing research & program development	22-23			

Appendix A


Massachusetts Definition of College and Career Readiness and Civic Preparation

Massachusetts educators at the secondary and post-secondary level have recognized career readiness programming, preparation, and skills are critical for all student's success. A number of statewide initiatives and reviews over several years resulted in the definition below which was adopted by both the Board of Elementary and Secondary Education as well as the Board of Higher Education in early 2016.



State Targets

To better prepare all students for successful futures, our efforts are anchored in the following DESE goals:

- [Increasing the five year graduation rate](#)
- [Increasing the MassCore completion rate](#)
- Increasing the number of students that enroll in postsecondary education
- Reducing the number of students who enroll in developmental (remedial) coursework during their postsecondary educational experience
- Increasing the number of students participating in [career development education](#) 

All of these metrics are connected to DESE's goal of preparing all students for *Success after High School*.

Overview

Massachusetts students who are college and career ready and prepared for civic life will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, enter economically viable career pathways, and engage as active and responsible citizens in our democracy. In order to meet this goal, the Commonwealth has defined a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century.

Beyond achieving college and career ready levels of competence in English Language Arts / Literacy and Mathematics, all high school students should develop a foundation in the academic disciplines identified in the MassCore course of study¹, build competencies for workplace readiness as articulated in the Integrating College and Career Task Force Report², and focus on applying academic strategies to problem solving in diverse professional and life contexts, appropriate to individual student goals. Massachusetts will use its 2011 curriculum frameworks³, which include the Common Core State Standards, as the basis for an educational program that provides students with the academic knowledge, skills and experiences that are essential to postsecondary educational career, and personal success.

Essential Competencies

Learning

Students who are college and career ready in English Language Arts / Literacy will demonstrate the academic knowledge, skills, and practices necessary to enter into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, or technical courses; certificate or workplace training programs requiring college-level reading and writing; or a comparable entry-level reading and writing course at the institution.

¹ [MassCore](#) is a rigorous and comprehensive four year course of high school study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage in opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

² See [ICCR Task Force Report](#)

³ See current Massachusetts Curriculum Frameworks

College and career ready students in English Language Arts/ Literacy will be *academically prepared* to:

- Read and comprehend a range of sufficiently complex texts independently
- Write effectively when using and/or analyzing sources
- Build and present knowledge through research and the integration, comparison, and synthesis of ideas
- Use context to determine the meaning of words and phrases

Similarly, students who are college and career ready in Mathematics will demonstrate the academic knowledge, skills, and practices necessary to enter into and succeed in entry-level, credit bearing courses in College Algebra, Introductory College Statistics, or technical courses; certificate or workplace training programs requiring an equivalent level of mathematics; or a comparable entry-level math course at the institution. College and career ready students in Mathematics will be *academically prepared* to:

- ⊙ Solve problems involving the major content with connections to the mathematical practices
- ⊙ Solve problems involving the additional and supporting content with connections to the mathematical practices
- ⊙ Express mathematical reasoning by constructing mathematical arguments and critiques
- ⊙ Solve real world problems, engaging particularly in the modeling practice

Successful achievement of specified levels of competence in English Language Arts / Literacy and Mathematics will be required for students to be placed into entry-level courses in college or participate in certificate or workplace training programs without the need for remediation.

Workplace Readiness

Student preparation for college and career should emphasize career awareness, exploration and immersion as well as development of the foundational knowledge and skills necessary to successfully navigate the workplace. Students who are college and career ready and prepared for civic life will demonstrate:

Work Ethic and Professionalism

- ⊙ Attendance and punctuality expected by the workplace

- ⊙ Workplace appearance appropriate for position and duties
- ⊙ Accepting direction and constructive criticism with a positive attitude and response
- ⊙ Motivation and taking initiative, taking projects from initiation to completion
- ⊙ Understanding workplace culture, policy and safety, including respecting confidentiality and workplace ethics

Effective Communication and Interpersonal Skills

- ⊙ Oral and written communication appropriate to the workplace
- ⊙ Listening attentively and confirming understanding
- ⊙ Interacting with co-workers, individually and in teams

Proficiency in these skills is common for success in all workplaces and should be viewed as the foundation upon which additional workplace and career skills are added based on the specifics of any job.

Civic Readiness

To be college and career ready and prepared for civic life, students must also possess the knowledge, intellectual skills, and applied competencies that citizens need for informed and effective participation in civic and democratic life. They must also acquire an understanding of the social values that underlie democratic structures and practices. Civic knowledge, skills, and competencies can be obtained in a variety of settings and ways, including in the classroom, across content areas, through service-learning, discussion of controversial issues, student government, and extracurricular opportunities. Key knowledge, skills, and dispositions that students should possess to be prepared to engage as active citizens include:

- Core civic content knowledge and the ability to apply that knowledge to different circumstances and settings.
- Civic intellectual skills, including the ability to identify, assess, interpret, describe, analyze and explain matters of concern in civic life.
- Civic participatory skills, including knowing how to work collaboratively in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change.
- Civic dispositions including interpersonal and intrapersonal values, virtues and behaviors (respect for others, commitment to equality, capacity for listening,

capacity to communicate in ways accessible to others, etc.).

Qualities and Strategies

Preparation for college, career, and civic life should help students develop a wide range of quantitative and qualitative abilities that go beyond the minimum levels of competence needed for entry-level college courses and employment. In high school, students should demonstrate:

- ⊙ Higher order thinking skills of analysis, synthesis, and evaluation
- ⊙ The ability to think critically, coherently, and creatively
- ⊙ The ability to direct and evaluate their own learning, be aware of resources available to support their learning, and have the confidence to access these resources when needed.
- ⊙ Motivation, intellectual curiosity, flexibility, discipline, self-advocacy, responsibility, and reasoned beliefs

Together these attributes provide the framework for college and career readiness and support educational and workplace success, as well as serve as the basis for being an active participant in our democracy.

Professional and Educational Resources

Topic	Organizations	Contact
Project Based Learning	Buck Institute	https://www.pblworks.org/
Linked Learning Model	Connect Ed	https://connectednational.org/
Business/ Entrepreneurial	National Center for Teaching Entrepreneurship	https://www.nfte.com/
Honors	College Board Pre-AP	https://pre-ap.collegeboard.org/
Project /Capstone	College Board AP	https://www.pltw.org/
Business	Mass MEP	http://www.massmac.org/about.htm
Business	Mass Business Alliance for Education	https://www.mbae.org/
Business	Chamber of Commerce	https://www.tri-townchamber.org/ ; https://www.metrosouthchamber.com/
Employment Career Support	Southeastern Technical Institute	https://stitech.edu/
Employment Career Support	Year Up	https://www.yearup.org/
Employment Career Support	Mass Hire	https://www.mass.gov/topics/masshire
Employment Career Support	Mass Rehab Commission	https://www.mass.gov/mrc-transition-services-for-students-and-youth
Professional Associations	MASCA; ASCA	https://masca.wildapricot.org/MA-Model-2.0; https://www.schoolcounselor.org/
State	MA DESE - MyCAP	http://www.doe.mass.edu/ccte/ccr/mycap
State	MA DESE - Innovation Pathways	http://www.doe.mass.edu/ccte/ccr/hqccp/
Assessment	ASVAB	https://www.asvabprogram.com/
National Career Certificates	ACT	http://www.act.org/content/act/en/products-and-services/workkeys-for-educators/ncrc.html
Higher Education Partners	Community Colleges	https://massasoit.edu/academics/career-technical-education/; http://www.bristolcc.edu/