



Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

Phone: (508) 854-8400 Fax: (508) 854-8484

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Friday, September 10, 2021, 8:00 a.m.

<https://akfcs-org.zoom.us/j/95177767178?pwd=SHF6UEdNYzN1cUgxZzlGMkhOWnZPZz09>

Meeting ID: 951 7776 7178 **Passcode:** 076302

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APPROVED

9.7.21 10:07 am

City of Worcester, MA

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the August 13, 2021, Meeting Minutes
 - a. **Motion:** To approve the August 13, 2021, Meeting Minutes.
- IV. IB Test/Audit for FY'22- Kelly Davila
- V. Enrollment Update- AnnMarie Little
- VI. ELL Summary of Access Testing- Amelie Cabral
- VII. SEO Update/Tool- Carrie Cole, Amelie Cabral
- VIII. Principal Reports- Kelly Gould, Amy Puliafico, Chris Kursonis
- IX. Upcoming Education Committee Meeting(s)
 - a. Friday, October 8, 2021
 - b. Friday, November 12, 2021
- X. Adjournment



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Education Committee Meeting Agenda

Friday, August 13, 2021, 8:00 a.m. DIGITAL MEETING

<https://akfcs-org.zoom.us/j/92595894928?pwd=Wi94N29LY25hVFdIZjZ4Nmxd2htdz09>

Meeting ID: 925 9589 4928

Passcode: 714628

By phone: +1 929 205 6099 US **Meeting ID:** 925 9589 4928

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the June 10, 2021 Meeting Minutes
 - a. **Motion:** To approve the June 10, 2021 Meeting Minutes.
- IV. DESE Year 23 Core Criteria Site Visit Report- Ms. Paluk
- V. Annual Report- Ms. Paluk/ Ms. AnnMarie Little
- VI. MTSS- Dr. Cole
- VII. COVID & New school year- Ms. Paluk
- VIII. Overview of topics for FY'21-22- Ms. Paluk
- IX. Upcoming Education Committee Meeting(s)
 - a. **Education Committee**
 - 1. Friday, September 10, 2021
 - 2. Friday, October 8, 2021
- X. Adjournment



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Education Committee Meeting Minutes-DRAFT

Friday, August 13, 2021, 8:00 a.m. DIGITAL MEETING

<https://akfcs-org.zoom.us/j/92595894928?pwd=Wi94N29LY25hVFdIZjZ4Nmxd2htdz09>

Meeting ID: 925 9589 4928

Passcode: 714628

By phone: +1 929 205 6099 US **Meeting ID:** 925 9589 4928

The meeting was called to Order by Amy Veron at 8:05 a.m. The attendance was recorded as follows: **Board/Committee Members:** Dr. Jie Park, Amy Vernon, Shelly Yarnie
Staff in attendance: Kelly Gould, Amy Puliafico, Chris Kusronis, AnnMarie Little, Dr. Caroline Cole, Amelie Cabral

The Committee reviewed the Meeting Minutes from the June 10, 2021 meeting. Ms. Vernon asked for a Motion to approve the June 10, 2021, Meeting Minutes. Ms. Vernon had a question on the acronym being used in the minutes between SEO and SEL and it was stated that this was interchangeable. Ms. Vernon had a follow-up question about the meaning behind a statement but it was clarified by Kelly Gould. The motion was made by Ms. Yarnie, seconded by Ms. Vernon.

Ms. Vernon began with introductions and introduced herself as the chair of the Committee and everyone else introduced themselves. Ms. Paluk then began with the site visit report. Ms. Paluk stated that the site visit was conducted in early May of last year and that it was supposed to be conducted in the spring of 2020. Ms. Paluk stated that with the Department of Education working at home and not being out on the road visiting schools they had more time to look at things that normally would not be looked at and it allowed them to dive deeper into some areas that normally they would not have. Ms. Paluk also stated that they interviewed several groups this year that they don't normally do. Ms. Paluk stated that rather than finding patterns across the board, it was more individualized. Ms. Paluk explained that there are several things in the report that gives us opportunities for improvement.



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Ms. Paluk explained that had the site visit been done in 2020 there would have been two years to look at some things and correct them before the charter renewal was written but that is not the case as the charter renewal is due August 1, 2022, and they are returning October 2022 for a site visit and there are things they will be looking for specifically. Ms. Paluk did state that she was happy to report that some of the things were already being worked on such as the MTSS model. Ms. Paluk explained that she expressed her disappointment that there wasn't more recognition in the report for how difficult this year was for everyone and how hard Abby Kelley Foster Charter school worked to bring students back.

Ms. Vernon then asked if there was anything in the report we felt that we need to work on that had not been on our agenda previously. Ms. Paluk explained that we just need to be more aware of things such as student discipline which came up as an example. Ms. Paluk explained that this was never an issue in the previous years and it was called to attention even though we were below the state average.

Ms. Paluk also stated that the mission statement for AKFCS came up also. Ms. Paluk stated that we recognize that the western civilization terminology in the mission statement doesn't apply to Abby Kelly today and we have in practice adapted to a more culturally and worldly view of information that we're having our students' review but our mission has not been updated to reflect that. Ms. Paluk explained that this is something that normally would not be one of the first things we tackled this year given everything else but we would need to look at it in the short term just to get ready for the charter renewal next year so that what we're doing in practice matches what our mission is. Ms. Vernon inquired whether the mission needs to be in place to do the charter renewal or we could put forward a mission amendment after the fact. Ms. Paluk explained that when you're doing a five-year charter renewal it's probably good to put in as much change as you need to in that one particular submission.



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Ms. Vernon then moved on to the next topic on the agenda which was the annual report. Ms. Paluk stated that an annual report that is submitted to the state is very prescriptive in terms of what we need to submit and there's not a lot of creative writing allowed. Ms. Paluk stressed the importance of the board understanding the areas that they're judging us on. Ms. Paluk also stated that these are things that we put down in our previous charter application that serve as an accountability plan so we have to continue to report on them even if they're not necessarily as relevant. Ms. Little explained that this is the student recruitment and retention plan. Ms. Paluk explained that the Annual Report must be posted on our website and it can be shared with the district Superintendents, elected officials like the mayor to showcase Abby Kelley.

Ms. Paluk stated that we don't proactively send it out but it is on our website so people can look at it. Ms. Yarnie stated that it seems like there's no opportunity to be able to accurately reflect what Abby Kelley is doing but it's just a blanket template that we just follow to which Ms. Paluk agreed. Ms. Vernon then questioned the plan on the table on page 5 and wanted to know if that including remote learners as well for this past year or was that just for people who are present in person. Ms. Little stated that the data is from last year and not this year right and it goes through March of 2020. Ms. Paluk stated when we see this next year we're gonna see a precipitous drop in these numbers and that we might have had one student in the elementary school encountered some challenges at the end of the year but other than that because the students that were in were not encountering major discipline issues with them.

Ms. Vernon then introduced Dr. Cole to provide her presentation. Dr. Cole began by stating that when we think about the social-emotional curriculum, it's not just a one and done but it's an investment in five core competencies of social-emotional learning; it's a mindset, culture, and way of thinking that becomes interwoven and integrated into all environments, not just the schools, but within homes and families and even in the community and providers that we work with. Dr. Cole explained that you are looking at three to five years of being able to fully implement a social-emotional learning curriculum. Dr. Cole stated that knowing what those five work competencies are and creating a team of people within the districts and really within each school helps develop the strategic plan of implementing this and setting goals of what we want to see in 5 years.



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Dr. Cole explained that for the majority of students, the focus will be on tier one, meaning engaging in universal assessment progress monitoring good classroom practices. Dr. Cole stated that engaging in social-emotional exercises also helps teachers and staff to understand their own social-emotional experiences because a dysregulated teacher cannot help a dysregulated student. Dr. Cole stated that part of building that foundation is taking care of the teachers and taking care of the social-emotional functioning of the teachers. Dr. Cole stated that some ideas that she had included professional development in the current staff meetings so you take 15 minutes to do an exercise with your staff or sending out newsletters that include social-emotional learning concepts such as working on mindfulness or resiliency, self-awareness, and social awareness throughout the years. Dr. Cole also suggested looking at a monthly group that meets with the teachers to reinforce concepts, especially for the students that are giving them a difficult time and how to manage it better but also giving them some guidelines on how to not get so stressed out dealing with a really tough student.

Dr. Cole stated that she has been in contact with Emma from Community Healthlink about developing Wellness videos that would focus on coping skills and having a Google Classroom to share social-emotional information. Dr. Cole explained that to incorporate our families we create that bridge from what we're teaching our students and our staff to home such as preparing letters to go home to the family about this and how it's going to be monitored or doing assessments and letting them know what those assessments are and how we're going to be using that, Dr. Cole explained that we would be providing support and workshops to the parents throughout the year that can also be recorded and have interpreters.

Dr. Cole stated that there will be a lot of education this year for everyone when it comes to learning what is SEL and what we're doing. Dr. Cole also stated that one of the pieces that were going to be looking at when we look at the students functioning was how they're reading and how they're doing in math because we assess for all of those things. Dr. Cole explained that we're also going to be looking at how are they doing socially and emotionally so it's developing a universal screening program which will be a way that we can monitor them and developing a system for how they move through those tiers. Dr. Cole states that this would allow us to know when a tier-one becomes a tier-two. Dr. Cole explained that information and research are abundant around the connection between academic success and the



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social-emotional and behavioral functioning of students. Dr. Cole stated that we're not just looking at the students that we screen but that every single person gets those social-emotional functioning interventions so people have access to all strategies.

Dr. Cole stated that there are a couple of ways to know when someone's social-emotional functioning needs to be improved by looking at performance data, attendance, and/or detention. Dr. Cole explained that when we look at the screening we're looking at everybody and everything and not just the academic piece to all of this because we want to shed light on why they're struggling and really what's the root cause. Dr. Cole stated that you would give these universal screenings several times a year to be able to look at who's at high risk and who might need more interventions. Dr. Cole stated that progress monitoring helps us adjust the interventions so we know that they're working or they're not working.

Ms. Paluk pointed out a few things after the presentation by Dr. Cole. Ms. Paluk stated that in the DESE site visit report, MTSS was mentioned a couple of times so this model is not wholly new to Abby Kelly because we had an RTI model for many years that worked with teams of teachers and others to look at students who are struggling and to put in place put those academic interventions in. Ms. Plauk explained that now we're bringing in the social-emotional interventions and that we're coupling that with the program that was already in place. Ms. Paluk explained that before the focus was more on the academic but that now we need to work on the social-emotional aspect. Ms. Paluk stated that MTSS has been around for a while and it's been a model that the state has recommended and that we are just adopting it at this point as it has been mentioned in our DESE report as a best practice and it certainly came up at the Special Education tiered focused monitoring visit as a best practice as well. Ms. Paluk then explained that this doesn't happen overnight and that we need to sequence getting the adults to buy in first before we can move into a more robust program. What that will look like two to three years from now depends on how things go.

Ms. Paluk stated that we have students that are coming back and in some cases, these students have not been out of their house for 18 months. Ms. Paluk stated that we should not underestimate that and we have to recognize that not only have they not been in school for 18 months but that they haven't really been out in society for 18 months and so that transition back to school is very fraught with several things. Ms. Paluk explained that MTSS gives us a K through 12 district-level approach to guidance and



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it gives us the ability to have a common language to talk to educators, parents, students and the Board. Ms. Paluk explained that this is something for all of us to work together on.

Ms. Vernon inquired about whether we knew what the universal screening tools were going to be and if we had a timeline. Dr. Cole stated that they have not made a decision yet but are leaning towards Panorama and are in the process of buying that and learn it because panorama has surveys for families and teachers. Ms. Vernon inquired if the surveys stay the same or change. Dr. Cole explained that it would be the same words for each three throughout the year so then you're able to compare you know where things were at the beginning of the year versus the end of the year. Ms. Vernon then requested an explanation of what a Tier 2 or 3 student would look like.

Dr. Cole explained that looking at an elementary level student at tier two, the intervention might be the lunch bunch, a social skills club such as check-in and check out so it could be around executive functioning such as do they have all their homework and are all of their things organized before they go. Dr. Cole also explained that it could be someone coming into the classroom and doing a friendship strategy in a small group setting and it can also be just sometimes be rearranging the environment within the classroom and helping a student use it. Dr. Cole stated that it also includes involving the parents and problem solving with parents. Tier 3, according to Dr. Cole, is where we're looking at a more individualized intervention such as doing a functional behavior analysis if there's been a personal crisis of a student and some trauma. Dr. Cole explained that this could include some short-term counseling or support and can involve developing more solution-focused strength-based one-to-one counseling for some students that might be at higher risk.

Ms. Paluk then gave an update on school reopening. Ms. Paluk explained that we are going to mandate masks as the state is leaving it up to everyone. Ms. Paluk explained that the vaccine is not available for children under 12 and based on information, it's going to be a while before everyone is vaccinated. Ms. Paluk stated that nurse Sarah did calculations and that we are at just about 50% of our students vaccinated and not having masks is not an option. Ms. Paluk stated that we would continue with the outside cleaning company and they will be here all year. Ms. Paluk stated that they would continue spraying the school at least once a week on Wednesdays and then again before the weekend. Ms. Paluk explained that the biggest change is going to be that there will be no social distancing in place. Ms.



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Paluk explained that we would not have been able to accommodate all of the students back if the social distancing measures were still in place. Ms. Paluk then explained that even though the specific foot measurement was not in place, she still felt that we should practice social distancing as much as possible.

Ms. Paluk stated that she had the pleasure of being on a panel for the Guardian Church of the Pentecost along with an Infectious Disease Control Doctor and they were invited to come and speak because many of the families at Abby Kelley are part of the church community and had questions about sending their children back to school. Ms. Paluk explained that she, along with the Doctor, did their best to explain to the families what was happening and did their best to mitigate their fears while having them understand that nothing is guaranteed which was part of the challenge. Ms. Paluk explained she has sent out one communication to families and again received quite a bit of positive response on mandating the masks and only had two families reach out saying they were not going to be sending their students back. Ms. Paluk stated that she would meet with staff on Tuesday morning and allow faculty to ask questions and hear what we are going to do for protocols. Ms. Paluk explained that Thursday the new staff come back and the following Monday the 23rd is when all staff report and there will be another safety update and protocol meeting reminding people of the mask mandate. Ms. Paluk explained that they are also waiting on DESE for clarification on what close contact means and what a quarantine period will mean this year. Ms. Paluk explained that she met with the nurses a few times already and everyone participated in a webinar yesterday or the day before on what kind of testing is going to be available in school and that there are a couple of different options.

Ms. Paluk states that Abby Kelly was one of the places that did the pool testing last year and that the name is changing to Routine COVID safety check. Ms. Paluk stated that she did not think they would use that option though as last year they didn't have a positive case come out in the pool but students/staff had symptoms and were testing positive. Ms. Paluk explained that the other two options that are available to us are symptomatic testing so we can do a rapid antigen test within 15 minutes and tell whether they're COVID positive or not and the test and stay option which meant that if staff/students are identified as a close contact the nurse can administer the rapid test to the close contact for five days and they can stay in school as long as every one of those tests continues to come back negative which means



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less quarantining for people who are not necessarily at risk of getting it but it also means more work on all of our nurses and that is part of the challenge. Ms. Paluk explained that the nurses have all of the students back to school and they have normal aches, pains, and headaches. Ms. Paluk stated that all costs are covered by the state and explained that we could hire an outside consultant to come in and be part of this but we don't know if that person is credentialed and we do not have much information on that.

Ms. Vernon inquired what things were going to look like at the different schools that were different from last year now that we don't have the social distancing in place. Ms. Gould began by saying that we will have small group tables back in classrooms this year where they weren't last year with the hope that students do not have to socially distance themselves and we can have them together. Ms. Gould stated that there would still be partitions and dividers and that the teachers are excited that they're going to be getting their areas back in the classroom so that will be different. Ms. Gould also stated that they were going to set the cafeteria up as though one day they would be using it but for now, everyone would eat in the classrooms.

Ms. Gould stated that that would be a shift with eating back in the cafeteria again but as of right now probably stay in their classrooms to eat without the social distancing requirements and still keeping the cohorts from mixing up. Ms. Cole explained that they would be bringing back the rug which is very important for the little ones. Ms. Gould explained that they did carry out an intervention group last year and they plan on continuing carrying out intervention groups this year.

Ms. Puliafico then provided an update. Ms. Puliafico explained that last year students stayed in their classrooms and teachers moved to them but that this year students will be moving between classes. Ms. Puliafico explained that grades four through seven will still be in a homeroom cohort that moves together. Ms. Puliafico stated that lunch wise, last year half the kids ate in the cafeteria and half the kids ate in their classrooms and that we would have the cafeteria set up but we may end up in that model again because we can probably get three feet without masks in the cafeteria but we can't get six feet by putting all the students in the cafeteria so she is hoping that there's a little more guidance that comes out around that but if not we'll go three feet without masks so still maintain some distancing in the classroom.



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Ms. Puliafico explained that things would return to normal looking in terms of being able to sit in groups and have their desks close to each other and that she planned on bringing back after school activities this year and that all grades this year would have recess and they will not have to wear masks when they are outside for recess. Ms. Puliafico stated that they added a health teacher which is something they've been trying to do for many years.

Mr. Kursonis stated that they would look exactly like they did on March 13th of 2020 except everyone's going to have a mask on and that includes sports also and that they would make changes as the circumstances change.

Ms. Vernon stated that she requested Ms. Paluk to put together an overview of what the agenda may look like on this committee throughout the year just so we would know what was coming up and inquired about any questions anyone may have. No one had any questions on it and were of the understanding that this calendar is adjustable. Ms. Vernon reviewed the upcoming meeting dates.

Ms. Vernon called for a Motion to adjourn. The Motion was made by Ms. Yarnie, seconded by Ms. Vernon and the meeting adjourned at 9:17 a.m.

IB Results

May 2021 Exams

IB Diploma Requirements

Students take:

- 6 subject courses: 3 Higher Level (HL) and 3 Standard Level (SL)
 - Scored on a 1-7 scale which corresponds to the total weighted assessment points earned for that subject
 - Approx. 4 weighted assessments in each subject area
- Complete 4,000 word Extended Essay
- Complete Theory of Knowledge Course
- Complete 2 years of CAS and a 1-month CAS Project (Creativity, Activity, Service)

Students must score a total of 24 points out of a possible 45 points (7 points per subject, 3 “bonus” points for ToK and EE)

- 12 of their points must be in HL courses (averages as a 4 in each HL)
- Cannot score below a D in EE and TOK

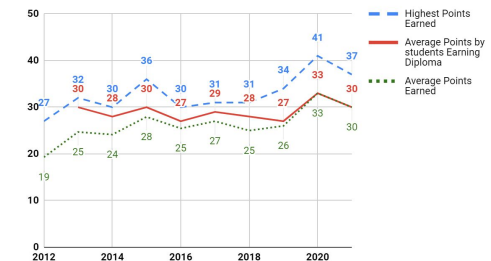
IB Diploma 2021 Scoring

- Due to the Covid-19 Pandemic May 2021 exams were modified
- IB 2021 modifications:
 - All student Internal Assessments were submitted for external scoring
 - Teachers submitted Predicted Grades for each student/subject based on disbursement provided by IB to individual schools (calculated using historical grading patterns for the school)
 - All subjects exam requirements except Mathematics were modified by eliminating a Paper or reducing the number of essay answers required.
 - CAS requirements were waived

Diploma Cohort

- 6 Diplomas Earned - 100%

IB Diploma Cohorts



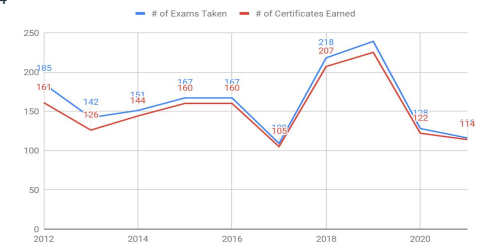
Note: No exams were taken in 2020 - scores were based on an IB calculation of the school's historical scoring data, IA submissions and teacher predicted grades.

Students who earned their IB Diploma:

- Clareese Bonsu
- Mia Dattis
- Edjana Kocollari
- Nadia Letendre
- Brendan Mathot
- Brody Miller

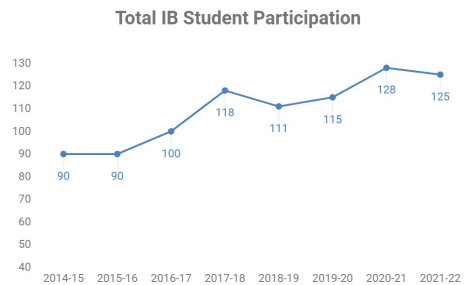
Certificate Results

- Of the 116 subject exams taken, 114 scored a 3 or higher to earn an IB certificate.
 - 98% earned an IB certificate
 - Average score: 4.44



Note: No exams were taken in 2020 - scores were based on an IB calculation of the school's historical scoring data, IA submissions and teacher predicted grades.

Student Participation



* the 2021-22 figure is subject to change

2022 IB Program Review/Self-Study

- The 5 year Program review will take place during the 2021-22 school year
- Submission of Program documentation is due March 15, 2022 for a preliminary review
 - Policies
 - Student Schedule
 - Course descriptions/Unit plan samples
 - Mission statement *
- Final submission is due June 1, 2022
 - Documentation with edits based on preliminary review
 - Self-study questionnaire
 - Program Growth Plan with findings - Student Agency

*Previous program review highlighted the need to adjust our mission statement to reflect the international focus of the IB Program

Exam Fees

Due to the receipt of a Mifflin Memorial Fund Grant, all IB exam fees for the May 2022 session are paid at no cost to our IB seniors and their families.

Thank you to Mrs. Michelle Vigneux for her efforts in obtaining this grant.

September 7, 2021

DRAFT AMENDMENT REQUEST

Describe the reason for the selection of the community(ies) and the relationships that have been established in the targeted community.

Abby Kelley Foster Charter Public School is requesting an amendment to the school's enrollment policy to include the Wachusett Regional School District (WRSD) as part of the school's charter region. An amendment approved by the Board of Elementary and Secondary Education (BESE) in September of 2001 should have named Wachusett, not Holden as part of the charter region. Abby Kelley Foster Charter Public School is requesting the BESE vote to include Wachuett as part of the school's charter region to provide enrollment preference to the residents of the WRSD.

Describe the enrollment trends experienced by the school that requires this charter amendment request. If charter enrollment within the present charter region has declined over time while enrollment outside of the charter region has increased, provide a rationale for the enrollment trends experienced by the school and the strategies the board and school leadership have implemented in response prior to the current request.

Abby Kelley Foster Charter Public School reviewed the request from Department of Elementary and Secondary Education and determined it was appropriate to include the Wachusett Regional School District as part of the school's charter region.

Describe how this amendment enhances or expands the educational opportunities currently available to the targeted student population based on their needs.

The request to provide enrollment preference to the residents of the Wachusett Regional School District (WRSD) would continue to ensure the residents of Holden keep access to Abby Kelley Foster Charter Public School. In addition, the amendment would provide WRSD residents an opportunity to apply for grades K-6 with resident preference based on the charter's region.

Describe how the school has assessed parental support from the proposed district(s) to be added to the school's region and provide evidence of demand. The Department strongly discourages the submission of petitions containing confidential personal information as evidence of demand.

Abby Kelley Foster Charter Public School did not formally assess parental support to include the Wachusett Regional School District as part of the school's charter region. The school does receive applications for student's outside of the current regional footprint. The School currently enrolls 7 Holden residents, 4 Rutland residents and 5 Paxton residents. The 2021-2022 waitlist includes 4 Holden residents and 6 Rutland residents.

Provide examples of anticipated additional strategies to attract, enroll, and retain students that will be incorporated in the school's recruitment and retention plan if changes to the charter region are granted, as applicable.

Abby Kelley Foster Charter Public School does not anticipate requiring additional enrollment strategies to recruit students from the additional towns. The school will continue to employ the current enrollment strategies outlined in the school's approved student recruitment and retention plan. For example, advertisement in the local newspapers, sharing information with regional child care centers and through social media.

Provide a projection of how the expansion of the region will impact enrollment distribution across the grade span from the proposed district(s) and existing districts in the region. Explain the basis for your projection. Please factor into your projection the current availability of seats under the applicable net school spending cap (see *District Information on Enrollment Projections* at <http://www.doe.mass.edu/charter/governance/>).

Abby Kelley Foster Charter Public School does not anticipate the addition of the Wachusett Regional School District to impact enrollment distribution across the grade span. The school currently enrolls 7 Holden residents, 4 Rutland residents and 5 Paxton residents. The 2021-2022 waitlist includes 4 Holden residents and 6 Rutland residents.

Identify if the current grade span includes a preschool grade that is not available in all districts of the proposed region. Describe how the school intends to manage the enrollment of preschool students for whom the school will not receive tuition reimbursement.^[1]

Not Applicable.

Describe how transportation services will be provided to all eligible students.^[2] Indicate if transportation services will be modified from current practice if request is granted. No later than February 1st, charter schools must notify the school district of all transportation needs for the following school year, including any changes resulting from the granting of an amendment, if the school district provides transportation for students who reside where the school is located. NOTE: A school's commitment to provide transportation services to residents of the charter region during the scheduled school year, including those students who reside outside the city or town where the school is located, will establish the school's eligibility for regional transportation aid.

Abby Kelley Foster Charter Public School currently provides regional transportation to students residing outside the city of Worcester. The regional towns include Holden. The school will add bus stops within the WRSD based on student need.

Describe the anticipated financial impact if the amendment is granted and the school's preparations for any challenges, e.g. revenue increase or decrease based on variation in per

pupil tuition and projected enrollment, additional transportation costs due to larger geographical region, etc.

Abby Kelley Foster Charter Public School is currently in strong financial shape and does not anticipate any financial impact with the additional towns. The school currently enrolls students from Holden with a tuition rate of \$13,997. In comparison, the city of Worcester's tuition rate of \$15,976. The tuition rates are comparable and the school currently provides regional transportation. The school can financial absorb any additional expenses if necessary to support the addition of Wachusett.

Submit a draft enrollment policy and application for admission that reflects the proposed charter region and enrollment preference change. *[If the Board of Elementary and Secondary Education approves the school's request, the Department will work directly with the school to provide provisional approval of a revised enrollment policy and application for admission and ensure timely approval by the commissioner prior to the next enrollment period.]*

Include an enrollment policy with the proposed region



Abby Kelley Foster Charter Public School

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Education Committee Meeting Minutes

Friday, September 10, 2021, 8:00 a.m. DIGITAL MEETING

<https://akfcs-org.zoom.us/j/95177767178?pwd=SHF6UEdNYzN1cUgxZzlGMkhOWnZPZz09>

Meeting ID: 951 7776 7178

Passcode: 076302

By phone: +1 929 205 6099 US **Meeting ID:** 951 7776 7178

The meeting was called to order by Amy Veron at 8:02 a.m. The attendance was recorded as follows:

Board/Committee Members: Dr. Jie Park, Amy Vernon, Shelly Yarnie

Staff in attendance: Kelly Gould, Amy Puliafico, Chris Kusronis, AnnMarie Little, Dr. Caroline Cole, Amelie Cabral, Kelly Davila, Jenn Guisto, Heidi Paluk, Kristine Hersey

The Committee reviewed the Meeting Minutes from the August 13, 2021 meeting. Ms. Vernon asked for a motion to approve the August 13, 2021, Meeting Minutes. The motion was made by Ms. Yarnie, seconded by Ms. Vernon.

Ms. Vernon opened the floor for Ms. Kelly Davila and her presentation. Ms. Davila, Assistant Principal, and Director of the IB Programme stated that the IB cohort that graduated in 2021 had a successful year with all 6 students earning their IB Diplomas; a significant number of students in the class of 2021 also took 2 or 3 certificates classes. Ms. Davila explained that there are requirements the students must meet to achieve their diplomas. Ms. Davila stated that the student must take 6 subject courses: 3 Higher Levels (HL) and 3 Standard Levels (SL). The student must also have scored on a 1-7 scale which corresponds to the total weighted assessment points earned for that subject. Ms. Davila stated the remaining requirements included: approximately 4 weighted assessments in each subject area; complete a 4,000-word Extended Essay; complete Theory of Knowledge Course; and complete 2 years of volunteer hours and a 1-month CAS Project (Creativity, Activity, Service).

Ms. Davila also stated that students must score a total of 24 points out of a possible 45 points (7 points per subject, 3 "bonus" points for Theory of Knowledge and Extended Essay) to achieve a Diploma and that 12 of their points must be in HL courses (which averages 4 points in each HL) and they cannot score below a D in Extended Essay and Theory of Knowledge. Ms. Davila explained that due to Covid, some changes were made and the May 2021 exams were modified with the following changes: All student Internal Assessments were submitted for external scoring; Teachers submitted Predicted Grades for each student/subject based on criteria provided by IB to individual schools (that criteria were calculated using historical grading patterns for the school); and all subject's exam requirements, except Mathematics, were modified by eliminating a paper or reducing the number of essay answers required. Ms. Davila stated that CAS requirements were also waived.

Ms. Davila stated that of the 116 subject exams taken, 114 scored a 3 or higher to earn an IB certificate. Ms. Davila stated that 98% earned an IB certificate and the average score was 4.44.



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Ms. Davila then explained that the 5-year IB Programme review will take place during the 2021-22 school year and that submission of Programme documentation is due March 15, 2022, for a preliminary review. Ms. Davila stated that due to the receipt of a Mifflin Memorial Fund Grant, all IB exam fees for the May 2022 session are paid at no cost to our IB seniors and their families. Ms. Davila thanked Mrs. Michelle Vigneux for her efforts in obtaining this grant.

Ms. Amelie Cabral provided an update on ACCESS testing. Ms. Cabral stated that ACCESS ran from Jan-May and there was no remote testing option. Ms. Cabral stated that 197 students had to complete the test in person and we had a 98% assessment rate; only 4 students did not complete it. Ms. Cabral stated that they were not able to reclassify K students as we had no prior information, but 27 students met the benchmark for reclassification. Ms. Cabral stated that there is now an expanded team of 9 people in the ESL department across all three schools. They are expanding the ESL curriculum as well as using a new platform (ELLevations) to track students' progress. Ms. Cabral stated that she was pleasantly surprised with the results of ACCESS and that 66% in grades 1-11 made progress; 5% remained the same, and those who had decreased were minimal (less than - 1%) and most decreases were in the writing domain.

Ms. AnnMarie Little then provided an update on enrollment. Ms. Little stated that 77 students withdrew from AKFCS last year and we have accepted 29 students off the waitlist. Ms. Little stated that most students are moving--either to an area town and/or out of state. Ms. Little stated that there are 9-10 new seats to fill by October 1, 2021. Of the students who withdrew, Ms. Little stated that 9th grade lost the most; 17 students. Ms. Little stated that last year, the enrollment policy was updated due to a mistake from 20 years ago which listed Holden but should have said Wachusett School District as part of the charter region. Ms. Little stated that an amendment must be submitted to DESE to include Wachusett as part of the AKFCS regional charter area. That amendment will need to be approved by the BESE (Board of Elementary and Secondary Education).

Dr. Carrie Cole shared that as the SEL framework is built across the district, she has been working with guidance staff, teachers, and other stakeholders (ABA's, BCBA's) to define the roles and responsibilities of each person. She is looking forward to using the assessment tool in mid-October to get a sense of where students (and staff) are with their mental health.

Ms. Cabral shared that she has been working with Dr. Cole on purchasing the Panorama platform that has an SEL and family engagement/cultural competency component. Panorama also has an MTSS module and although we are adopting MTSS across the district, we did not purchase that module yet as we have much work to do to lay the foundation.

Ms. Cabral stated that Panorama will help administer the SEL inventory tool to assess students 3 times per year on where they are socially and emotionally. This will help us evaluate if the interventions are working. The Panorama Tools are research-based and can help with identifying skills and competencies that are needed to help students as well as to help identify district (or school level) goals and implement strategies.

Questions included how often the survey will be administered (3x in fall, winter, spring) and how many questions will be asked (likely no more than 15). The questions can be selected from research-based questions depending on the overall goal of the program/department.

Abby Kelley Foster Charter Public School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and all students have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.



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The principals then provided an update. Ms. Kelly Gould informed everyone that the students are happy and respectful and have a feeling of excitement. She also explained that there is a new math program called Ready Math. Ms. Gould states that they are socially distancing as best as possible but the school did lose a floor due to recent flooding. Ms. Gould stated that they are maintaining flexibility and working with the students on keeping their masks on.

Ms. Puliafico then gave an update on the middle school, stating that the teachers and students were excited to be back. Ms. Pulifico stated that they were working on resetting routines and building procedures, especially for the 4th and 5th graders. Ms. Puliafico informed everyone there were minimal discipline issues so far this year. Ms. Puliafico stated that the heat in the building especially on hot days is an issue; we need to look at ways to mitigate this even as early as Spring. Ms. Puliafico also stated that academic screening would be done through iReady starting in the next two weeks.

Mr. Chris Kursonis provided an update for the high school. Mr. Kursonis stated that the students are happy being back to a routine. Mr. Kursonis stated that Grades 10-12 seamlessly transitioned to being back to school but Grades 8 and 9 have needed more assistance. Mr. Kursonis stated that there are a few student attendance issues as compared to when the students were remote learning.

Ms. Vernon called for a motion to adjourn the meeting. The motion was made by Ms. Yarnie, seconded by Dr. Park and the meeting adjourned at 9:10 a.m.

List of Documents

Provided:

IB Test/Audit Presentation

Enrollment Update-Draft

Amendment Request Sheet