



Foxborough Regional
Charter School

FRCS Board Executive Director Report
January 11, 2022



@FoxboroughRCS and @LuisSoriaFRCS



Foxborough Regional Charter School

Agenda

Universal Presentation

- FRCS Mission
- Reference to Standards
- Theory of Action

FRCS Highlight: English Language Education Department

MAP Data: Beginning of Year (BOY)

YMCA Update

FRCS Mission

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.

The Foxborough Regional Charter School will commit itself to providing a supportive, professional, and challenging environment for its Teachers and Staff which recognizes the value of professional development, creativity, and initiative. We will constantly seek new ways to allow our Teachers and Staff to perform to the best of their potential in a collegial atmosphere which recognizes unique talents and the commitment to excel.

Standards-based Practices

Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for all staff.

Indicator IV-D: Continuous Learning. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

Element IV-D-2: Continuous Learning of Administrator. Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches to improve the efficiency and practice of the district.

Theory of Action: An “if, then” Statement

If we design a strategic, systemic, sustained, multi-year approach to school improvement and student achievement, **then** we will fully implement action steps that lead to responsive leadership moves.

Measure: By June 2022

- Design and enact meaningful professional learning
- Provide strategic support to educators and staff
- Determine the impact of the professional learning
- Determine the outcome and relevance of various assessments

FRCS Highlight: English Language Education

- Learn about the tremendous programming that is occurring with our Multilingual Learners
- Appreciate the outstanding instruction that our ELE educators are implementing with strong integrity
- Celebrate the positive impact that our scholars are experiencing

Foxborough Regional Charter School's
English Language Education (ELE)
Department

Agenda

1. Introductions
2. Overview of ELE Department Demographics (*Amanda Goddard*)
3. Speaking and Reading in Grade One (*Jen Johnson*)
4. Our Coteaching Model (*Molly Clark and John Conte*)
5. Writing in Grade Four (*Stephanie Fincher*)
6. Language Development Plans (*Amanda Goddard*)

Our Team

Jill Abrams, Kindergarten
Year 5

Chris Allen, Middle School
Year 1

Jen Johnson, Grade One
Year 2

John Conte, High School
Year 1

Molly Clark, Grade Two
Year 4

Amanda Goddard, Assistant Director of ELE
Year 10

Stephanie Fincher, Grades Three &
Four
Year 4

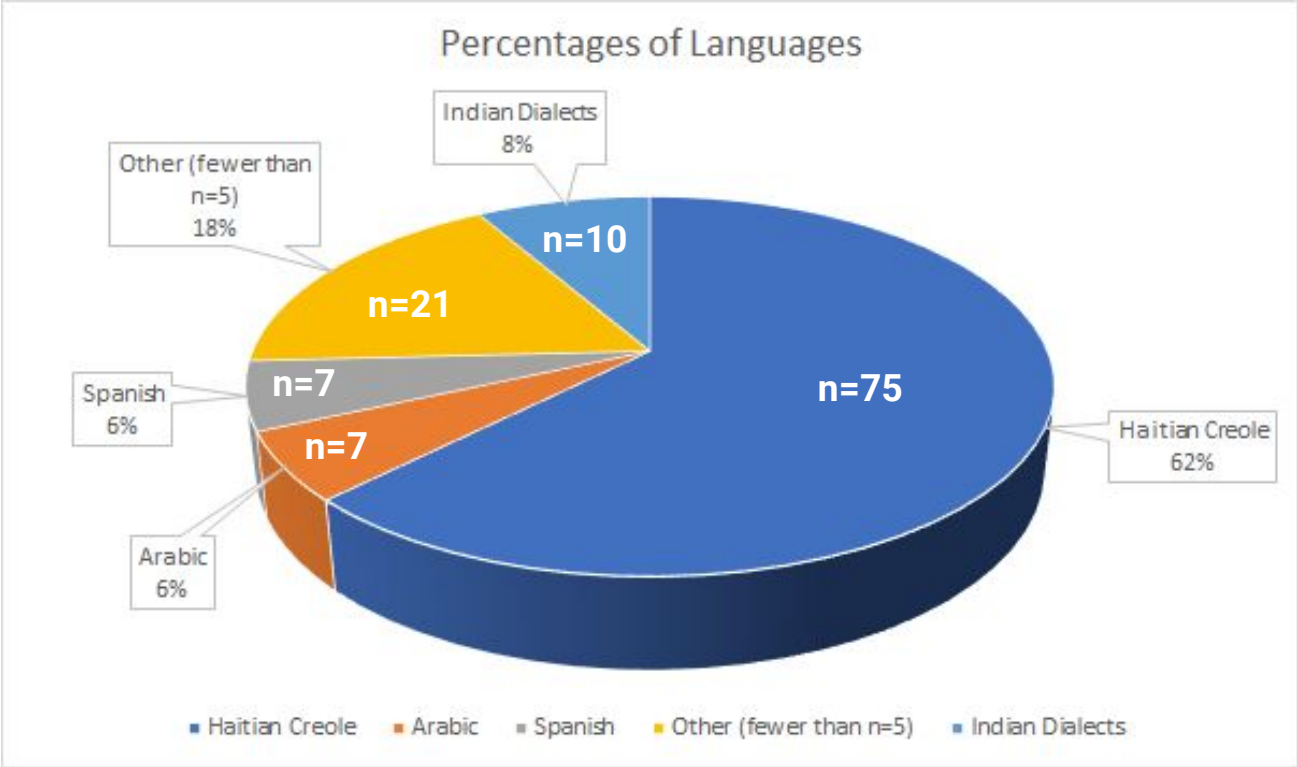
Lori Obenchain, Director of Student
Services
Year 8

Overview of Multilingual Learners at FRCS

- 121 identified multilingual learners
 - 20 languages
- 174 identified Former English Learners (FELs)
 - 140 being monitored
- 35 families requiring translation services
 - 53 students
 - 19 receive ELE services
 - 8 different languages

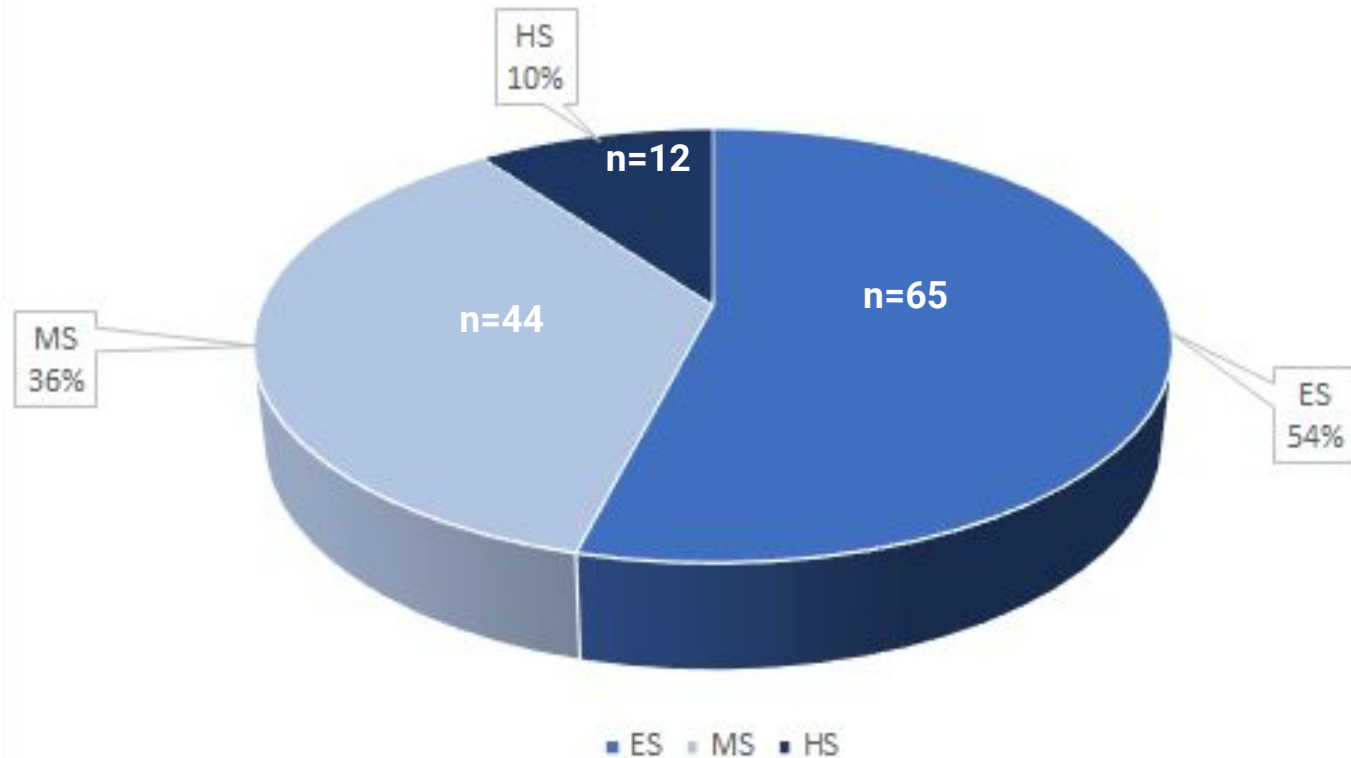
“Multilingual learners refers to all children and youth who are, or have been, consistently exposed to multiple languages” (WIDA 2020, p. 11).

Language	Number
Haitian Creole	75
Arabic	7
Spanish	7
Portuguese	4
French	3
Gujarati	3
Telegu	3
Urdu	3
CV Creole	2
Hindi	2
Vietnamese	2
Amharic	1
ASL	1
Crioulo	1
Edo	1
Nepali	1
Ora	1
Russian	1
Sudanese	1
Tamil	1



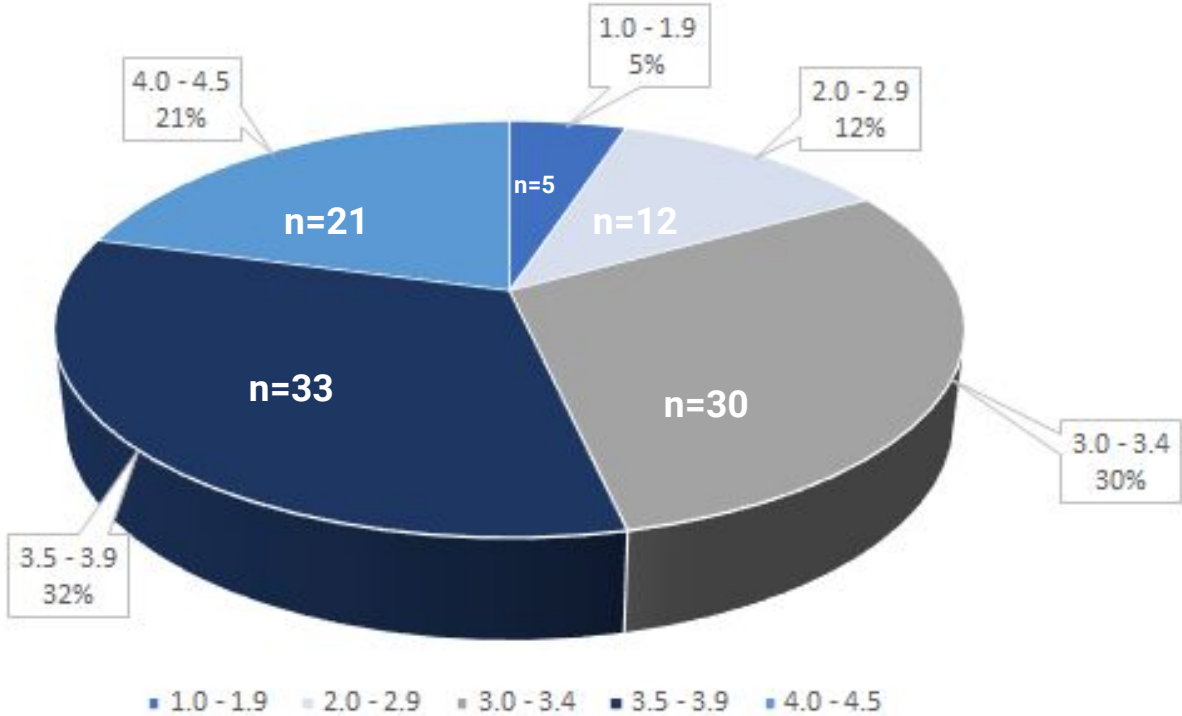
Home Languages of the 121 Multilingual Learners

Percentage of Multilingual Learners per building



(n=121)

Multilingual Learners by Level



Exit Criteria: at least a 4.2 overall with at least a 3.9 in Literacy

n=101

ELE in Grade One: Supporting Multilingual Students in Reading and Speaking

MA State Frameworks; Grade 1 RI; Craft & Structure

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

MA State Frameworks; Grade 1 SL; Presentation of Knowledge & Ideas

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language Standards 4–6 for specific expectations regarding vocabulary.)

WIDA ELD Standard 4: Language of Science; Inform

- Determining what text is about
- Introduce others to topic or entity
- Summarize observations or factual information

Student Profile

- Grade 1 Multilingual Learner
- Overall 2.9
- 2.3 in Speaking

Carl news
bye

Table of Contents

Heading

PURR-fectly Big Cats	4
A Tiger's Home	6
Built for Hunting	8
Meat Eater	10
Tiger Turf	12
Cool Cat Facts	14

A Tiger's Home
Tigers live in the forest. They spend a lot of time in the water, too. They

Photo

Illustration

Label

Co-teaching at FRCS

- Most ELE teachers co-teach with at least one general education teacher.
- We work as two highly-qualified teachers to plan, deliver instruction, and assess together
- Varying co-teaching models: whole class, two groups parallel, or small groups
- Allows teacher-student face-to-face time to increase for all students
- ELE teacher serves as a language expert, who can deliver language-driven instruction that is directly related to content areas

Co-teaching at FRCS...How do the teachers feel?

A united front, chances to learn from colleagues, more ways to teach /reach students

Having more than one teacher in the classroom allows for more one-on-one and small group time with students. I also love that when I co-teach I get to work with my co-teacher(s) to come up with engaging and meaningful lessons for our students. It's so nice to share ideas with each other!

It allows you to work with a colleague to best meet the needs of students. If there is a student that you are not sure how to support you can work through it with your coteacher.

Specialists are able to provide accommodations and make changes to materials provided by classroom teachers. Students benefit from the different instructional delivery styles that are provided by the two teachers. Having two teachers allows for the children to make connections with one or both adults which impacts their openness to learning.

Every co-teacher I've had has been open to collaborating and willing to work together.

It makes teaching more fun. It helps you be more organized and be more intentional about what you are teaching.

Co-teaching at FRCS...How do the scholars feel?

It's fun because there's 2 teachers instead of 1. They could split the class $\frac{1}{2}$ and $\frac{1}{2}$.

4th grade

Having 2 teachers will be like having 2 people together. They can work with the students if they need help.

2nd grade

You guys take turns so you can have equal work

2nd grade

It's fun because the teachers are nice.

3rd grade

I like having 2 teachers because you two are the best.

2nd grade

ELE in Grade Four: Supporting Multilingual Students to Produce Output with High-Expectations

- MLs are working on acquiring more complex academic language and are approaching grade level
- MLs are capable of producing output on grade level when they are given supports through co-teaching in the classroom

MA Framework: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented

WIDA ELD Standards – Argue; Language of Language Arts, WIDA 2020

- Declarative statements to state opinion and provide background information
- First person or third person to state an opinion
- Connectors to link claim or opinion with evidence
- Connectors to sequence points in the argument
- Summary statements to reiterate opinion

Student Profile

- 4th Grade Multilingual Learner
- 3.8 overall
- 3.8 in writing

Title : Why students should not wear school uniforms

In my opinion, I think schools should not force us to wear school uniforms.

One reason why schools should not force us to wear school uniforms is because students should be allowed to express themselves through their own clothing from home. Another reason why we should not wear school uniforms is because people need to be unique from everyone else and they get to wear what they want. According to <https://school-uniforms.procon.org>, it says that students should be allowed to show their expression through their own clothing.

My second reason why we should not wear school uniforms is because we have to wear the same thing every day. We should not wear the same thing every day because it can wear out. Some families are poor and cannot afford school uniforms.

Finally, I think we should not wear school uniforms because when people wear school uniforms instead of what they want to wear, it can cause embarrassment at school. Students often compare how they look in the uniform to other students. From <https://school-uniforms.procon.org/>. Also, it saves our parents money from going out each year to buy new school uniforms.

In conclusion, because we have to wear the same thing every day, it gives us a chance to be unique, it saves parents money and sometimes we face embarrassment at school, I think we should not wear school uniforms.

Ms. Fincher
2/28/21

Uniforms??

Should students in K-12 schools have to wear uniforms?
I'm sure most students you ask would say, "no!" However, there can be some benefits to requiring uniforms that we should not forget about. Uniforms can help keep students safe, can help prevent bullying, and can help keep students focused.

One reason to require school uniforms is that uniforms can increase student safety. According to Britannica ProCon.org, there are several examples of crime data in schools decreasing after the school started using uniforms. Uniforms can also help keep students safe because they make students recognizable. This means that community members can easily keep an eye on students as they walk to and from school, and will notice if anything is wrong. Uniforms can keep students safe!

Another reason to have uniforms is that they can help everyone at school feel equal and prevent bullying. Sometimes the clothes we wear can let others know how much money families have. Families with more money can afford more expensive clothes and shoes, but families with less money sometimes cannot. If all students wear the same type of clothes, it is harder to tell if one family has more money than another. Uniforms can prevent bullying.

Lastly, uniforms make it easier to get dressed in the morning, and help students focus on school. With fewer options to choose from in the morning, students can get dressed faster and get to school on time. Since students can wear other clothes on the weekend, putting a uniform on also reminds students that it is time for school. This will help them mentally prepare to get work done. Uniforms can help keep students focused.

Because uniforms can increase student safety, prevent bullying, and improve focus, I think schools should consider having uniforms. What do you think about school uniforms?

Details

(topic and closing sentences)

Transitions

Introduction: state your argument/opinion:

In my opinion, schools should not force us to wear school uniforms.

Reason 1:

One reason why we should not wear school uniforms is because people need to be unique from everyone else and they get to wear what they want. According to <https://school-uniforms.procon.org>, it says that students should be allowed to show their expression through their own clothing.

Reason 2:

My second reason why we should not wear school uniforms is because we have to wear the same thing everyday. We should not wear the same thing everyday because it can wear out. Some families are poor and cannot afford school uniforms.

Reason 3:

Finally, I think we should not wear school uniforms because when people wear school uniforms instead of what they want to wear, it can cause embarrassment at school. Students often compare how they look in the uniform to other students. From <https://school-uniforms.procon.org/>. Also, it saves our parents money from going out each year to buy new school uniforms.

Conclusion: re-state your opinion and your reasons:

In conclusion, because we have to wear the same thing everyday, it gives us a chance to be ourselves and we can be unique, I think we should not wear school uniforms.

Title : Why students should not wear school uniforms

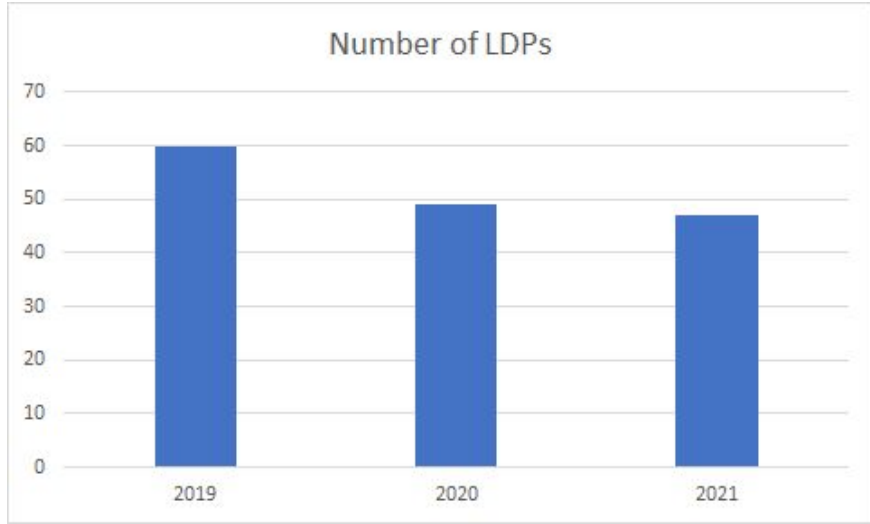
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Finally, I think we should not wear school uniforms because when people wear school uniforms instead of what they want to wear, it can cause embarrassment at school. Students often compare how they look in the uniform to other students. From <https://school-uniforms.procon.org/>. Also, it saves our parents money from going out each year to buy new school uniforms.

In conclusion, because we have to wear the same thing every day, it gives us a chance to be unique, it saves parents money and sometimes we face embarrassment at school, I think we should not wear school uniforms.



Student Name: _____		Grade: _____		Teachers: _____			
Home Language: _____		Translation: <input type="checkbox"/> Yes <input type="checkbox"/> No		Interpreter: <input type="checkbox"/> Yes <input type="checkbox"/> No			
2020 ACCESS SCORE ____			2021 ACCESS SCORE ____				
L	S	R	W	L	S	R	W
CURRENT PERFORMANCE							
Interpretive Language				Expressive Language			
FOCUSED AREAS FOR GROWTH							
Interpretive Language				Expressive Language			
SUGGESTED GENERAL EDUCATION ACCOMODATIONS							
<ul style="list-style-type: none"> 							
PULL-OUT INSTRUCTION GOALS (if applicable)							
GOAL	ACTIVITY			FREQUENCY	DATA COLLECTED		
SUGGESTED HOME SUPPORT							

Language Development Plans



MAP

District Overview: BOY

Scope and Vision of Today's Professional Learning

What is MAP and Why is it important at FRCS?

- Formative - *(informs instruction)*
- Adaptive - *(not grade-based)*
- Nationally Normed - *(peer comparison)*
- Apples to Apples - *(similar score profiles)*
- MCAS Predictive - *(strong correlation with MCAS)*
- Growth Goal Oriented - *(promotes growth mindset)*
- Scholar Specific - *(it's about the scholar over time)*
- A comprehensive view of our scholars from 2nd grade through high school - *(longitudinal)*

3 strengths to recognize/celebrate in the baseline data.

- In all 3 schools, FRCS scholars achieved above NWEA national norms in Reading.
- The ES evidenced narrower achievement gaps between its highest achievers and typical achievers than the MS and HS.
- HS scholars have baselines above the NWEA norms in 3 of 4 content areas (*Reading/Language/Science*).

MCAS MATH Projections in ES and MS

Mathematics

Projected to: **Massachusetts Comprehensive Assessment System (MCAS)** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/massachusetts-linking-study/>

Grade	Student Count	Not Meeting Expectations		Partially Meeting Expectations		Meeting Expectations		Exceeding Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	142	27	19.0%	64	45.1%	46	32.4%	5	3.5%
3	143	26	18.2%	75	52.4%	39	27.3%	3	2.1%
4	141	27	19.1%	80	56.7%	30	21.3%	4	2.8%
Total	426	80	18.8%	219	51.4%	115	27.0%	12	2.8%

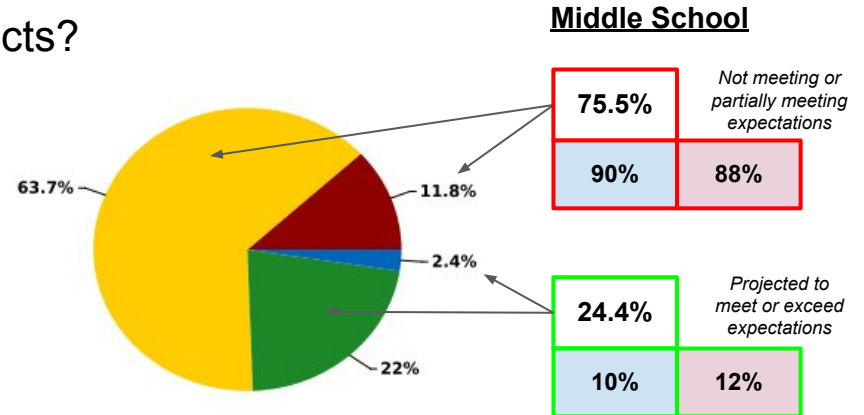
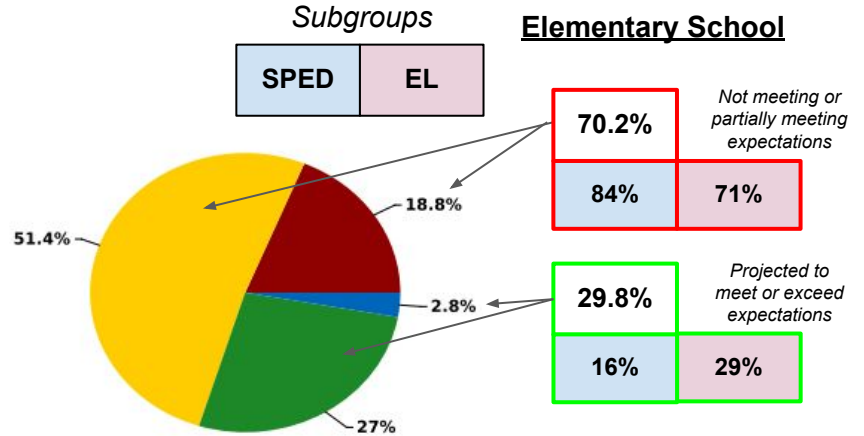
- How much is Covid related?
- How does this compare to other districts?

Projected to: **Massachusetts Comprehensive Assessment System (MCAS)** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/massachusetts-linking-study/>

Grade	Student Count	Not Meeting Expectations		Partially Meeting Expectations		Meeting Expectations		Exceeding Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	133	14	10.5%	99	74.4%	17	12.8%	3	2.3%
6	132	13	9.8%	80	60.6%	37	28.0%	2	1.5%
7	135	18	13.3%	81	60.0%	34	25.2%	2	1.5%
8	132	18	13.6%	79	59.8%	29	22.0%	6	4.5%
Total	532	63	11.8%	339	63.7%	117	22.0%	13	2.4%

* No MCAS projections for HS



MCAS READING Projections in ES and MS - Revisited

Reading

Projected to: **Massachusetts Comprehensive Assessment System (MCAS)** taken in **spring**.

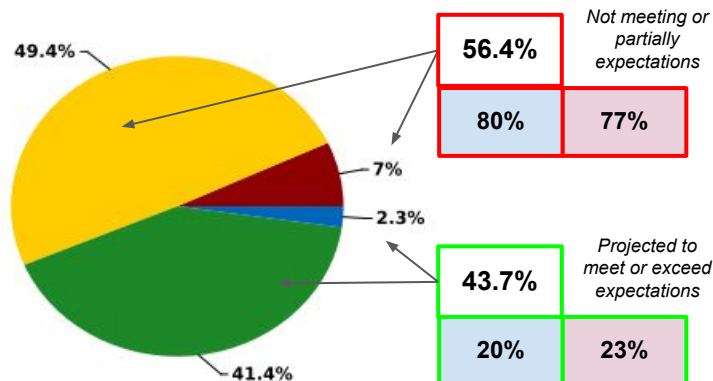
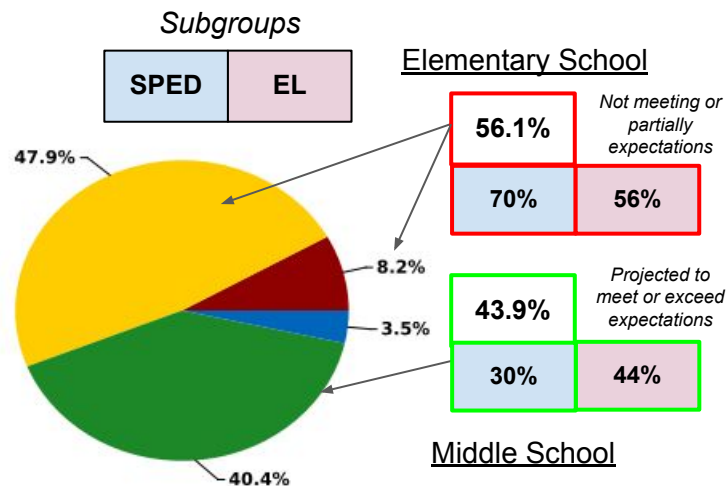
View Linking Study: <https://www.nwea.org/resources/massachusetts-linking-study/>

Grade	Student Count	Not Meeting Expectations		Partially Meeting Expectations		Meeting Expectations		Exceeding Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	142	2	1.4%	77	54.2%	60	42.3%	3	2.1%
3	144	15	10.4%	70	48.6%	53	36.8%	6	4.2%
4	142	18	12.7%	58	40.8%	60	42.3%	6	4.2%
Total	428	35	8.2%	205	47.9%	173	40.4%	15	3.5%

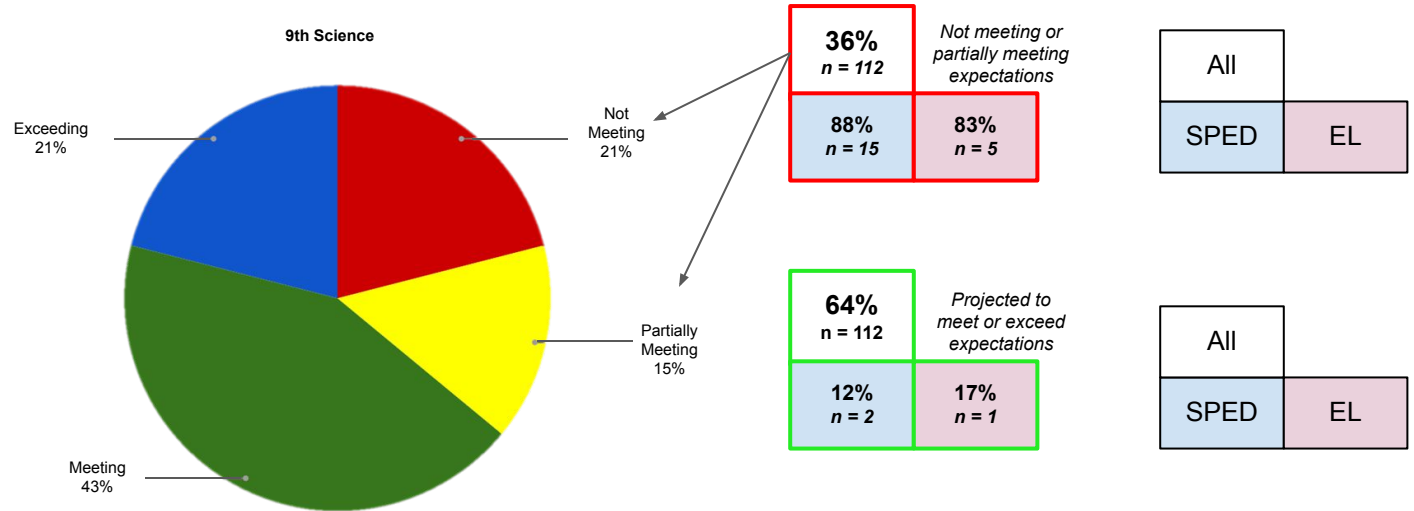
Projected to: **Massachusetts Comprehensive Assessment System (MCAS)** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/massachusetts-linking-study/>

Grade	Student Count	Not Meeting Expectations		Partially Meeting Expectations		Meeting Expectations		Exceeding Expectations	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	133	10	7.5%	58	43.6%	62	46.6%	3	2.3%
6	132	7	5.3%	77	58.3%	46	34.8%	2	1.5%
7	134	10	7.5%	66	49.3%	55	41.0%	3	2.2%
8	133	10	7.5%	62	46.6%	57	42.9%	4	3.0%
Total	532	37	7.0%	263	49.4%	220	41.4%	12	2.3%

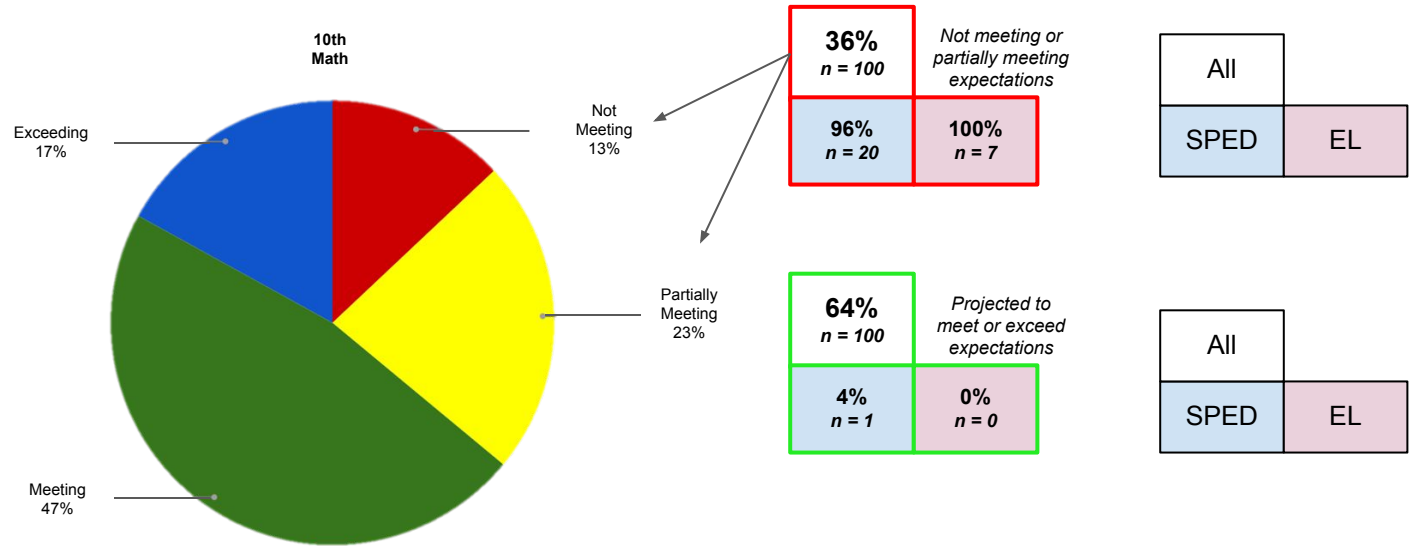


MCAS Projections 9th Science*



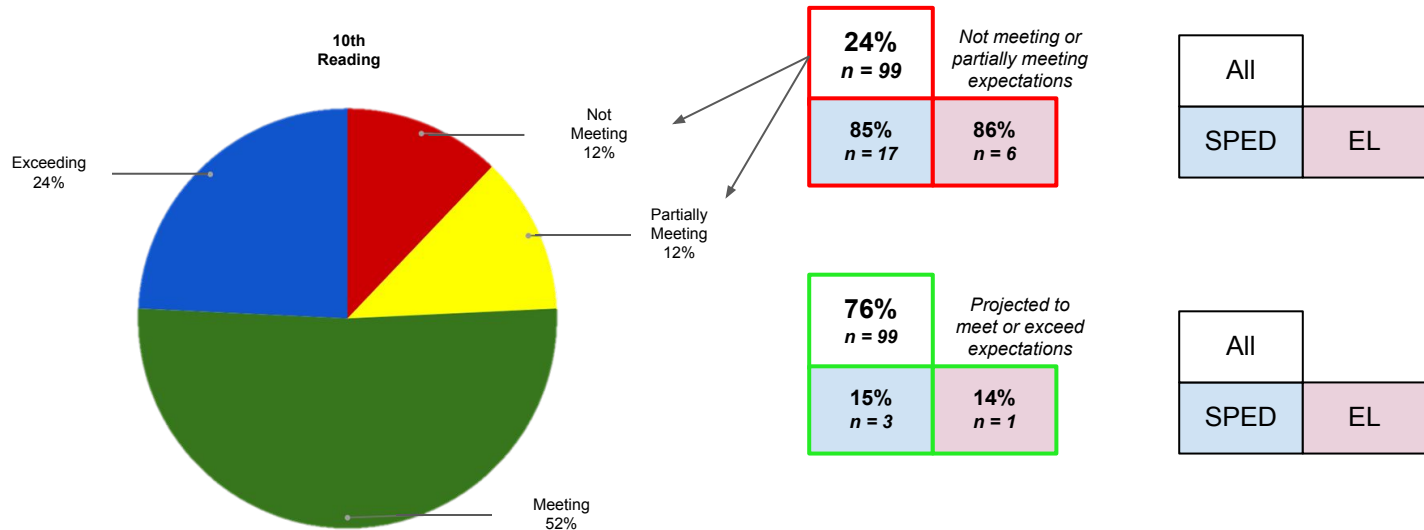
* For HS, MAP does not provide MCAS projections. However, because of strong alignment between MAP and MCAS results, students in the “Lo” and “Lo avg” MAP categories are used to approximate the students that are in the “Not meeting” and “partially meeting” categories

MCAS Projections 10th Math*



* For HS, MAP does not provide MCAS projections. However, because of strong alignment between MAP and MCAS results, students in the “Lo” and “Lo avg” MAP categories are used to approximate the students that are in the “Not meeting” and “partially meeting” categories

MCAS Projections 10th Reading*



* For HS, MAP does not provide MCAS projections. However, because of strong alignment between MAP and MCAS results, students in the “Lo” and “Lo avg” MAP categories are used to approximate the students that are in the “Not meeting” and “partially meeting” categories

Bubble Graph of Data Explained

How do our scholars compare nationally?

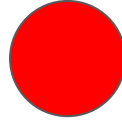
(X - axis)

“Achievement”

3%
Worse



Effective intervention can eliminate gap



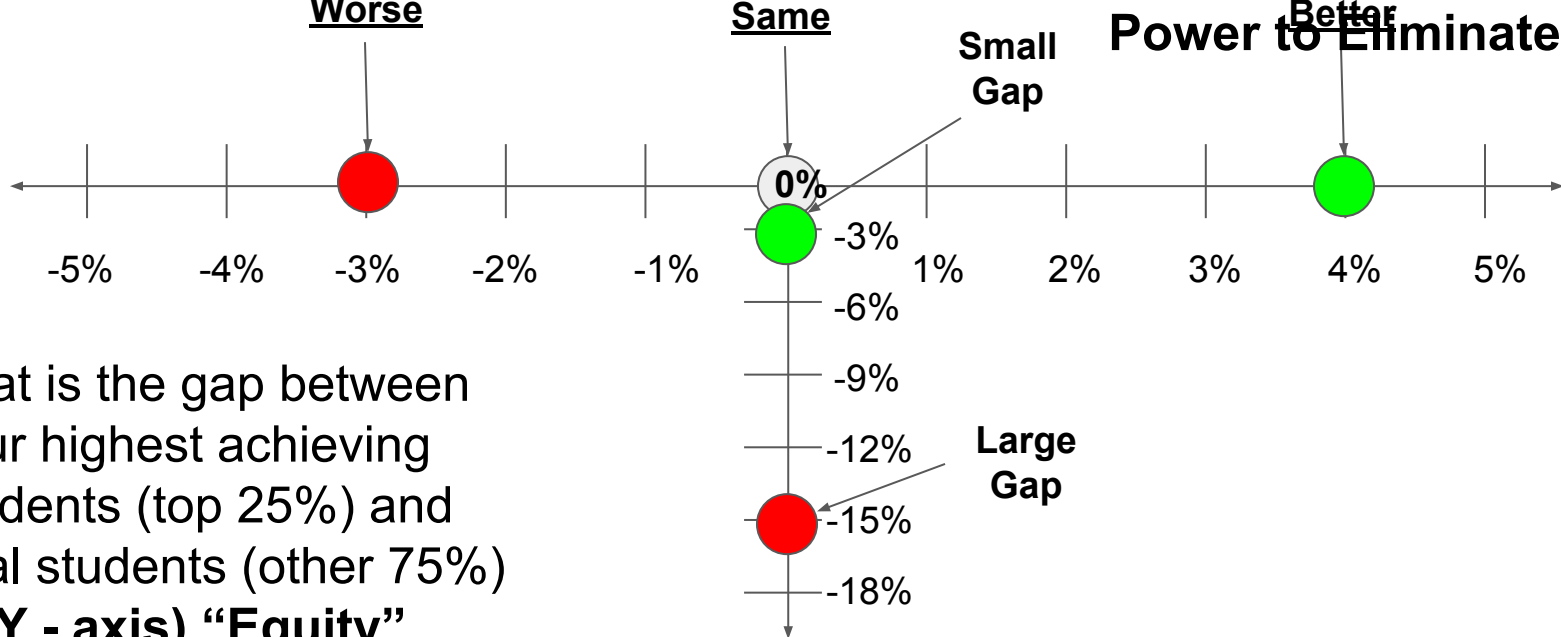
Gap will be difficult to overcome

How much typical growth would it take to make up the gap?

(Y - axis)

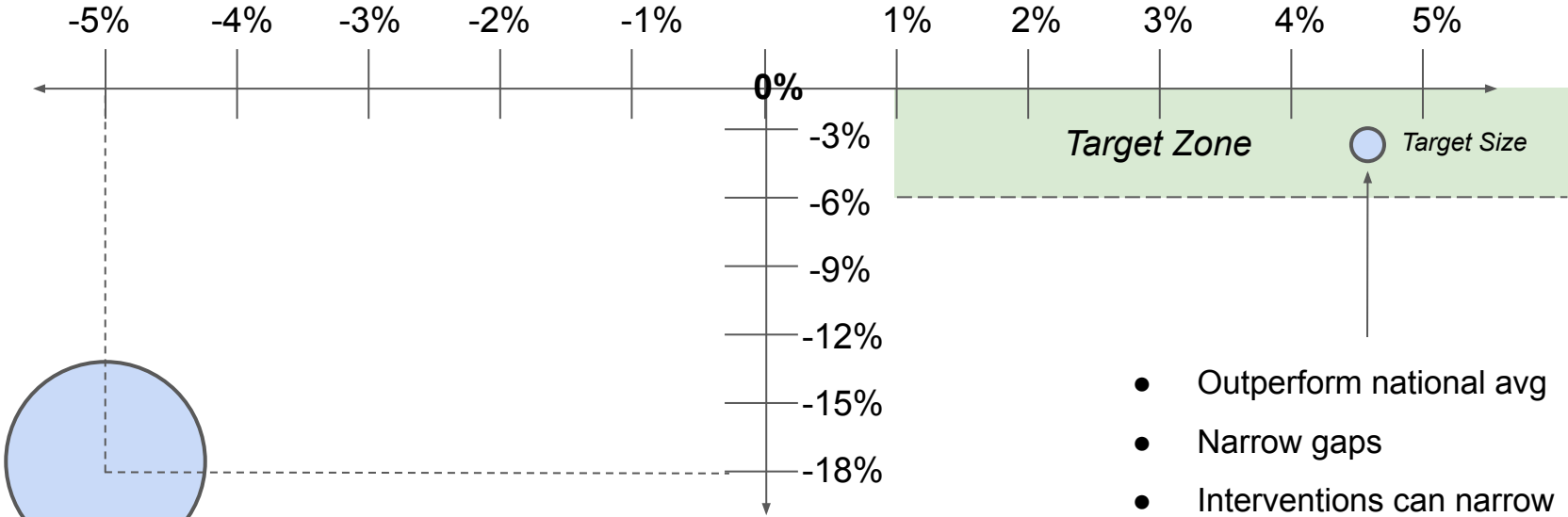
Power to Eliminate Gaps

4%
Better



What is the gap between our highest achieving students (top 25%) and typical students (other 75%)
(Y - axis) “Equity”

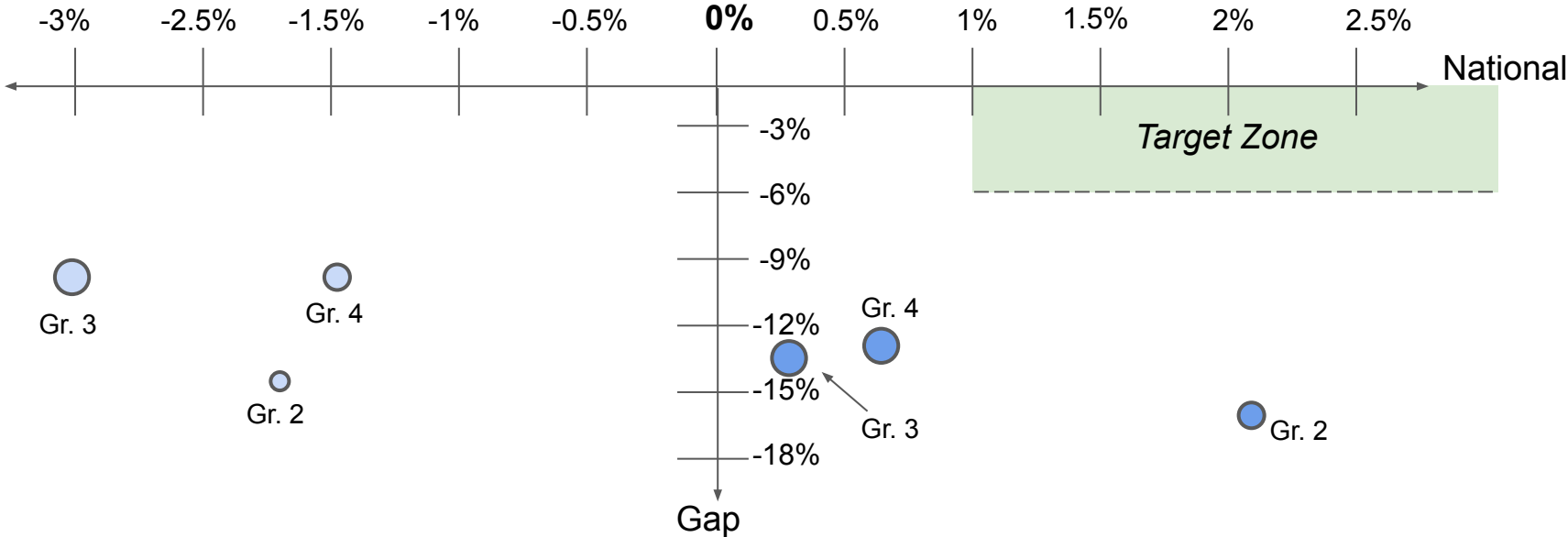
Ideal Outcomes vs Poor Outcomes



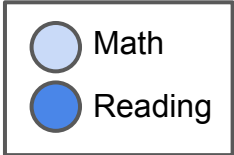
- Underperform national avg (-5%)
- Wide Gaps (-18%)
- Interventions may not be able to close the gaps (*Large circle*)

- Outperform national avg
- Narrow gaps
- Interventions can narrow gaps quickly

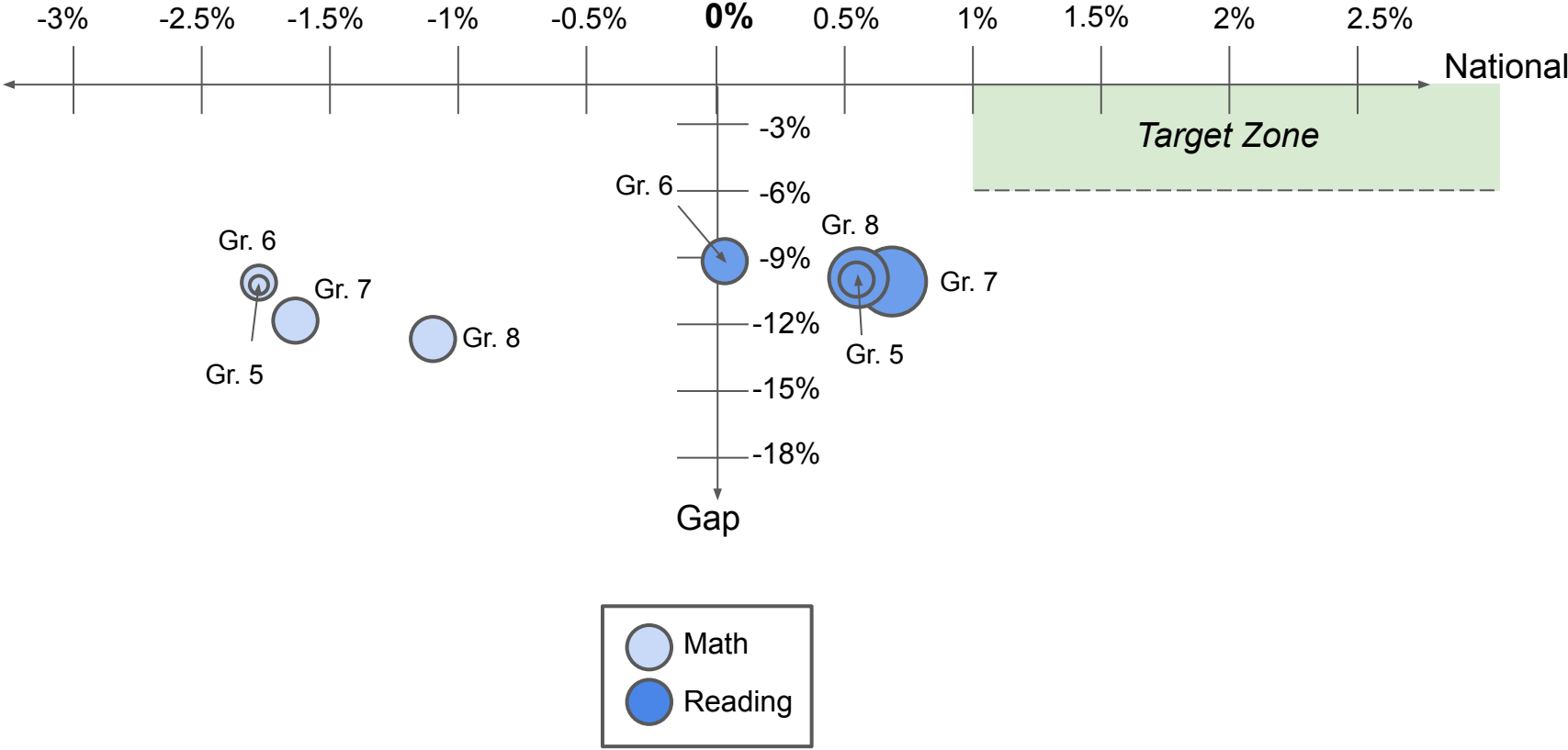
ES Math and Reading Baseline Outcomes



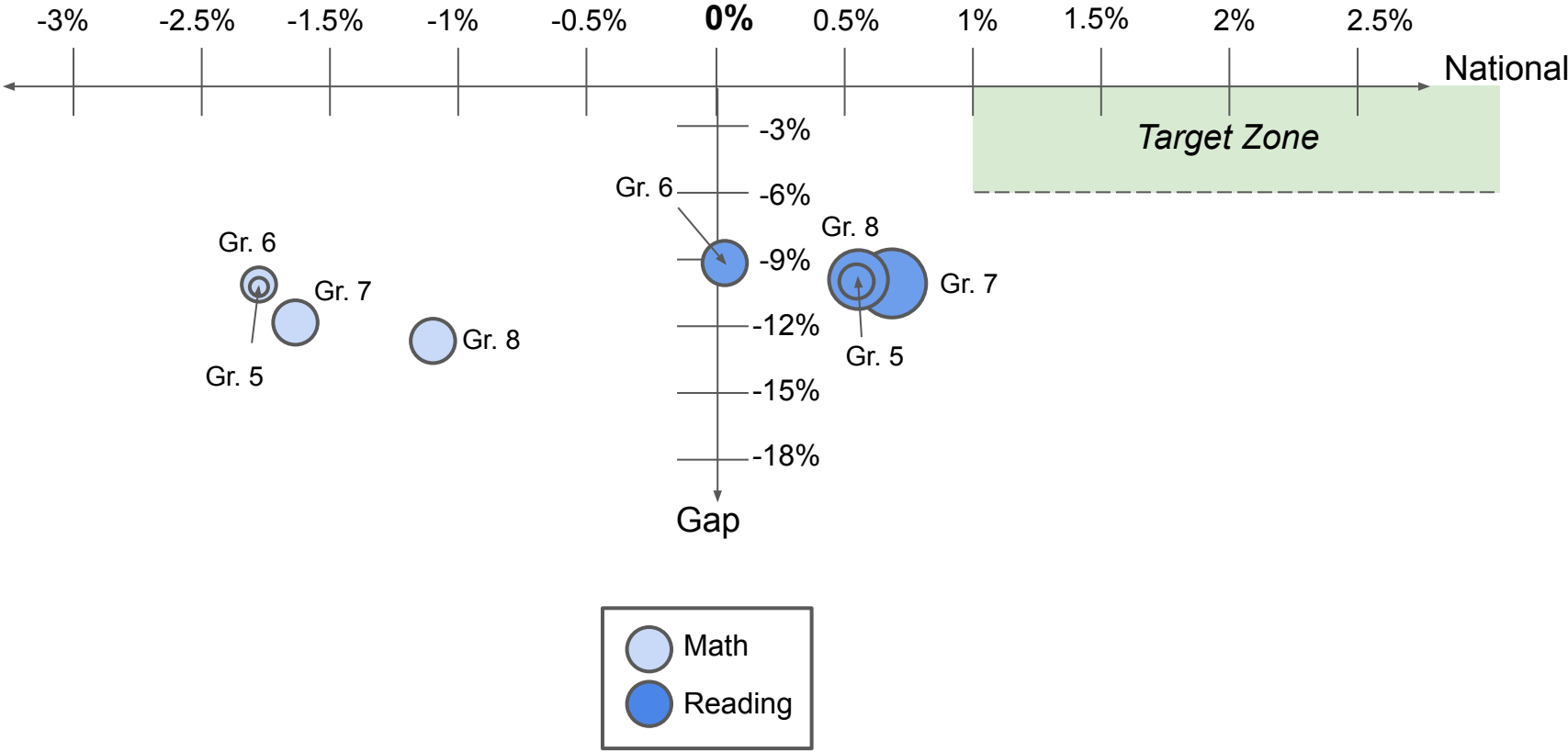
Take 3 minutes to jot down your personal observations and findings from the data.



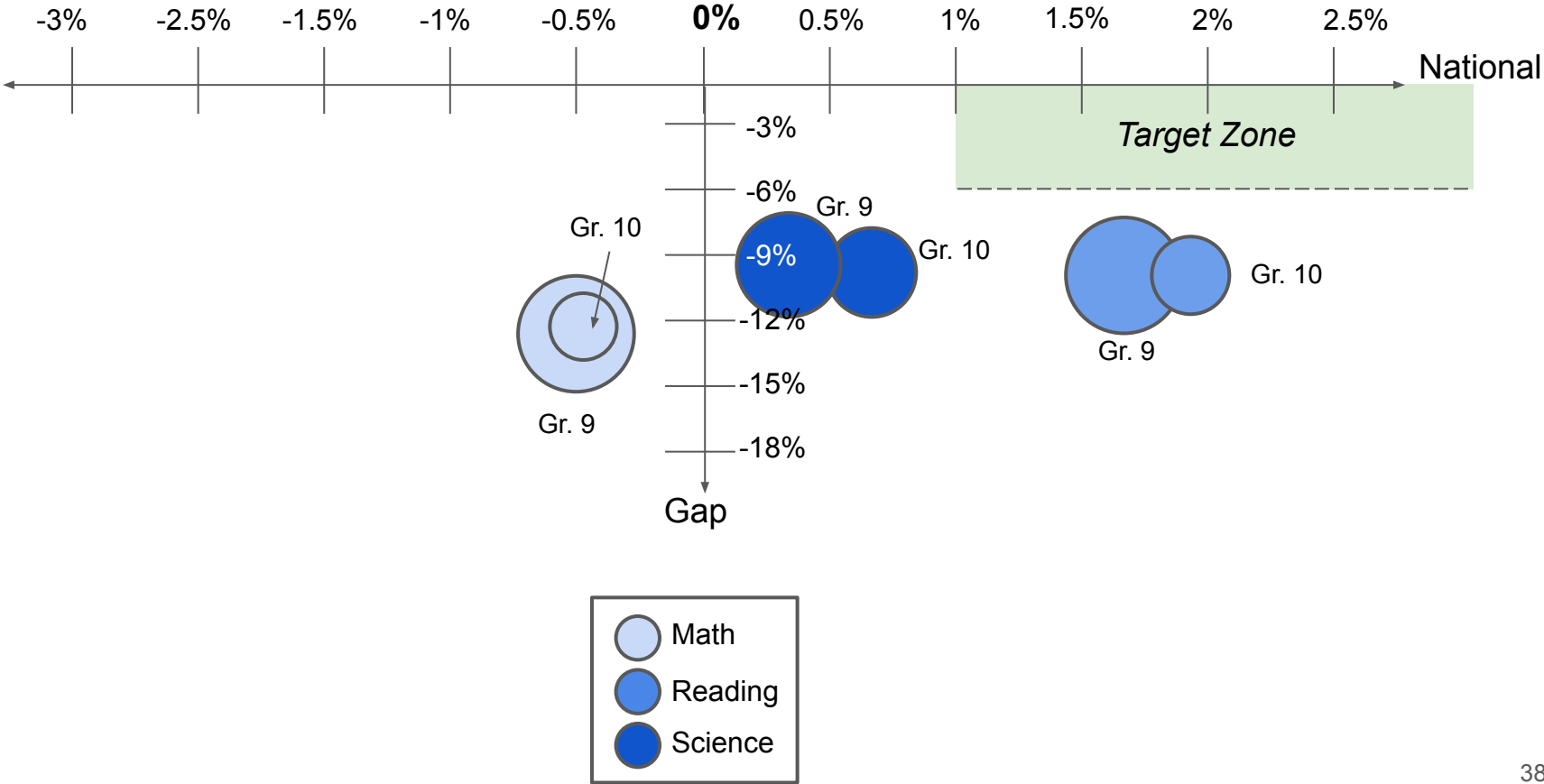
MS Math & Reading Baseline Outcomes



MS Math & Reading Baseline Outcomes



HS Math, Reading, and Science Baseline Outcomes



Mid Year 21-22 SY Discipline Data (Suspensions)

Data Source: School Brains and Educators Handbook Digital Platform

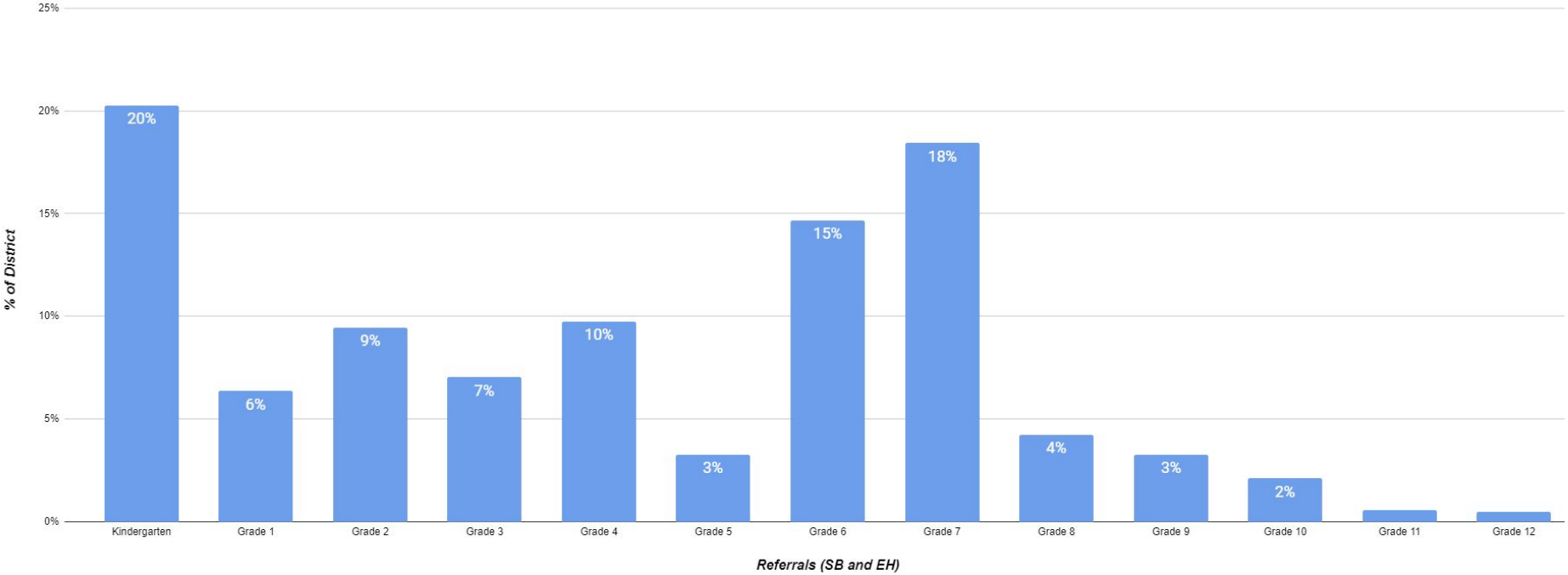
District Suspensions

	ES	MS	HS	Total	
Number of Suspensions	10	10	14	34	
Number of Students	6	8	7	21	
	<i>Students</i>	<i>Students</i>	<i>Students</i>	% of Students**	% of FRCS Population
Black	4	7	4	71%	58%
White	2	0	2	19%	27%
Latino	0	0	1	5%	6%
Asian	0	0	0	0%	10%
Multiracial	0	1	0	5%	Included among above

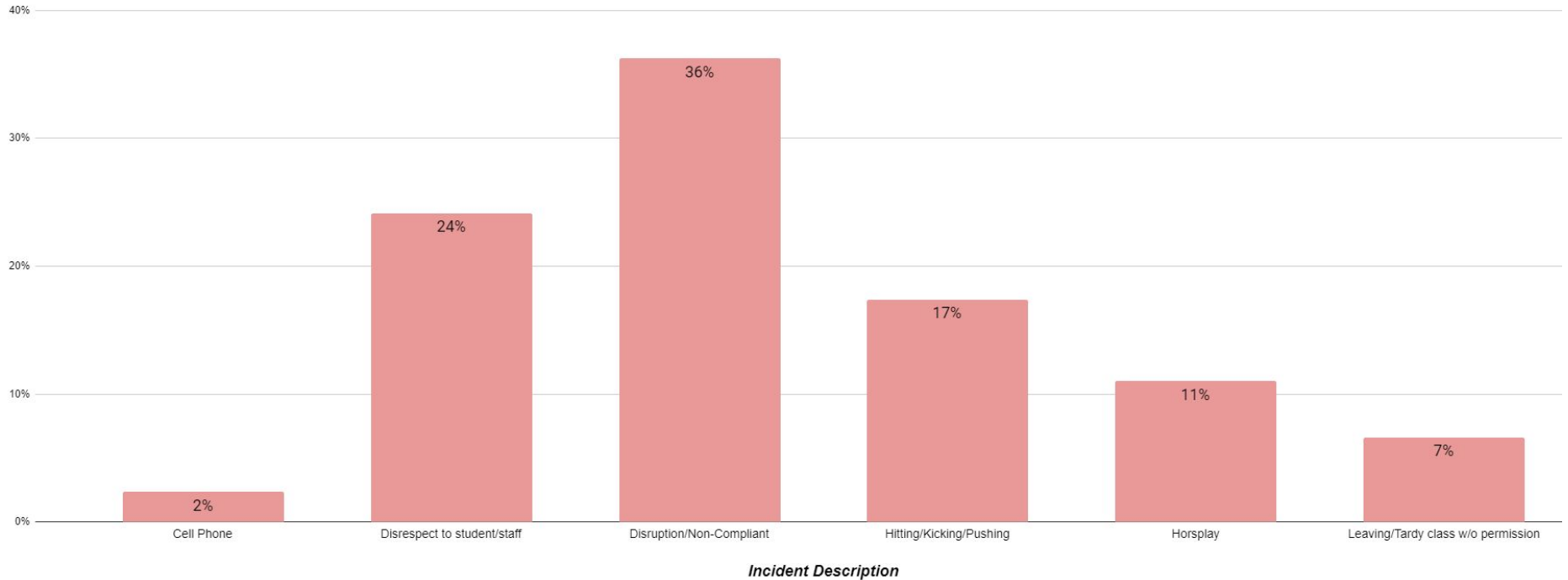
* 1 in-school suspension, (ES/Wh)

** % of students suspended

**% Office Referrals by Grade (K - 12)
2021 YTD**



**Most Frequent Incidents (K - 12)
2021 YTD**



ES Mid Year 21-22 SY Discipline Data (Office Referrals)

Data Source: School Brains Platform

FRCS Current Demographics ES		
Gender	Students n = 787	% of Students
M	386	49%
F	401	51%
Race	# Students	%
Black	429	55%
White	175	22%
Latino	59	7%
Other	40	5%
Asian	84	11%
IEP		
No	724	92%
Yes	63	8%
ELL		
No	722	92%
Yes	65	8%

Office Referral Demographics (ES K - 4)		
Gender	Referrals n = 548	% of Ref
M	367	67%
F	181	33%
Race	Incidents	%
Black	354	65%
Caucasian	169	31%
Hispanic	5	1%
Other	16	3%
Asian	4	1%
IEP		
No	408	74%
Yes	140	26%
ELL		
No	431	79%
Yes	117	21%

ES Mid Year 21-22 SY Discipline Data (Office Referrals)

Data Source: School Brains Platform

School Brains Referrals (ES)			
Grade	# of Ref	% of ES Ref	% of Dis. Ref.
Kindergarten	210	38.3%	20.3%
Grade 1	66	12.0%	6.4%
Grade 2	98	17.9%	9.5%
Grade 3	73	13.3%	7.0%
Grade 4	101	18.4%	9.7%

2021 YTD School Brains ES Referrals **548** Total

Top 5 Referrals (School Brains ES)	
Offense	% of ES Ref
Hitting, Kicking, Pushing	29.7%
Disrespect to staff/student	26.2%
Class disruption	24.8%
Leaving class without permission	10.2%
Bus Safety Violation	3.9%

MS/HS Mid Year 21-22 SY Discipline Data

Data Source: Educators Handbook Platform

FRCS Current Demographics (5 - 12)		
Gender	Students n = 993	% of Students
M	465	47%
F	528	53%
Race	# Students	%
Black	557	56%
White	261	26%
Latino	48	5%
Other	60	6%
Asian	67	7%
IEP		
No	905	91%
Yes	88	9%
ELL		
No	938	94%
Yes	55	6%

Office Referral Demographics (EH 5 - 12)		
Gender	Referrals n = 488	% of Ref
M	312	64%
F	176	36%
Race	Incidents	%
Black	376	77%
Caucasian	54	11%
Hispanic	33	7%
Other	18	4%
American Indian or Native Alask	3	1%
Asian	3	1%
Native Hawaiian or Other Pacific	1	0%
IEP	Incidents	%
No	465	95%
Yes	23	5%
ELL	Incidents	%
No	460	94%
Yes	28	6%

Minor Incidents Demographics (EH 5 - 12)		
Gender	Incidents n = 799	% of Ref
M	486	61%
F	313	39%
Race	Incidents	%
Black	619	77%
Caucasian	72	9%
Hispanic	71	9%
Other	28	4%
American Indian or Nati	3	0%
Asian	6	1%
Native Hawaiian or Othe	0	0%
IEP	Incidents	%
No	759	95%
Yes	40	5%
ELL	Incidents	%
No	770	96%
Yes	29	4%

MS/HS Mid Year 21-22 SY Discipline Data (Office Referrals)

Data Source: Educators Handbook

Office Referrals (Educator's 5 - 12)			
Grade	# of Ref	% of M/H Ref	% of Dis. Ref.
Grade 5	34	7.0%	3.3%
Grade 6	152	31.1%	14.7%
Grade 7	191	39.1%	18.4%
Grade 8	44	9.0%	4.2%
Grade 9	34	7.0%	3.3%
Grade 10	22	4.5%	2.1%
Grade 11	6	1.2%	0.6%
Grade 12	5	1.0%	0.5%

2021 YTD Educator's Handbook

1287

Total

488

Office Referrals

Middle and High School

799

Minor Incidents

Top 5 Referrals (Educator's 5 - 12)	
Offense	% of M/H Ref
Horseplay	14.9%
Disruptive/Non-Compliant Behavior	14.0%
Disrespect to Student	7.9%
Cell Phone Violation	6.7%
Leaving Class/School Prop. without Perm.	5.9%

MS/HS Mid Year 21-22 SY Discipline Data (Minor Incidents)

Data Source: Educators Handbook

Minor Incidents (Educator's 5 - 12)		
Grade	Incidents	% of ES Incid.
Grade 5	16	2.0%
Grade 6	231	28.9%
Grade 7	409	51.2%
Grade 8	38	4.8%
Grade 9	60	7.5%
Grade 10	32	4.0%
Grade 11	9	1.1%
Grade 12	4	0.5%

2021 YTD Educator's Handbook	1287	Total
	488	Office Referrals
Middle and High School	799	Minor Incidents

Top 5 Minor (Educator's 5 - 12)	
Offense	% of M/H Ref
Disruptive/Non-Compliant Behavior	32.0%
Disrespect to Student	10.3%
Horseplay	10.0%
Tardiness to Class	7.8%
Defiance	5.3%

FRCS: Updates

- YMCA Waitlist
 - Current license with the state is for 110 scholar capacity
 - YMCA applied to upgrade to 150 capacity. They are waiting for a site visit from the state.
 - 30 scholars are currently on the waitlist
- Scholar Handbook
- FRCS Code of Conduct
 - Both documents are in draft form and being reviewed by PAG, DAG, and TAG.

FRCS Highlights