



Tri-County RVTHS
Advisory Committee Handbook

Philosophy & General Information

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It is the policy of Tri-County Regional Vocational Technical High School not to discriminate on the basis of Sexual orientation, race, religion, color or national origin in its educational programs, activities, or employment policies as required by Title IX of 1972 Education amendments and Chapter 622 of the Acts of 1971. Our policy is also in full compliance with the laws of the United States and Commonwealth of Massachusetts and all applicable regulations thereto with regard to special education and education of the handicapped {chapter 776, PL 94–142 and section 504 of the Rehabilitation Acts of 1973 and Chapter 74, Vocational Education in Massachusetts. }



Statement of Philosophy and Goals

Successful education is an on-going, ever-changing learning process involving students, families, faculty, administrators and School Committee members, working together to provide a culture of excellence, responsibility, safety, and respect. This process fosters citizenship, social awareness, creativity, self-respect, and a desire to pursue further education.

Tri-County Regional Vocational Technical High School offers students opportunities for training and skill development that lead to rewarding employment, and provide a well-rounded education that inspires life-long learning. By developing students' abilities through diverse curricula, including a wide range of instructional settings, Tri-County strives to bring students to their highest potential in the attainment of academic and vocational-technical excellence.

Tri-County encourages students to engage in individual, group, and team activities by offering a variety of co-curricular and extra-curricular activities. In conjunction with the academic and vocational-technical curricula, these activities foster productive and responsible citizenship in today's technical society. To support this philosophy, Tri-County maintains the following goals:

- To ensure that students possess the ability to access information, demonstrate interpersonal skills, and use resources and technology.
- To promote literacy, critical-thinking, intellectual curiosity and life-long learning.
- To develop citizens who demonstrate social responsibility, responsible decision-making skills, a sound work ethic and a sense of community.
- To prepare students for entry into the workforce and/or the pursuit of post-secondary education.
- To encourage incoming students to explore various traditional and non-traditional areas.
- To integrate learning between academic and vocational areas.
- To provide a safe and cooperative learning environment for all students and staff.
- To provide cooperative education programs, adult education and extra-curricular activities.
- To promote parental involvement and communication.
- To provide meaningful opportunities for professional and staff development.
- To provide extensive student support services.

INTRODUCTION

The explosion of new technology has shaken business and industry. Many jobs simply are not done the way they were years ago. Scientific and technological advances will continue to have a profound impact on the labor market.

Schools and colleges with Career/Vocational Technical Education (CVTE) programs are at the cutting-edge of change. On the one hand, they are committed to maintaining high standards while preparing students with the skills they need to compete for jobs and further education. On the other hand, they are often strapped by limited resources and faced with changing work environments. How can schools and colleges keep pace with the rapid tempo of change in the work world and maintain their standards of excellence in education?

One answer is to infuse educators with the collective wisdom that is available in the private sector. The primary avenue for tapping this knowledge and expertise is the effective utilization of Career/Vocational Technical Education (CVTE) advisory committees. Advisory committees representing business and industry, labor, parents and students serve as a forum for integrating and translating information from the work world into practical methods for education.

Effective advisory committees can benefit everyone involved. Administrators receive much needed assistance. Teachers learn to incorporate technological advances into the curriculum. Potential employers enjoy a more highly skilled workforce. And, of course, the bottom line: students are better prepared to enter the work world and to advance in their future.

The purpose of this booklet will be to provide invaluable information to Tri-County's advisory committees that will lead to effective advice and action.

The material in this booklet was compiled from the Massachusetts Advisory Committee Guide developed by the Massachusetts Career/Vocational Technical Education Curriculum Professional Development Center in 2003.

GENERAL INFORMATION
AND
SCHOOL ORGANIZATION

Tri-County Regional Vocational Technical High School serves the youth of the eleven communities of Franklin, Medfield, Medway, Millis, Norfolk, North Attleboro, Plainville, Seekonk, Sherborn, Walpole, and Wrentham.

Since opening the doors in September, 1977, the Fourteen member District School Committee has adopted the philosophy and position that upon graduation from Tri-County all students will be sufficiently skilled in a particular occupational area to be employable as well as to have all the academic credentials necessary to continue their education in appropriate schools of higher education.

Tri-County offers its students a choice of eighteen career options:

- | | |
|---------------------------------|---------------------------------|
| 1. Auto Collision Repair | 10. Electrical |
| 2. Automotive Technology | 11. Engineering Technology |
| 3. Carpentry | 12. Facilities Management |
| 4. Computer Information Systems | 13. Graphic Communications |
| 5. Construction Craft Laborer | 14. HVAC&R |
| 6. Cosmetology | 15. Medical Careers |
| 7. Culinary Arts | 16. Metal Fabrication |
| 8. Dental Assisting | 17. Plumbing & Hydronic Heating |
| 9. Early Childhood Careers | |

All students, regardless of their major area of study, participate in an alternate week schedule one full week spent in a selected shop area and one week in an eight period academic day.

Seniors with good grades and excellent school attendance are eligible to work in a paid Cooperative work experience.

WHAT DO ADVISORY COMMITTEES DO?

It shall be the responsibility of the Program Advisory Committee to advise, assist, and support school personnel in order to improve operation and evaluation in its program area. Such advice shall be based on adequate and timely information as to workforce and job development demands or job market trends, technological developments, training alternatives, and other factors affecting the quality of the program.

Tri-County Program Advisory Committee meetings are scheduled twice a year. The first meeting will be held in October and the second meeting will be held in March during each academic year.

The General Advisory Committee meetings are also scheduled twice a year. The Chairperson of each Program Advisory committee will meet with the school administration in November and again in April.

The General Advisory Committee will elect representatives to jointly meet with the School Committee at the end of the year to discuss recommendations made by members of the Program Advisory Committees.

They do this in a variety of ways:

- by advising on equipment and facility needs
- by advising on curriculum and instruction methods
- by helping to recruit, guide, and advise career and technical students
- by advocating for Career/Vocational Technical Education (CVTE) with industry and the community
- by helping administration to plan and evaluate Career/Vocational Technical Education programs

STRUCTURAL FEATURES OF THE PROGRAM ADVISORY COMMITTEES

Tri-County's Program Advisory Committees shall consist of the following:

- Program Instructional staff (should act as support staff and liaisons to the program advisory committee; they are not voting members)
- No fewer than five and no more than ten representatives of local business and industry related to the program, organized labor, and postsecondary institutions
- One eleventh grade parent representative
- One eleventh grade student representative (no relation to parent representative)
- One twelfth grade parent representative
- One twelfth grade student representative (no relation to parent representative)
- No member of the school committee, other school official or school personnel shall serve on the committee

ROLES AND RESPONSIBILITIES OF ADVISORY COMMITTEES

PROGRAM ADVISORY COMMITTEE

Effective advisory committees clearly define the roles and responsibilities for all of the members. In Massachusetts, a program advisory committee must be established for each Chapter 74 vocational technical program within the school. As required by Chapter 74 regulations, membership is drawn from the community, representatives of business, industry, labor, student(s) parent(s) and postsecondary institutions. It is recommended that the student(s) and parent(s) members be representative of students enrolled in the program. The stated purpose of a program advisory committee is to: advise, assist, and support school personnel in order to improve planning, operation, and evaluation in its program area.

GENERAL ADVISORY COMMITTEE

Each school must also establish a general advisory committee to consist of (but not be limited to) the chairpersons of the program advisory committees. The stated purpose of the general advisory committee is to: advise the school committee (on) the planning, operation, and evaluation of career and instruction provided by programs.

THE CHAIRPERSON

Each program and general advisory committee must elect or appoint a chairperson from its membership (The chairperson cannot be a school employee). It is this person's responsibility to work with the school appointed administrator to develop agendas and manage meetings.

Program Advisory committee chairs are also members of the school's General Advisory Committee. As such, they convey the concerns or recommendations of the program advisory committee to the larger entity, and in turn provide feedback on the results of General Advisory Committee discussions.

The chair of the General Advisory Committee is the spokesperson for the committee in meetings with school administration or the School Committee. He or she is responsible for working with the school administrator to set agendas and plan and coordinate General Advisory Committee meetings.

PROGRAM ADVISORY COMMITTEE RECORDER

Each program committee must elect or appoint a recorder from its membership. It is the responsibility of the recorder to keep the minutes of the meetings, help to prepare and distribute agendas, minutes, and reports to other members and school contact persons.

The minutes should include:

- Name of members attending, job titles, and company affiliation
- Names of school personnel and guests attending
- Date and place of meeting
- Time meeting was called to order
- Summary of reports
- Summary of discussions
- Time meeting was adjourned
- Date and place of next meeting
- Official copies of minutes should be maintained in the school representative office

Topic 2: _____

Recommendations: _____

Topic 3: _____

Recommendations: _____

MINUTES OF THE MEETING

_____ Program Committee

PROGRAM ADVISORY COMMITTEE RECOMMENDATION SHEET

The purpose of this sheet is to:

1. Identify safety issues in Vocational Program areas.
2. Prioritize Vocational Program's equipment needs.

Facility Recommendations:

7200 Acquisition and Improvement of Buildings. Purchase School buildings, construction of buildings, acquisition of existing buildings, acquisitions of portable school buildings, classrooms, rehabilitation of school buildings, lease/purchase of buildings, and capital leases.

Textbook Recommendations:

2410 Textbooks and Related Software/Media/Material. Expenditures for all textbooks, workbooks, and materials including accessories, such as CD-ROMS, videos, etc. provided as an integrated package, and printed material, used to support direct instructional activities.

_____ Cost Per Book: \$ _____ . _____ Total Cost \$ _____ . _____

_____ Cost Per Book: \$ _____ . _____ Total Cost \$ _____ . _____

_____ Cost Per Book: \$ _____ . _____ Total Cost \$ _____ . _____

_____ Cost Per Book: \$ _____ . _____ Total Cost \$ _____ . _____

Total Cost of Textbooks: \$ _____ . _____

Instructional Equipment Recommendations:

2420 Purchase of vocational equipment, science laboratory equipment, physical education equipment, etc., irrespective of unit cost. Also includes lease/purchase of copy equipment primarily used to produce instructional material.

_____ Cost of Equipment: \$ _____ . _____

Total Cost of Equipment: \$ _____ . _____

MINUTES OF THE MEETING

_____ Program Committee

PROGRAM ADVISORY COMMITTEE RECOMMENDATION SHEET (Continued)

Instructional Technology Recommendations:

- 2451 Classroom Instructional Technology. Computers, servers, networks, scanners, digital cameras, etc, use in the classroom, or in computer laboratories.
- 2453 Other Instructional hardware. Computers, servers, networks, scanners, digital cameras, etc. for school libraries, and media centers.
- 2455 Programs, licenses, and CD-ROMS

_____ Cost: \$ _____ .

Total Cost of Software: \$.

Other Recommendations:

_____ Cost: \$ _____ .

Total Cost: \$.