



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

## Board of Trustees Meeting Agenda- DIGITAL MEETING

Wednesday, June 29, 2022, 06:30 p.m.

<https://akfcs-org.zoom.us/j/99850755494?pwd=WldjbzVoajI5NEppOkV0MWRCZml5Zz09>

Webinar ID: 998 5075 5494 Passcode: 214098

By phone: 1 929 205 6099 Webinar ID: 998 5075 5494

### Annual Meeting

APPROVED

06.24.22 3:00 pm

City of Worcester, MA

- I. Call Annual Meeting to Order- Ms. Celia J. Blue, Chair
- II. Attendance Recorded
- III. Faithfulness to Charter
  - a. Reading of the AKF Mission: “The Mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence, and character formation.”
- IV. Business of Annual Meeting
  1. Election of New Officers
    - A. Nomination for Chair
      - a. **Motion:** To approve “candidate” for Chair for a one-year term.
    - B. Nomination for Treasurer
      - a. **Motion:** To approve “candidate” for Treasurer for a one-year term.
    - C. Nomination for Clerk
      - a. **Motion:** To approve “candidate” for Clerk for a one-year term.
  2. Election of New Board of Trustee Member
    - A. Nomination of Adam Beaudry to the Board of Trustees
      - a. **Motion:** To approve Adam Beaudry for a three-year term.
- V. Meeting Calendar
  1. **Motion:** To approve the Board of Trustees & Committee Meetings Calendar for the 2022-2023 school year
- VI. Other Business for Annual Meeting per Chair and/or Executive Director
- VII. Adjournment

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### Regular Meeting

- I. Call to Order- Ms. Celia J. Blue, Chair
- II. Attendance Recorded
- III. Faithfulness to Charter
  - a. Reading of the AKF Mission: “The Mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence, and character formation.”
- IV. Public Comments/Open Forum & Old Business
- V. Review of the Meeting Minutes from May 25, 2022
  - a. **Motion:** To approve the minutes from May 25, 2022.
- VI. Executive Director Report- Ms. Heidi Paluk
- VII. Committee Updates
  - a. Education Committee- Ms. Amy Vernon
    1. **Motion:** To approve uniform changes which will be reflected in the student handbooks.
  - b. Facilities & Finance Committee- Mr. Patrick Royce
  - c. Governance Committee- Ms. Bibiche Zagabe-Ndiku
- VIII. Charter Renewal Application
  - a. **Motion:** To accept and approve the Charter Renewal **DRAFT** as presented with permission for staff to finalize the document with reasonable edits if necessary before the August 1, 2022 deadline.
- IX. Executive Director Evaluation
- X. Timely Topics as Identified by the Chair and/or Executive Director
- XI. Adjournment

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## Board of Trustees Annual Meeting Table of Contents

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ADAM BEAUDRY, CPA  
4 Valley Hill Ln  
Worcester, MA 01609  
P: 860-604-4222  
E-Mail: [abeaudrycpa@gmail.com](mailto:abeaudrycpa@gmail.com)

## Qualifications Summary

- A CPA (licensed in Massachusetts) with 18 years of experience in public accounting.
- Knowledgeable in GAAP, GAAS, Government Auditing Standards, Internal Revenue Code.
- Experience supervising audits, reviews, and consulting engagements of nonprofits (including educational institutions), nonpublic for profit entities, 401(k) and 403(b) plans, and condominium associations.
- Very organized, analytical, professional with excellent communication skills, both written and verbal.

## Professional Experience

### **Adam M. Beaudry, CPA, LLC**

#### **Managing Partner**

Worcester, MA

2017 – Present

- Managing Partner responsible for financial and strategic planning, budgeting, business development, and all governance decisions.
- Manage the tax and advisory departments.

### **M Love & Associates, LLC (formerly Love, Jarominski, & Raymond, LLP)**

Worcester, MA

2009 – 2017

- Handle audit and attestation engagements, including audits in accordance with Government Auditing Standards, DOL Limited-Scope Audits, and Reviews in accordance with SSARS.
- In charge of the firm's internal quality control, including peer review, internal inspections, and the continuing professional education of all staff.
- Participate in financial strategic planning, budgeting, and business development.
- In charge of recruiting at certain local colleges and universities, and participate in all hiring and other personnel related decisions.

### **Graham Shepherd, P.C. (Currently Cerrone, Graham, Shepherd)**

Worcester, MA

2004 – 2009

- Prepared Corporate, Partnership, Nonprofit, and individual income tax returns for many clients across a wide variety of industries.
- Participated in audit, review, and attestations engagements.
- Assisted in the transition to a fully paperless audit and tax practice.

## Computer Skills

- Microsoft Office – Excel, Word, Power Point, Outlook
- QuickBooks Enterprise Solutions

## **Computer Skills (Continued)**

- ProSystems Fx Tax, Engagement, and Fixed Assets
- Ultra-Tax CS
- Workpapers CS
- Fixed Assets CS
- BNA Income Tax Planner
- ATX Income Tax
- Google Docs

## **Education**

**Nichols College**, Dudley, MA  
**BSBA, Concentration in Accounting**

## **Professional Memberships**

American Institute of Certified Public Accountants  
Massachusetts Society of Certified Public Accountants

## **VOLUNTEER EXPERIENCE**

**AdCare Hospital**  
Worcester, MA  
Member of Patient Family Advisory Council

**Ascentria Care Alliance**  
Worcester, MA  
Member of Audit Committee

**Friends of the Mounted Police Unit, Inc.**  
Worcester, MA  
Treasurer

# Abby Kelley Foster Charter Public School

## 2022-2023 Board of Trustees & Committee Calendar DRAFT

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	F	Sa
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4	5	6	7	8	9	10
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25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	Sa
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23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

	School Closed
	Early Release Day
	Parent Teacher Conferences

	Employee Planning/ PD (no school for students)
	First and Last Day of School
	Alert- Please review date and message

	Foundation Golf Tournament
	Board of Trustees Meeting
	Education Committee Meeting
	Facilities & Finance Committee Meeting
	Governance Committee Meeting

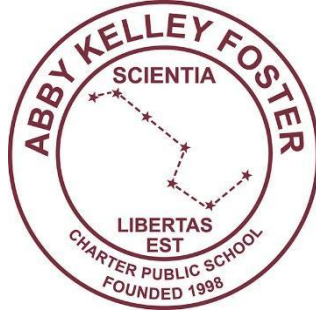
18-Aug	Planning/Development Day (New Staff)
22-24 Aug	Planning/Development Days (All Staff)
25-Aug	First Day of School- Students grade 1-12
1-Sep	Kindergarten Meet The Teacher
2-Sep	Early Release-DISTRICT
5-Sep	No School--Closed
7-Sep	First Day of School for Kindergarten
21-Sep	Early Release- Professional Development- DISTRICT
7-Oct	Early Release- DISTRICT
10-Oct	No School--Closed
26-Oct	Early Release- Professional Development- DISTRICT
11-Nov	No School--Closed
21-Nov	Early Release- Teacher Conferences- DISTRICT
22-Nov	Early Release- Teacher Conferences- DISTRICT
23-25 Nov	November Break- No School- Closed
23-Dec	Holiday Break Begins- No School- Closed

2-Jan	
3-Jan	
16-Jan	
17-20 Jan	
18-Jan	
8-Feb	
20-Feb	
24-Feb	
15-Mar	
16-Mar	
29-Mar	
7-Apr	
17-Apr	
21-Apr	
17-May	
26-May	
29-May	
15-Jun	
19-Jun	
26-Jun	

No School- New Year's Day Observed- Closed
Holiday Break Ends- Return to School
No School- Closed
Early Release (High School Only) Midterms Tuesday-Friday
Early Release- Professional Development- DISTRICT
Early Release- Professional Development- DISTRICT
School Vacation Begins- No School
School Vacation Ends
Early Release (Elem. only) Teacher Conferences
Early Release (Elem. Only) Teacher Conferences
Early Release- Professional Development- DISTRICT
No School- Closed
Spring Break Begins-No School
Spring Break Ends
Early Release (1-3 Only, No school for K) K Screening
Early Release- DISTRICT
No School- Closed
Early Release- Last Day of School- DISTRICT- Tentative
No School- Closed
Foundation Golf Tournament

VERSION : Edited 6/28/22

All dates subject to change. Pending BOT final approval.



**Abby Kelley Foster Charter School**

*2022-2023 Board of Trustees & Committee Calendar -DRAFT*

**August 2022**

August 12, 2022- Education Committee Meeting

August 19, 2022- Facilities & Finance Committee Meeting

August 24, 2022- Board of Trustees Meeting

**September 2022**

September 2, 2022- Governance Meeting

September 9, 2022- Education Committee Meeting

September 16, 2022- Facilities & Finance Meeting

September 28, 2022- Board of Trustees Meeting

**October 2022**

October 14, 2022- Education Committee Meeting

October 21, 2022- Facilities & Finance Committee Meeting

October 26, 2022- Board of Trustees Meeting

**November 2022**

November 10, 2022- Education Committee Meeting

November 18, 2022- Facilities & Finance Committee Meeting

### **December 2022**

December 2, Governance Meeting

December 9, 2022- Education Committee Meeting

December 16, 2022- Facilities & Finance Committee Meeting

December 21, 2022- Board of Trustees Meeting

### **January 2023**

January 13, 2023- Education Committee Meeting

January 20, 2023- Facilities & Finance Committee Meeting

January 25, 2023- Board of Trustees Meeting

### **February 2023**

February 10, 2023- Education Committee Meeting

February 17, 2023- Facilities & Finance Committee Meeting

### **March 2023**

March 3, 2023- Governance Meeting

March 1, 2023- Board of Trustees Meeting

March 10, 2023- Education Committee Meeting

March 17, 2023- Facilities & Finance Committee Meeting

March 29, 2023- Board of Trustees Meeting

### **April 2023**

April 6, 2023- Education Committee Meeting

April 14, 2023- Facilities & Finance Committee Meeting

April 20, 2023- Facilities & Finance Committee Budget Meeting

April 26, 2023- Board of Trustees Meeting



**May 2023**

May 12, 2023- Education Committee Meeting

May 19, 2023- Facilities & Finance Committee Meeting

May 24, 2023- Board of Trustees Meeting

**June 2023**

June 2, 2023- Governance Meeting

June 9, 2023- Education Committee Meeting

June 16, 2023- Facilities & Finance Committee Meeting

June 26, 2023- Foundation Golf Tournament

June 28, 2023- Board of Trustees Meeting

*All dates are subject to change.*

*Pending BOT approval.*

*Current as of 06/28/2022*



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### Board of Trustees Meeting Minutes- DRAFT

Wednesday, May 25, 2022, 6:30 p.m.

<https://akfcs-org.zoom.us/j/97537402928?pwd=QlZzSXlJdVkyVU83cTRjaC9oQlh3Zz09>

**Webinar ID:** 975 3740 2928 **Passcode:** 256675

**By phone:** 1 929 205 6099 **Webinar ID:** 975 3740 2928

The meeting was called to order by Ms. Celia J. Blue, Chair. The attendance was recorded and is attached.

Ms. Blue read the Abby Kelley Mission Statement and noted no public comments or old business.

Ms. Blue reviewed the minutes from April 27, 2022, Board meeting and reported one edit to the minutes. On page three, it should state “to approve the budget as presented.” The correction was noted and made on the minutes in question. Ms. Blue asked for a motion to accept April 27, 2022 minutes with the edits as suggested. Mr. Royce made the Motion, and Ms. Zagabe-Ndiku seconded it. Ms. Blue performed a roll call, and the minutes were approved unanimously.

### Executive Director Report

Ms. Paluk informed the Board of the many activities planned for the students and families in these last weeks of school. The Elementary school was also able to conduct a fundraiser with a goal of five thousand dollars, to which they were able to raise twelve thousand dollars which will be used to buy equipment for the specials program. Ms. Paluk also spoke on the MCAS and SEL testing that would be taking place towards the end of the year.

Ms. Paluk informed the Board that field trips have resumed for the schools, with many activities planned for the students. Ms. Paluk also noted that in partnership with Mr. Morse and the Youthworks program, six students would be working at the school this summer in different departments. This program will be at no cost to Abby Kelley, providing the students with this opportunity.

### Committee Updates

#### Education Committee

Ms. Vernon provided an update on the mission application submitted to DESE. She informed the Board that DESE returned the mission statement and requested it is resubmitted after the charter renewal process. Ms. Vernon said committee members would review the new mission statement to ensure it aligns with the school. Mr. Penney presented the PowerPoint presentation about our students attending and changes to the college acceptance process.

Ms. Blue inquired about the mission statement timeline, and it was noted that charter renewal would be submitted first, and the mission statement would match that. Ms. Little also stated that DESE wanted enough



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time to go through the charter renewal process before changing the mission statement due to the significant change in the current mission statement.

Mr. Royce inquired about IB credits and the colleges that accept them. He was informed that a North American office advocated for students and the IB program, and the plan was to continue to support more colleges to accept IB credits.

Ms. Vernon also informed members of the credit recovery program that would be taking place this summer and stated that incoming students would be offered the chance to receive pre-teaching lessons in reading, writing, and math. It would be a three-week morning program that runs for half a day from Monday through Friday, allowing the students to learn essential skills before school starts. It was also noted that another summer program in the works would be for students in grades five through eight and a social skills group, but it is still being planned.

Ms. Vernon provided insight on the two motions presented for the Board vote. On Motion one, the school could let out a day early for summer vacation because all of the snow days were not used this year. Ms. Blue inquired about the timing and lateness of the vote to which Ms. Paluk explained that this was not something that was ever done before, and all five days have always been used. Mr. Royce inquired about the reason behind Abby Kelley not following other school models, to which Ms. Paluk explained that it was more convenient for families to have the hard stop date and that this has been the tradition to build in the five days. Ms. Vernon requested that a note be placed on the calendars informing families that five snow days are included in the calendar.

Ms. Blue called for a motion to adjust the last day of school to Wednesday, June 15, 2022, barring no additional school closure days. Ms. Zagabe-Ndiku made the motion, and Ms. Vernon seconded it. Ms. Blue performed a roll call, and the motion was approved unanimously.

Ms. Vernon then spoke on the second motion to adjust the graduation requirements, eliminating the mandatory one year of Latin. Ms. Vernon noted that the way the graduation requirements were written did not reflect if the students received enough foreign language classes. Mr. Kursonis also provided background to the reasoning for the motion. Ms. Vernon inquired about possibly combining the Latin classes with the French class as the number of students is small in the Latin class. It was explained that this was not feasible due to the different lessons that would have to be created as they are not taught together.

Ms. Blue stated that Latin sets the school apart, and making this change before the charter renewal is a cause of concern. Mr. Kursonis then pointed out that a new Latin teacher would need to be hired. Mr. Royce stated that Latin is a part of the identity of the school and felt that a more extensive discussion needed to be done. Ms. Zagabe-Ndiku noted that if the budget is not an issue, Latin and French in the eighth grade and that most of the time, teachers who teach French could teach Latin as the language foundation is the same.

Ms. Yarnie then explained that Latin was foundational and that providing it would benefit the students who may have gone to medical school as it was used there. Ms. Paluk stated that in this case, all of the root words in medical school are not the same as are being taught here at the moment. Mr. Penney explained that only nine incoming first-year students chose Latin because Latin was the only honors language class available. Mr. Penney explained that with French and Spanish being offered in eighth grade, it would allow for honors

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French and Spanish to be available in high school. It was decided that Latin would be kept as an elective, and the number of students signed up for the course would determine if it would be offered to students.

Ms. Blue called for a motion to adjust the graduation requirements for Foreign Language, eliminating the mandatory one year of Latin. Ms. Vernon made the motion, and Ms. Zagabe-Ndiku seconded it. A roll call was performed, and the Board voted unanimously.

### **Facilities & Finance Committee**

Mr. Royce provided a brief update on the finances. He noted a surplus of 1.8 million dollars for the year. The Elementary school has made progress regarding the flood damage, which is expected to have work done during the summer. He and Ms. Paluk met with WBDC and their construction engineer to walk the property and review the flooding issues. Mr. Royce also noted the future meetings that would be taking place over the next few months with the same of St. Gobain and the surrounding businesses and would provide updates as they came.

### **Foundation Committee**

Ms. Zagabe-Ndiku stated that the golf tournament was quickly approaching, the sponsorship funds were at five-thousand dollars, and active recruitment for the match was still being done. Ms. Zagabe-Ndiuku encouraged the Board members to join with their friends and family.

### **DEI Committee**

Ms. Yarnie spoke on the subcommittees and the work that was being done. The DEI co-chair worked on the AKF social media page and has shared the post that has been published. The events subcommittee and planning committee has been formed, and eighteen members are coordinating and meeting to plan events. A save date has been established for September 17, 2022, for the Abby Kelley fall event, and more information will be provided. Art and music night took place, and students and families could participate and listen to live music. Ms. Yarnie spoke about the survey data being used for next year and how this would allow for trends to be identified. She also noted that they would be making the DEI committee more visible in the upcoming year and working to make the group reflect the Abby Kelley community.

Ms. Blue inquired about the makeup of the committee members and if they would stay the same, to which Ms. Yarnie explained that this would be discussed at the next meeting scheduled for June 14, 2022.

### **Governance Committee**

Ms. Zagabe-Ndiku spoke on the necessity of this committee. It was noted that the committee composition was discussed and determined that the two board members, along with Ms. Paluk and Ms. Little, would review that. The mission and vision of the committee were also discussed, and they would be working on it to present to the Board of Trustees at the next meeting. Board policies and bylaws were also discussed. The recruitment of Board members was an essential topic of conversation, and the process was discussed. It was determined that the Board would be presented with members that complement it, such as a CPA and someone well versed in construction. Ms. Zagabe-Nduiku also spoke about having faculty on the Board and the presented



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proposal. It was noted that a motion was being introduced to the Board to establish a Faculty Representative Position as proposed by the Faculty.

Ms. Blue provided a summary of the current proposal. Ms. Blue stated that she had a philosophical difference that did not overshadow her commitment to the staff and that she does not value the opinions of the staff members. Ms. Blue explained that there was a firm belief in a clear separation of responsibilities and duties and roles, and the Board had set roles, and it was felt that this proposal was going against that.

Mr. Royce explained that he felt this should be looked at as it may prove beneficial. It was noted that this position would be a regular seat that would hold the same responsibilities as the current Board seats and provide insight. Ms. Blue stated that this was not the way to accomplish having faculty on the Board and that there were more collaborative ways to do that. Ms. Vernon explained that she also felt that there were ways of participation for staff members through means such as public comments and wanted to see more two-way conversations. She did not think having one staff member on the Board would achieve that.

Ms. Zagabe-Ndiku stated that she felt that everyone coming in on the Board should have the same responsibilities. She explained that she spoke to someone who was the assistant of a former ED, and there was a group called the Abby Kelley community committee with the thought of meeting quarterly to look into the school's strategic plan. Ms. Zagabe-Ndiku stated that having a committee like this would be beneficial and should be looked into as she did not want to convey the message of not wanting Faculty members on the Board. Ms. Yarnie provided her input and stated that having a designated faculty does not bring an even level playing field to the Board. She inquired about the specific reason for this request and noted that a conversation should be conducted with the faculty to ensure that all needs are met.

Ms. Blue expressed her appreciation for the thoughtfulness and research into the proposal. Ms. Blue also recognized that the current way of communication with the Board of Trustees could be more collaborative than it currently is and suggested that other methods be thought of to make those changes. Ms. Blue also noted that if alternative conversations were to happen, a different vote could be taken.

Ms. Blue called for a motion to establish a faculty representative position as proposed by the faculty as it stands. Mr. Royce made the motion, and Ms. Vernon seconded it. A roll call was performed, and the Board of Trustees unanimously voted against the proposal.

Ms. Blue requested an alternative motion or recommendation. Mr. Royce motioned to invite the submission of self-nominations from faculty members to become a member of the Board, subject to the same terms and conditions as current Board members. Ms. Vernon also suggested a liaison, a non-voting role where members would come and participate in conversations at a community level. It was determined that more discussion would be had on alternative presentations or suggestions.

Ms. Blue called for a motion to adjourn the meeting. The motion was made, and the Board voted unanimously to adjourn the meeting at 9:45 p.m.



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**Education Committee Meeting Agenda-DIGITAL**

**Friday, June 10, 2022 8:00 a.m.**

**<https://akfcs-org.zoom.us/j/91934191465?pwd=ZHB5b2pZWVJJMUwwSzIDZFdrRFZ5Zz09>**

**Meeting ID: 919 3419 1465 Passcode: 209196**

**By phone: +1 929 205 6099 Meeting ID: 919 3419 1465**

- I. Call to Order- Ms. Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the May 13, 2022, Meeting Minutes
  - a. **Motion:** To approve the May 13, 2022, Meeting Minutes.
- IV. iReady Year-End Score Comparison- Curriculum Coordinators
- V. MCAS ELA Item Analysis- Curriculum Coordinators
- VI. Panorama- Dr. Caroline Cole
- VII. Access Testing- Ms. Amelie Cabral
- VIII. Charter Renewal Application Planning Process- Ms. AnnMarie Little
- IX. Planning for Next Year- Principals
- X. Motion to Adjourn





## 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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### Education Committee Meeting Minutes- DRAFT

Friday, May 13, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/94596800263?pwd=OWJubGlrbmF2ZE0wRDd3a3V6cUVjUT09>

Meeting ID: 945 9680 0263 Passcode: 784667

By phone: +1 929 205 6099 US Meeting ID: 945 9680 0263

The meeting was called to order by Ms. Amy Vernon, Chair, at 8:05 a.m. The attendance was recorded and is attached.

The Committee reviewed the Meeting Minutes from the April 08, 2022 meeting. Ms. Vernon asked for a motion to approve the April 8, 2022, meeting minutes. The motion was made by Ms. Zagabe-Ndiku and seconded by Ms. Yarnie.

### **Mission Discussion**

As requested, Ms. Little explained that the charter renewal information was sent to DESE. After review, Ms. Little stated that DESE notified her that they would not be processing the renewal. Instead, DESE suggested that we go through the charter renewal first and resubmit the amendment in January after the approval. Ms. Little explained that DESE felt that the changes to the mission statement were currently substantial and that this would be better handled after AKFCS had completed the charter renewal. Ms. Little explained that DESE felt that the charter renewal process would include information collected regarding the mission statement and, therefore, could use the information to create the new charter.

Ms. Vernon inquired about the concern about how we planned on assessing ourselves against the new mission statement. Ms. Little explained that the problem stemmed from how the measuring took place based on what is placed in the mission statement. Ms. Vernon questioned whether the message was more visionary than practical, to which Ms. Paluk explained that while it may be the case, they would take the following months to review it and bridge the gap. Ms. Paluk also explained that she would be informing the families of the update since the charter was not accepted.

### **Latin & French Discussion**

Mr. Kursonis began by explaining that after reviewing the current language classes being offered and the current needs compared to the resources we currently have, it was decided that French would be provided as another language option. Mr. Kursonis explained that the handbook stated that one full year of Latin was needed and two additional years of Spanish or Latin. This was done to keep Latin as a language and provide that to students starting in grade 8. Mr. Kursonis explained that the requirement for graduation is there but not for grade 8, as he viewed graduation requirements for grades 9-12 only.

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Mr. Kursonis explained that there had been a steady decline in students who signed up for Latin, with only nine students in grade 8 signing up for it. Compared to the current students in the Spanish classes, it was determined that adding French would also lessen the load on the Spanish teachers.

Mr. Kursonis explained the two choices for Abby Kelley. The mass core requirement could be changed to state students taking two years of language classes in high school, but only students in grades 9-12. A foreign language would be offered to students in grade eight, but they would not be required to take Latin. Mr. Kursonis explained that students would take Spanish or French and have the possibility of taking IB for that language, which would be five full years of a language. Latin would not be offered unless the need for Latin grew among the students under this first option.

Mr. Kursonis then explained that the other choice would be to leave everything as it is, with students taking Latin starting in grade 8 and continuing as they enter grade 9 with either Latin, Spanish, or the added language of French. With this option, it was explained that another teacher would need to be added, which was not budgeted. It was also explained that the Spanish teachers are currently overloaded with almost 140 students each. It was also noted that a Latin teacher would also have to be hired, which is a task as our current Latin teacher is retiring. Mr. Kerr explained that the best option would be to change the graduation requirement as it is challenging to find a teacher to teach the language, and it would be best for the student population.

Ms. Vernon inquired about changing the graduation requirement, and Mr. Kerr explained that it was done internally. For colleges, it is just pointed out that the students took two years of language, not specified. Ms. Vernon inquired about removing Latin from the eighth grade. Ms. Zagabe-Ndiku stated that keeping it in the eighth grade would be beneficial. Still, if it cannot be maintained, that is okay. It was also noted that removing Latin would not jeopardize the current mission that we have in place, as it was just one of many examples that could be used. It was determined that this request to change the graduation requirement would go to the Board to vote.

### **College & Career Counseling**

Mr. Penney explained that the percentage of students going to college, whether a two-year or four-year, is generally over ninety percent. He also explained that while some colleges have become more selective, this has allowed other colleges with fewer requirements to enroll students, and there is a need for students. Mr. Penney stated that he also had encouraged students to apply to schools that accept IB credits as credits can even fulfill first-year requirements for students, allowing them to take it off. Many students attend state schools because of affordability factors, where most students go. Many schools also removed tests for entrance, and most of our students were able to forego that.

Mr. Penney explained that he created charts for students to see the different schools and costs and the cost of out-of-state tuition. Mr. Penney noted that seventy percent of students went through a four-year college in the past ten years and twenty-five percent to a two-year college, and a minimal number in the military, trade school, and gap years. Mr. Penney also noted that the valedictorian was accepted into Princeton. Mr. Penney explained the current FASFA rates among the seniors and stated that there should be closer to ninety percent of students who would have processed their FASFA. Information sessions will be planned for students and families to assist with applying for college and financial aid.



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Ms. Yarnie inquired about whether a plan could be implemented to meet with state schools to speak on accepting toe IB credits. Mr. Penney explained that outreach had been done where IB was described, but the admissions team is not always the one who makes that decision. Mr. Penney assured the committee member that he would continue outreach to different schools in Massachusetts, and the hope is to increase the number of colleges that accept IB credits. Ms. Vernon inquired about tracking specific measurements for AKFCS students, such as the particular costs students are paying for 4-year colleges. Mr. Penney explained that while that is a large amount of data, he would attempt to create a chart for the most popular colleges that students have applied to.

### **Summer School**

Ms. Paluk explained that summer school has not taken place for a few years outside of credit recovery for students and was not initially budgeted for. Still, as the school year progressed, the administration determined that the need for summer school for other grades became necessary apparent. It was explained that a survey went out to families of students who were having trouble academically and students who were in the MTSS process, and English learners, to which ninety-three percent of families stated they would like to see a summer program in place.

Ms. Gould explained that the last three weeks of July were the potential dates for summer school, allowing for more time with students. They would be looking at pre-teaching for reading and teaching math and bringing students to grade level before starting the new school year. Teachers would be stipended for education, and recruitment would occur.

### **Calendar Update**

Ms. Paluk explained that five snow days were automatically added to the school year. Ms. Paluk explained that only four days were used, meaning that the students could start summer break a day early. As the Board voted on June 16, 2022, as the last day of school, another vote would need to be taken to allow for the last day of school to now be June 15, 2022. Ms. Vernon inquired about teacher compensation for that last day in the case of the Board not voting to end early, to which Ms. Paluk explained that payment would need to be given for the additional day in their contract.

No additional questions were raised. Ms. Vernon made a motion to adjourn the meeting, and it was adjourned at 9:45 a.m.

**ON OR ABOVE GRADE LEVEL READING (standard view)**

Grade Level	Fall 2021	Spring 2022
Grade 1	22%	53% +31
Grade 2	22%	57% +35
Grade 3	49%	65 % +6
Grade 4	32%	54% +22
Grade 5	27%	44% +17
Grade 6	25%	41% +16
Grade 7	40%	60% +20
Grade 8	45%	53% +8

**ONE GRADE LEVEL BELOW READING**

Grade Level	Fall 2021	Spring 2022
Grade 1	70%	45% +/-25
Grade 2	38%	33% +/-5
Grade 3	17%	19% +/-3
Grade 4	43%	34% +/-9
Grade 5	33%	27% +/-6
Grade 6	29%	25% +/-4
Grade 7	19%	16% +/-3

<b>Grade 8</b>	17%	20%    +/-3
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## **2 OR MORE GRADE LEVELS BELOW READING (BOY - EOY)**

<b>Grade Level</b>	<b>Fall 2021</b>	<b>Spring 2022</b>
<b>Grade 1</b>	9%	3%    -6
<b>Grade 2</b>	40%	10%   -11
<b>Grade 3</b>	34%	16%   -12
<b>Grade 4</b>	25%	11%   -14
<b>Grade 5</b>	41%	29%   -12
<b>Grade 6</b>	46%	33%   -13
<b>Grade 7</b>	42%	24%   -18
<b>Grade 8</b>	38%	27%   -11

## **ON OR ABOVE GRADE LEVEL MATH**

<b>Grade Level</b>	<b>Fall 2021</b>	<b>Spring 2022</b>
<b>Grade 1</b>	5%	44%   +39
<b>Grade 2</b>	8%	62    +54
<b>Grade 3</b>	28	60    +32
<b>Grade 4</b>	14%	60%   +46
<b>Grade 5</b>	8%	39%   +31

<b>Grade 6</b>	17%	46% +29
<b>Grade 7</b>	17%	39% +22
<b>Grade 8</b>	20%	36% +16

#### **ONE GRADE LEVEL BELOW MATH**

<b>Grade Level</b>	<b>Fall 2021</b>	<b>Spring 2022</b>
<b>Grade 1</b>	78%	53% +/-25
<b>Grade 2</b>	53%	47% +/-6
<b>Grade 3</b>	56%	31% +/-25
<b>Grade 4</b>	49%	24% +/-25
<b>Grade 5</b>	45%	33% +/-12
<b>Grade 6</b>	34%	33% +/-1
<b>Grade 7</b>	42%	40% +/-2
<b>Grade 8</b>	37%	32% +/-5

#### **2 OR MORE GRADE LEVELS BELOW MATH (BEGINNING OF YEAR VIEW)**

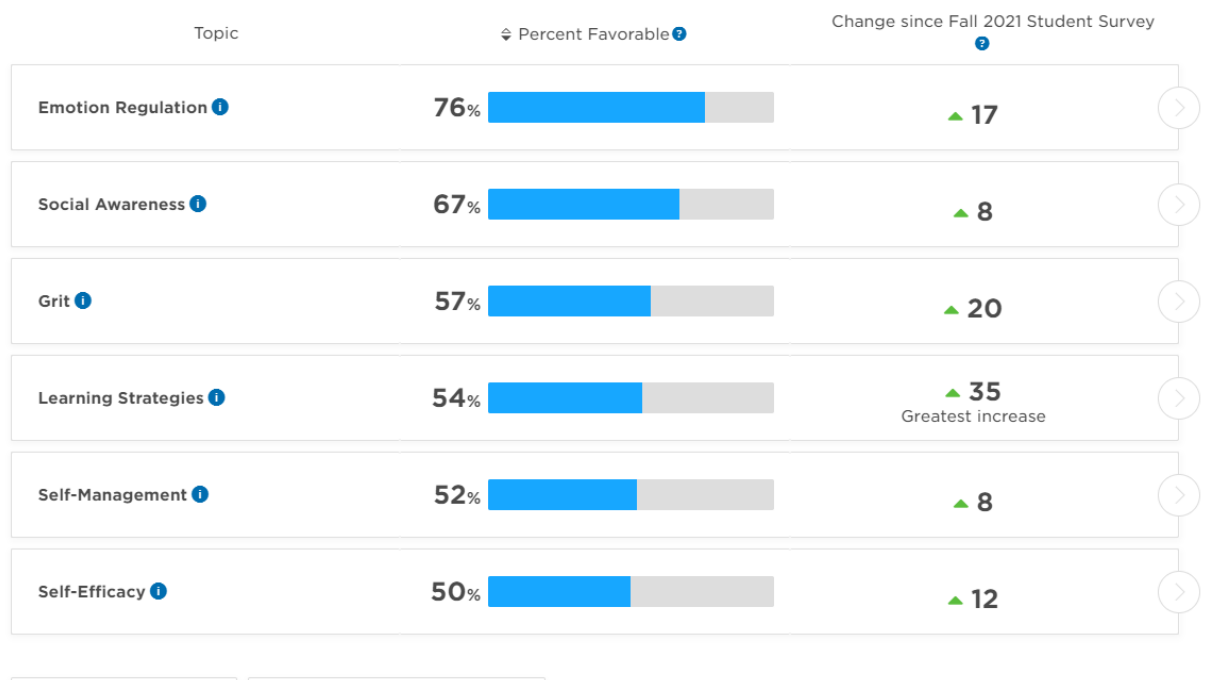
<b>Grade Level</b>	<b>Fall 2021</b>	<b>Spring 2022</b>
<b>Grade 2</b>	39%	5% -34
<b>Grade 3</b>	37%	7% -30
<b>Grade 4</b>	37%	16% -21

<b>Grade 5</b>	47%	29% -18
<b>Grade 6</b>	49%	21% -28
<b>Grade 7</b>	41%	21% -20
<b>Grade 8</b>	43%	32% -11

## June 2022 Social Emotional Learning and Sense of Belonging Survey Update

The Sense of Belonging and the SEL surveys for students in grades 3-11 is currently being completed by the students. The SEL survey assessed Emotional Regulation, Self Management and Growth Mindset. These surveys will be closed by next week.

The Teacher Perception Survey for K-2 was sent to teachers to complete on their students on May 25th and that survey is currently closed. The following offers the results from the survey:



The results from the survey indicate that the teacher's perception of their students' growth in these areas has increased since December 2021, when the survey was last administered. The greatest increase in skill was identified in the Learning Strategies area, which shows an increase from 19% favorable in December 2021 to 54% favorable in June 2022.

Further analysis of the survey data will be completed during the summer to further assess the effectiveness of the interventions that occurred between December 2021 and June 2022. The data that was collected will be used to identify improvements in our interventions with the students that can be made in the 2022/2023 academic year.

## Education Meeting ACCESS Update

### Department Numbers Over the Past 6 years

	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
<b>Current ELs</b>	246 Tentative	227	197	163	139	132
<b>FEL Numbers</b>	NA	16.7% of EL population	13.2% of EL population	12.8% of EL population	23% of EL population	19.7% of EL population
<b>Kindergarten Numbers</b>	57 +6 unknown	46	49	35	22	32

### 2022 ACCESS Scores by Overall ELD Level

2022	K	1	2	3	4	5	6	7	8	9
<b>Level 1</b>	43% (20)	4% (2)	0%	7% (2)	0%	0%	0%	0%	0%	0%
<b>Level 2</b>	28% (13)	40% (20)	26% (10)	21% (6)	8% (2)	0%	0%	0%	0%	0%
<b>Level 3</b>	9%	38% (19)	44% (17)	50% (14)	36% (9)	27% (4)	90% (9)	100% (7)	86% (6)	100% (1)
<b>Level 4</b>	17%	16%	31% (12)	14% (4)	52% (13)	67% (10)	10% (1)	0%	14% (1)	0%
<b>Level 5</b>	4%	2%	0%	0%	4% (1)	7% (1)	0%	0%	0%	0%
<b>Level 6</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



	DESE Goal: Exceeded	DESE Goal: Met	DESE Goal: Did Not Meet	Made Any Progress
Grade 1	24	1	24	40/50
Grade 2	22	1	16	28/39
Grade 3	5	2	18	12/25
Grade 4	11	0	14	22/25
Grade 5	7	0	7	13/14
Grade 6	0	1	9	2/10
Grade 7	0	0	7	3/7
Grade 8	1	0	6	4/7
Grade 12	0	0	1	0/1
<b>Totals:</b>	71	4	102	119/177 (67.2%)

50 NA (all K and 2 non-K)

# Elementary Report

*Friday, May 31, 2022*

*For the Education Committee*

## Agenda

- Changes for 2022-23
  - Classroom Schedules to accommodate new Literacy Program requirements
  - Uniform Changes
    - Allow kindergarten students the choice to wear their “gym uniform” or the traditional uniform.
      - Foster independence
      - Support play-based learning initiative
      - All classrooms will have rugs again next year
  - Community Building
    - All-School Assemblies
    - Coffee with the Principal
- Step Up Day
  - Tentatively scheduled for 6/13 from 1:00-1:40
  - Being coordinated between Brian Gero, Shannon Laro, and Lindsay Burns
  - Third grade teachers take the current fourth graders to recess while the fourth grade teachers take the current third graders to their classrooms



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### Education Committee Meeting Minutes-DRAFT

**Friday, June 10, 2022 8:00 a.m.**

<https://akfcs-org.zoom.us/j/91934191465?pwd=ZHB5b2pZWVJjMUwwSzIDZFdrRFZ5Zz09>

**Meeting ID:** 919 3419 1465 **Passcode:** 209196

**By phone:** +1 929 205 6099 **Meeting ID:** 919 3419 1465

The meeting was called to order by Ms. Amy Vernon, Chair, called the meeting to order at 8:05 a.m. The attendance was recorded and is attached.

The Committee reviewed the Meeting Minutes from the May 13, 2022 meeting. Ms. Vernon noted the following corrections to the minutes: the use of "charter renewal" in place of "mission amendment," a revision to the graduation requirement wording in paragraph two, and a typo correction to the IB credits. The modifications were noted and the minutes were updated and corrected.

Ms. Vernon asked for a motion to approve the May 13, 2022, meeting minutes. The motion was made by Ms. Zagabe-Ndiku and seconded by Ms. Yarnie. The minutes were approved with corrections unanimously.

### **iReady Year-End Score Comparison**

Mr. Kerr began by stating that the results have shown progress and that they will be receiving the complete comparison reports between iReady and MCAS scores in September. It was noted that there were substantial gains in math and reading between this year and last year and that many students were able to move up one grade level or more. Ms. Vernon also noted that based on the information received, the number of students in the elementary school that were two grade levels below or more had been reduced by seventy-four percent, and the middle school saw a reduction of about forty-five percent.

Ms. Regan also noted the difference in score levels between the schools and acknowledged the work that still needs to be done. Ms. Yarnie inquired about the correlation between the pandemic and students' progression, which explained that there was a delay and that while they were not back to the 2019 Spring data, great strides have been made. It was also noted that some students are also in a sub-separate setting in a learning center. Ms. Zagabe-Ndiku inquired about any students that may have stayed behind this year, to which it was noted that there was only one student. Ms. Regan explained that the guidelines for retaining a student from DESE had changed and that based on the suggestion of DESE, there should only be extreme reasons to retain a child.

Ms. Paluk spoke on the extensive PD that would be taking place throughout the year for staff to train on new content and lessons. Ms. Zagabe-Ndiku inquired whether an evaluation would be done for the teachers after learning a new curriculum or skill to ensure that it was understood and mastered. Mr. Kerr explained that individual reports could be pulled to see how the students did. He also explained that the goals teachers set for



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themselves throughout the evaluation process are used, allowing them to see their weaknesses and strengths. It was explained that there were many ways to evaluate teachers, such as classroom evaluations which would enable them to observe the teacher and see if the curriculum was being taught correctly.

Ms. Vernon inquired about the Ready math curriculum status for the middle school. Ms. Regan explained that the middle school was part of a grant application and received funds for kindergarten to eighth-grade math instruction through DESE. They would use a personalized pathway through ready math, allowing for forty-five minutes a week for students to be engaged in their growth and development. It was also stated that students in grades three through five would use a subset of illustrative mathematics.

### **MCAS ELA Item Analysis**

Ms. Regan began by explaining that in grades six, seven, and eight, fifty-one percent of the assessment was reading comprehension, and forty-nine percent was writing; therefore, only half of the data was back for grades six through eight. It was also noted that for grades three through five, one-third was writing, and two-thirds were on reading comprehension, so there was a stronger predictor for those grades. Mr. Kerr explained that there would not be too much information available as all the data is not back, but based on the information they have received and reviewed so far, the students are on average with the state averages. It was explained that once all data had been obtained, a clearer understanding of the scores would be provided.

Ms. Zagabe-Ndiku inquired about the number of students who applied for and received the John Abigail Adams scholarship, and it was noted that of about thirty-five students that completed the test, only one student did not qualify. It was explained that three would be updated once the results were all in. Ms. Zagabe-Ndiku also commended the work that was being done with the students as she explained that a kindergarten student was assisting a second-grade student from another institution learn to spell.

### **Panorama**

Dr. Cole began by explaining they would be rethinking the timing of planning the surveys as different things were happening. Dr. Cole explained that the same study was being retaken, allowing for the comparison needed. Dr. Cole noted that there was an increase in all of the fields across the board, even with a slight increase amount. Dr. Cole stated that once the surveys were completed, she would begin to decipher the results and use them to evaluate anything that may be missing. Dr. Cole noted that all the data would be available in the fall.

Ms. Yarnie inquired about the incoming clinicians and where they would be coming from. Dr. Cole explained that one clinical would be coming from LMHC and servicing grades K-12 and spending two days in the elementary and middle school and one day in the high school. Dr. Cole also stated that they would continue working with Community Health Link as they realized that the needs of the students warranted more assistance. This clinician would be able to assist with the long-term counseling needs. It was also noted that the clinicians would be for the more intense tier students. Dr. Cole also stated that they would continue working with Community Health Link as they realized that the needs of the students warranted more assistance.

### **Access Testing**

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Ms. Cabral began by reminding everyone that ESL students take access every January and that this data was from January 2022. Ms. Cabral stated that there were two-hundred and twenty-seven students who completed the access testing this year, and of those students, thirty-six students were able to be reclassified. Ms. Cabral stated she and the ESL teachers met with the teachers to ensure success in those content areas before removing them from the service list. It was also noted that most of the incoming students were screened during kindergarten screening. It was predicted that there would be two-hundred and forty-six ESL students across the district, with fifty-seven incoming kindergarteners.

Ms. Cabral explained that DESE assigned each student a goal to be achieved in the next round of testing and that one hundred and seventy-seven students were assigned a plan. She also noted that of the students given the goal, sixty-seven of those students made progress in terms of their scores, even if not the DESE goals. Of the DESE goals, seventy-one students exceeded that goal, and four students met DESE's goal. Of the students that did not meet the plan, the scores received aligned with their literacy scores and could be tied back to remote learning and the changes now that the students are back in school. Ms. Cabral explained that she would work with DESE to create a plan to support our students and raise their literacy scores. Ms. Cabral explained that by reviewing the data, they could develop better programs for the students.

Ms. Vernon inquired about the staffing for ESL teachers, to which Ms. Cabral explained that there was one ESL teacher for each grade level in grades K through three and that there was sharing of responsibilities also. In the middle school, two ESL teachers work to cover grades four through six. It was noted that the middle school ESL teacher goes to the high school to assist as there is no set ESL teacher for the high school. Ms. Zagabe-Ndiku inquired about the average time frame it took for students to reach the level of academic proficiency and was notified that it took five to seven years for a student to reach that level. Ms. Cabral also noted that the Department of Justice had a time frame of six years in the ESL program and that most students have reached proficiency level by year four.

### **Charter Renewal Application Planning Process**

Ms. Paluk explained that there would be a DRAFT version of the charter renewal presented to the Board of Trustees for their June 29 meeting with the right to make edits based on feedback from the Board. Ms. Paluk also spoke on some of the established goals, such as implementing the MTSS system and aligning the curriculum across the district. Ms. Paluk also explained that recruitment and retention were a focus of the school, along with enhancing the mentorship program for new teachers. It was said that the Student Opportunity Act focused on recruiting and retaining diverse staff, as this was something important to DESE.

Ms. Paluk also spoke on the engagement with families, which was a big priority of DESE, and it was explained that this work had already started but that the goal was to get the engagement to a more robust level. Ms. Yarnie noted an observation and stated that the recruitment and retention of diverse staff sections should be expanded to show that we would continue to have a necessary conversation and offer more professional development opportunities. Ms. Yarnie explained that though these things are being done, it would be an opportunity to show how we can strengthen and enhance them. It was determined that this additional information should be included in the charter renewal application.



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### **Planning for Next Year**

Elementary School- Ms. Gould began by explaining that classroom schedules would be changing to accommodate the new program requirements. It was also noted that suggestions had been presented for the students to have a set uniform as some of the current clothing does not allow the students the opportunity to be able to engage as much as needed due to the clothes not fitting well. Ms. Gould also explained that this would be something that would assist students who have sensory issues, and this uniform would be the same across the board.

Middle School- Ms. Regan explained that they would be working on obtaining standardized uniforms for gym classes and the dress code for the middle school. It was noted that they were considering providing shirts that could be used for PE, and families would be able to buy the shirt from the school for five dollars. Ms. Regan also noted that the new middle school principal would be starting soon and they would inform the committee of new updates once meeting with them.

High School- Mr. Kursonis spoke on adding French to the curriculum as the only additional change. It was noted that two students were interested in Latin, and twenty-two students were interested in taking French. Mr. Kerr explained that they could have all twenty-two students placed into one section, allowing for a French unit to be taught in grade nine. It was also noted that twenty students switched from taking Spanish to French, totaling forty-two students taking French. Mr. Kursonis also spoke on waiving the tie requirement, and the only additional request was to make the ties optional instead of forcing the students to wear them.

Ms. Paluk and Ms. DaVila also spoke on the IB program and informed the committee that there would be no site visit from them and that the first part of the recertification was approved.

Ms. Vernon asked for a motion to adjourn the meeting at 9:45 a.m. Ms. Zagabe-Ndiku made the motion, and Ms. Yarnie seconded the motion. The Committee voted unanimously to end the meeting.

## **Abby Kelley Foster Charter Public School Dress Code Updates**

The language for the school dress code will be provided to you before the meeting on Wednesday night, however, the substantive changes will include:

### **Elementary School**

Kindergarten students ONLY:

Students in Kindergarten have the choice to wear either the Khaki pants/maroon shirt (traditional Elementary School uniform) or the appropriate gym uniform attire (gray/maroon pants, shorts, t-shirt) even on days they do not have gym. The flexibility of the uniform is to encourage independence, comfort, and self-help in the youngest students when it comes to playing and bathroom breaks, especially.

### **Middle School**

Students are allowed to wear a school-chosen AKFCS Athletic Department T-Shirt for days when they have gym class. Students must wear blue uniform shirts all other days. The approved Gym T-Shirt can be purchased at the Middle School Office after the start of school.

All students are required to wear **SNEAKERS for gym class**. Those students without appropriate footwear will receive a zero for that class.

### **High School**

Ties are optional for high school students.

All Three Schools:

**Clarification for grades K-12 on pants:**

**KHAKI PANTS ONLY** with a plain, black or brown belt.

All bottoms must fit comfortably, not too tight or baggy.

Khaki/ tan colored denim or denim-style pants are not allowed.

Cargo pants (or pants with large pockets), capris, leggings, tan jeggings, joggers or jams are not allowed.

**Clarification for Grade 8**

**BLACK PANTS ONLY** with a plain, black or brown belt. All bottoms must fit comfortably, not too tight or baggy.

Black denim or denim-style pants are not allowed.

Cargo pants (or pants with large pockets), capris, leggings, jeggings, joggers or jams are not allowed.

## Elementary School:

**Addition:**

**Gym Uniforms:**

Students are required to wear sneakers on physical education days without exception.

In addition, the Elementary School will allow students to wear the following appropriate gym uniform attire, all day, only on days they have physical education class.

- Gray or maroon full-length sweatpants (solid color only, no words, graphics, or logo except for AKFCS logo).
- Gray or maroon sweatshirt (solid color only, no words, graphics, or logo except for AKFCS logo).
- Gray or maroon long sleeve shirt (solid color only, no words, graphics, or logo except for AKFCS logo).

**Addition:**

**Kindergarten students ONLY:**

Students in Kindergarten have the choice to wear either the Khaki pants/maroon shirt (traditional Elementary School uniform) or the appropriate gym uniform attire (gray/maroon pants, shorts, t-shirt) even on days they do not have gym. The flexibility for the uniform is to encourage independence, comfort, and self-help in the youngest students when it comes to play and bathroom breaks, especially.



### **Addition of prohibitions:**

Comfortable/safe shoes or sneakers are required. Shoes must have a closed toe and heel; (No Crocs, sandals, flip flops, dress shoes with heels, or open toe shoes allowed).

## **Middle School**

### **Addition:**

#### **Gym Uniforms:**

Students are allowed to wear a school chosen AKFCS Athletic Department T-Shirt for days when they have gym class. Students must wear blue uniform shirts on all other days. The approved Gym T-Shirt can be purchased at the Middle School Office after the start of school.

All students are required to wear **SNEAKERS for gym class without exception**. Those students without appropriate footwear will receive a zero for that class.

### **Clarification: Removal of black/brown shoes only;**

### **Addition of prohibitions:**

Comfortable/safe shoes or sneakers are required. Shoes must have a closed toe and heel; (No Crocs, sandals, flip flops, dress shoes with heels, or open toe shoes allowed).

## **High School**

### **Removal**

Ties are optional for high school students grades 8-12.



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

[www.akfcs.org](http://www.akfcs.org)

## Facilities and Finance Committee Meeting Agenda-DIGITAL MEETING

**Friday, June 17, 2022, 8:00 a.m.**

<https://akfcs-org.zoom.us/j/93215520807?pwd=Tk1IUVR0RUUpGQkoyVEZCZFVPWFJIZz09>

**Meeting ID:** 932 1552 0807 **Passcode:** 675482

**By phone:** +1 929 205 6099 **Meeting ID:** 932 1552 0807

- I. Call to Order- Mr. Patrick Royce, Chair
- II. Introductions/Attendance Recorded
- III. Review of the May 20, 2022, Meeting Minutes
  - a. **Motion:** To approve the May 20, 2022, Meeting Minutes
- IV. Financial Reports- Ms. Alisha Carpino
- V. Cleaning Bid Update- Ms. Alisha Carpino
- VI. Planning for Next Year- Ms. Heidi Paluk
- VII. Timely Topics as Identified by the Chair and/or ED
- VIII. Adjournment



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### Facilities and Finance Committee Meeting Minutes- DRAFT

<https://akfcs-org.zoom.us/j/98230378526?pwd=RWRtaUkwM2pSb2lxM01jTitvQ2NWZz09>

**Friday, May 20, 2022, 8:00 a.m.**

**Meeting ID:** 982 3037 8526 **Passcode:** 258649

**By phone:** +1 929 205 6099 US **Meeting ID:** 982 3037 8526

The meeting was called to order by Mr. Patrick Royce, Chair. The attendance was recorded and is attached.

Mr. Royce opened the meeting at 8:02 a.m. Mr. Royce asked the Committee to review the Meeting Minutes from April 13, 2022. Upon their review, Mr. Royce asked for a motion to approve the minutes from April 13, 2022, Facilities & Finance Meetings. Ms. Zagabe-Ndiku made the motion; Ms. Blue seconded it. A roll call vote was taken, and the meeting notes were approved.

### **Financial Reports**

Ms. Carpino explained that the revenue from state sources has returned to the level needed as we have been receiving extra funds due to a missed payment. We are about ninety thousand dollars over the budgeted amount, which is expected to increase by year-end. It was also explained that we are below budget in transportation due to a lack of usage for field trips and sports, but we are getting charged for gas prices, and any overage will be a small amount. Federal grant funding is significantly high due to Title One funding being more elevated than predicted and competitive grants received over the year.

Staffing costs showed an overbudget amount of seventy thousand dollars, but that was due to bonuses paid out to staff, which will show up in April due to the payroll date. Benefits are the same and are currently under budget as a five to nine percent increase was budgeted for, but it ended up being three percent, which has stayed consistent throughout the year. No information on the renewal of benefits has been received as of date, but it has been budgeted in the higher numbers because of unpredictability with health insurance. It was noted that the debt-to-service coverage ratio was 2.07% compared to the required percentage of 1.15%. Ms. Carpino also stated that she would speak to the auditors about any changes they felt necessary.

Ms. Paluk explained that the seventy thousand dollars overage would add salaries for leadership and administration, instructional professionals, other students' wages, and operation and maintenance. Totaling all of them would put us over budget. The bonus number was two hundred and sixty-three thousand. Ms. Zagabe-Ndiku inquired about the yearly comparison not matching because the same items were not being compared. Ms. Carpino stated that while that was true, it was not a situation that could be controlled due to the



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many changes in how the financials work and are tracked. It was explained that comparison would have always been challenging as the data had not been cleaned, which had to be done. It was noted that there would be a section on the presentation given that will provide explanations on anything significantly different. It was also pointed out that recruitment would begin for a CPA Board member who could also assist with the financials.

Ms. Carpino explained that the current financials put us 1.8 million dollars in the surplus, and with no significant expenses planned for the next few months, this is money that would be able to go into the bank and not have to pay any back. Mr. Royce inquired about the breakdown of the other current assets and liabilities, to which Ms. Carpino stated that she would send over a document showing that information. It was also noted that an updated appraisal is in the works also.

### **Elementary School Flood Project**

Ms. Paluk explained that a structural engineer had been hired to assist with choosing the correct products but also look at ways to lessen future damage. It was explained that rather than tile floors that could lift, we would be putting epoxy instead, so the humidification of the concrete had to be examined. Ms. Paluk also explained that traditional sheetrock would not be used, and instead, a non-permeable barrier wall would be set up to allow for quick removal if needed. It was also noted that flood doors would be installed as a few of them face the brook, and brickwork would also be done, where a mason would come in and seal the interior and exterior of the bricks. Ms. Paluk explained that once the results of the humidity test are evaluated and approved, the environmental consultant would need to support the work with the building inspector.

It was also noted that ServiceMaster had not been paid due to the unauthorized work done and that no correspondence has been received from them since March of 2022. Mr. Royce requested an update on the amounts spent versus the amounts budgeted.

### **WBDC/St. Gobain**

Ms. Paluk explained that after meeting with Bill, the chief construction manager, it was determined that Weasel Brook was completely overgrown. It was noted that he would be meeting with the City of Worcester on Wednesday to make the case to them about their share of the responsibility when it comes to the brook and the water coming in. Ms. Paluk explained that an RFP was going to be put together to solicit bids and that once it is completed, we may be able to receive some form of financial relief from WBDC for this project. Ms. Paluk explained that that posed an issue as no public information was available on this project. Because of this lack of information, it was decided that hiring a firm would be necessary.

Ms. Paluk also spoke on the work that needed to be done in the music room of the middle school. It was explained that tents are currently set up outside that allow the students to have music lessons, but this is not feasible for the students and staff. It was also noted that homeless residents have started to sleep in the tent at night, and the police have requested that it be taken down. Mr. Grennon also provided an update on the work in



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the middle school break room and informed the committee members that the roofing work would be completed during the summer for the new school year. Ms. Zagabe-Ndiku inquired about the parking lot sinkholes, to which it was explained that this was due to the material used to fill it that is now deteriorating.

### **Cleaning Bid Update**

Ms. Carpino explained that the cleaning bid went out last week and has been posted in the paper as required by legal, and on May 26, 2022, companies wanting to bid will come for a walkthrough, and an open bid meeting will take place on June 14, 2022. Ms. Carpino also explained that in this current bid, it was noted that a non-working supervisor would need to be on-site at night to oversee the cleaners. There were no further questions for Ms. Carpino.

Mr. Royce called for a motion to adjourn the meeting. Ms. Zagabe-Ndiku made the motion, and Ms. Blue seconded the motion.

The meeting was adjourned at 9:30 p.m.

	Year One	Year Two	Year Three	All Items Included	Total
SJ Services	\$ 244,860	\$ 252,204	\$ 259,752	X	\$ 756,816
NFS	\$ 250,000	\$ 257,800	\$ 266,650	X	\$ 774,450
Interstate Maintenance	\$ 425,876	\$ 432,691	\$ 443,396	X	\$ 1,301,963
Moura Cleaning Service	\$ 541,905	\$ 569,000	\$ 597,450	X	\$ 1,708,355
AMB	\$ 324,532	\$ 334,268	\$ 344,296	X	\$ 1,003,096

June 17, 2022

Notes to Draft Financial Statements dated May 2022:

Attached are unaudited financial statements for the 11-month period ending May 31, 2022.

Following are explanations of various budget items and variances:

**Revenue from State Sources-** The actual for our tuition and transportation payments is \$244,856 above the budgeted amount. We are seeing an upward trend again as DESE has increased our monthly payments to make up for what was missed during the winter months. This will put us above the budgeted amount as tuition revenue is expected to be higher than budgeted.

**In District Transportation-** Costs related to this are below the budgeted number by \$7,094. This is due to days we have had no school and spending on transportation-related to special education, sports, and field trips being lower than budgeted to date. I do want to note that with the increase in gas prices, AA Transportation bills for fuel adjustment on a monthly basis depending on the price of diesel fuel and in correlation to the standards outlined within the contract.

**Federal Grant Funding-** The actual here continues to be above the budgeted number. This is due to receiving extra grant funding that wasn't anticipated in the Title I grant and competitive federal grants that were received totaling over \$300,000.

**Staffing Costs-** Salaries continue to remain under budget. At the end of February total salaries are under budget by \$364,641. We currently have about ten open positions, this includes retirements and staff not returning for the next school year.

**Benefits and Other Fixed Charges -** For FY22 we decided to stay with BCBS. This was budgeted at a 5%-9% increase based on information received from HRK. We ended up being able to renew at a 3% increase and this will give us significant savings from what we projected the cost to be. Due to this, the expense continues to be under the budgeted amount. Abby Kelly has also received a \$60,000 refund for unused HRA funds from last year. The health insurance renewal is looking promising for next year currently coming in with now increase.

**Financing-** The FY22 Debt Service Coverage Ratio is 2.12:1, compared to a required ratio of 1.15:1.

**Abby Kelley Foster Charter Public School  
Statement of Activities - Unaudited  
July 2021 - May 2022**

	Actual	Budgeted		Budgeted	
	July 1, 2021- May 31, 2022	July 1, 2021- May 31, 2022	YTD Budget Variance as of May 31, 2023	Total Fiscal Year 2022	YTD Budget Variance Percentage
<b>Operating Revenues:</b>					
Revenue from State Sources	20,469,568.00	20,224,711.54	244,856.46	22,063,321.68	1%
State Grants	12,500.01	-	12,500.01	-	
Revenue from Federal Sources	2,637,825.85	2,375,943.13	261,882.72	2,591,937.96	11%
Meal Program Revenues	903,754.53	595,833.37	307,921.16	650,000.04	52%
AKFCS Educational Foundation Funding	1,400.00	18,333.37	(16,933.37)	20,000.04	-92%
E-Rate Reimbursement	2,611.20	27,500.00	(24,888.80)	30,000.00	-91%
Other Revenues	108,358.16	123,750.11	(15,391.95)	135,000.12	-12%
<b>Total Revenue</b>	<b>24,136,017.75</b>	<b>23,366,071.52</b>	<b>769,946.23</b>	<b>25,490,259.84</b>	<b>3%</b>
<b>Operating Expenses:</b>					
<b>Administration:</b>					
Salaries- Leadership & Administration	814,574.58	815,220.67	(646.09)	889,331.64	0%
Contracted Services- District	156,517.28	203,280.00	(46,762.72)	221,760.00	-23%
Contracted Services- Legal	71,486.56	68,750.00	2,736.56	75,000.00	4%
Information Management & Technology	246,740.31	132,000.04	114,740.27	144,000.04	87%
Recruitment & Advertising	24,748.25	20,625.04	4,123.21	22,500.04	20%
Other Administrative Expenses	107,805.72	519,767.20	(411,961.48)	567,018.76	-79%
Depreciation	11,137.50	79,005.85	(67,868.35)	86,188.20	-86%
<b>Total Administration</b>	<b>1,433,010.20</b>	<b>1,838,648.79</b>	<b>(405,638.59)</b>	<b>2,005,798.68</b>	<b>-20%</b>
<b>Instructional Services:</b>					
Salaries- Instructional	11,045,705.84	11,279,190.01	(233,484.17)	12,304,570.92	-2%
Contracted Services- Instructional	258,434.17	183,425.00	75,009.17	200,100.00	41%
Professional Development	60,005.15	156,475.00	(96,469.85)	170,700.00	-62%
Supplies & Materials	249,548.38	168,282.58	81,265.80	183,581.00	48%
International Baccalaureate Program	47,320.00	45,711.27	1,608.73	49,866.84	4%
Depreciation	113,718.44	96,107.00	17,611.44	104,844.00	18%
<b>Total Instructional Services</b>	<b>11,774,731.98</b>	<b>11,929,190.86</b>	<b>(154,458.88)</b>	<b>13,013,662.76</b>	<b>-1%</b>
<b>Pupil Services-Other</b>					
Salaries- Other Student Services	526,262.86	617,074.48	(90,811.62)	673,172.16	-15%
Student Transportation	1,250,637.78	1,243,542.85	7,094.93	1,356,592.20	1%
Food Services	557,694.27	424,974.22	132,720.05	463,608.24	31%
Nursing Supplies	1,562.53	5,500.11	(3,937.58)	6,000.12	-72%
Athletic Programs	155,749.75	186,071.05	(30,321.30)	202,986.60	-16%
Translations	13,670.62	106,449.64	(92,779.02)	116,126.88	-87%
Other Student Services	66,291.88	152,289.50	(85,997.62)	166,134.00	-56%
<b>Total Pupil Services</b>	<b>2,571,869.69</b>	<b>2,735,901.85</b>	<b>(164,032.16)</b>	<b>2,984,620.20</b>	<b>-5%</b>
<b>Operation and Maintenance of Plant:</b>					
Salaries	334,021.32	373,720.38	(39,699.06)	407,694.96	-11%
Contracted Cleaning Costs	232,507.00	-	232,507.00	-	
Maintenance of Buildings, Grounds & Equipment	615,659.71	665,302.00	(49,642.29)	725,784.00	-7%
Environmental Costs	-	-	-	-	
Utilities	948,767.64	797,531.13	151,236.51	870,033.96	19%
Depreciation	1,061,292.06	1,340,874.70	(279,582.64)	1,462,772.40	-21%
<b>Total Operation &amp; Maintenance of Plant</b>	<b>3,192,247.73</b>	<b>3,177,428.21</b>	<b>14,819.52</b>	<b>3,466,285.32</b>	<b>0%</b>
<b>Benefits and Other Fixed Charges</b>					
Retirement & Fringe Benefits	2,244,313.32	2,659,722.34	(415,409.02)	2,901,515.28	-16%
Rental/Lease of Buildings, Grounds & Equipment	107,551.87	77,000.00	30,551.87	84,000.00	40%
Insurance (non-employee)	133,834.21	141,387.43	(7,553.22)	154,240.83	-5%
<b>Total Benefits and Other Fixed Charges</b>	<b>2,485,699.40</b>	<b>2,878,109.77</b>	<b>(392,410.37)</b>	<b>3,139,756.11</b>	<b>-12%</b>
<b>Total Operating Expenses</b>	<b>21,457,559.00</b>	<b>22,559,279.48</b>	<b>(1,101,720.48)</b>	<b>24,610,123.07</b>	<b>-4%</b>
<b>Non-Operating Expenses:</b>					
Interest Expense- Long Term Debt	571,865.31	629,492.93	(57,627.62)	686,719.56	-9%
MDFA Guaranty Fee/Letter of Credit Fee	-	2,750.00	(2,750.00)	3,000.00	-100%
<b>Total Non-Operating Expenses</b>	<b>571,865.31</b>	<b>632,242.93</b>	<b>(60,377.62)</b>	<b>689,719.56</b>	<b>-9%</b>
<b>Non-Operating Revenue:</b>					
Interest Income	4,451.96	2,750.00	1,701.96	3,000.00	62%
<b>Total Non-Operating Revenue</b>	<b>4,451.96</b>	<b>2,750.00</b>	<b>1,701.96</b>	<b>3,000.00</b>	<b>57%</b>
<b>Total Expenses</b>	<b>22,029,424.31</b>	<b>23,191,522.41</b>	<b>(1,162,098.10)</b>	<b>25,299,842.63</b>	<b>-5%</b>
<b>Change in Net Position</b>	<b>2,111,045.40</b>	<b>177,299.11</b>	<b>1,933,746.29</b>	<b>193,417.21</b>	<b>1000%</b>



**Abby Kelley Foster Charter Public School**  
**Statement of Cash Flows (unaudited)**  
**July 1, 2021 thru May 31, 2021**

**OPERATING ACTIVITIES**

Change in Net Position	2,111,045.40
Adjustments to reconcile Net Income to net cash provided by Operations:	
Accounts Receivable	(1,559,604.21)
Prepaid Expenses	(10,234.67)
Accounts Payable	229,956.80
Fundraising Liabilities	49,154.11
Accrued Payroll Related Liabilities	260,153.90
Accrued Interest and Bond Costs	(58,150.18)
Accrued Environmental Expenses	(21,085.61)
Other Accrued Expenses	(5,075.42)
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	(1,114,885.28)
Net cash provided by operating activities	996,160.12

**INVESTING ACTIVITIES**

Building Improvements	1,081,637.37
Buildings	0.00
Computers & Peripherals	61,635.42
Construction in Progress	(535,286.68)
FF&E	251,254.74
Land Improvements	9,049.04
Textbooks & Other Instructional	9,045.63
Net cash provided by investing activities	877,335.52

**FINANCING ACTIVITIES**

Principal Payments for Bond Payable	(1,219,086.93)
Amortization of Bond Costs	0.00
Net cash provided by financing activities	(1,219,086.93)

Net cash increase (decrease) for period (7/1/2021-5/31/2022)	654,408.71
Cash Balance @ Beginning of Period (7/1/2021)- unrestricted	8,941,531.15
Cash Balance @ End of Period (5/31/2022)- unrestricted	9,595,939.86

**Abby Kelley Foster Charter Public School**  
**Statement of Net Position**  
As of May 31, 2022

	As of May 31, 2022	As of May 31, 2021 (PY)	Total Change	% Change
<b>ASSETS</b>				
Current Assets				
Bank Accounts	9,595,939.86	9,213,135.05	382,804.81	4.15%
Accounts Receivable	24,276.09	6,866.66	17,409.43	253.54%
Other Current Assets	1,814,148.66	392,615.15	1,421,533.51	362.07%
<b>Total Current Assets</b>	<b>\$ 11,434,364.61</b>	<b>\$ 9,612,616.86</b>	<b>\$ 1,821,747.75</b>	<b>18.95%</b>
Fixed Assets	36,269,809.20	37,402,108.50	-1,132,299.30	-3.03%
Other Assets	0.00	0.00	0.00	
<b>TOTAL ASSETS</b>	<b>\$ 47,704,173.81</b>	<b>\$ 47,014,725.36</b>	<b>\$ 689,448.45</b>	<b>1.47%</b>
<b>LIABILITIES AND EQUITY</b>				
Liabilities				
Current Liabilities				
Accounts Payable	370,523.81	516,341.22	-145,817.41	-28.24%
Credit Cards	0.00	12,884.55	-12,884.55	-100.00%
Other Current Liabilities	3,588,799.41	3,684,782.89	-95,983.48	-2.60%
<b>Total Current Liabilities</b>	<b>\$ 3,959,323.22</b>	<b>\$ 4,214,008.66</b>	<b>-\$ 254,685.44</b>	<b>-6.04%</b>
Long-Term Liabilities	18,062,159.19	19,227,291.83	-1,165,132.64	-6.06%
<b>Total Liabilities</b>	<b>\$ 22,021,482.41</b>	<b>\$ 23,441,300.49</b>	<b>-\$ 1,419,818.08</b>	<b>-6.06%</b>
Equity	25,682,691.40	23,573,424.87	2,109,266.53	8.95%
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$ 47,704,173.81</b>	<b>\$ 47,014,725.36</b>	<b>\$ 689,448.45</b>	<b>1.47%</b>

Abby Kelley Foster Charter Public School  
Middlesex Savings Bank  
Covenant Compliance Certificate  
For the Period Ending May 31, 2022 (unaudited)

**Debt Service Coverage Ratio: Tested Semi-Annually**

**CASH FLOW AVAILABLE FOR DEBT SERVICE:**

Change in Net Position	\$ 2,111,045
<i>Plus:</i>	
Depreciation	\$ 1,186,148
Amortization	\$ -
Interest Expense	\$ 571,865
<i>Minus/Plus:</i>	
Unrealized Gains/(Losses) on Investments	
Extraordinary Gains/(Losses)	
Net Operating Cash Flow	<u>\$ 3,869,059</u>

**DEBT SERVICE:**

Interest Expense	\$ 571,865
Current Maturities of Long Term Debt (ytd)	<u>\$ 1,256,435</u>
Total Debt Service	<u>\$ 1,828,301</u>
 Required Ratio	 <b>1.15</b>
Actual Ratio (unaudited YTD)	<b>2.12</b>
Compliance	<b>yes</b>

**Abby Kelley Foster Charter Public School**  
**Check Detail**  
**May-22**

Date	Transaction Type	Name	Memo/Description	Amount
05/01/2022	Bill Payment (Check)	Middlesex Savings Bank	# 164157466April22	-71,390.82
05/01/2022	Bill Payment (Check)	Middlesex Savings Bank	# 164157127April22	-96,709.40
05/02/2022	Bill Payment (Check)	Follett School Solutions	Inv #2622586A	-45.60
05/02/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-13,823.45
05/02/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-9,670.32
05/02/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-146,589.05
05/02/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-13,863.10
05/02/2022	Expenditure		External Withdrawal ADP Tax KB - External Withdrawal ADP Tax KB - ADP Tax 46TS8 4539120	-7,270.68
05/03/2022	Bill Payment (Check)	Music & Arts	Multiple invoices	-427.67
05/03/2022	Bill Payment (Check)	BrainPOP.com LLP	Acct #AKFCS - Inv #US318775	-555.00
05/03/2022	Bill Payment (Check)	Cabral, Amelie Beth	Inv #Seal of Biliteracy	-49.50
05/03/2022	Bill Payment (Check)	Clayborne, Anne	Inv #FY22 PD	-354.00
05/03/2022	Bill Payment (Check)	Creedon and Co. Inc.	Inv #39052-4	-10,210.12
05/03/2022	Bill Payment (Check)	Deroche, Robert	Inv #FY22 PD	-400.00
05/03/2022	Bill Payment (Check)	International Baccalaureate Americas	Acct #S004965 - Inv #CLNTDBVFNGK- 004965	-290.00
05/03/2022	Bill Payment (Check)	King, Paul	Inv #4/14 Volleyball	-153.00
05/03/2022	Bill Payment (Check)	MacGill, W. Nurse Supply Co.	Inv #IN0792994	-144.07
05/03/2022	Bill Payment (Check)	Martinez, Jose	Inv #4/14 Volleyball	-153.00
05/03/2022	Bill Payment (Check)	Melissa Couepel	Inv #4/4-4/22/2022	-82.71
05/03/2022	Bill Payment (Check)	Rubin and Rudman, LLP	Inv #606804	-296.25
05/03/2022	Bill Payment (Check)	T. Lee Associates	Inv #04262022	-1,620.00
05/03/2022	Bill Payment (Check)	YMCA of Central Massachusetts	Inv #CM10018	-556.50
05/03/2022	Expenditure	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING 5ce8a4b6f8531c	-5,038.00
05/04/2022	Bill Payment (Check)	Andrew Boysen Jr		-200.00
05/05/2022	Expenditure	USABLE Life	External Withdrawal USABLE LIFE External Withdrawal USABLE LIFE - PREM PAYMT	-5,865.56
05/06/2022	Bill Payment (Check)	Mirick O'Connell Attorneys at Law	Inv #534376	-3,811.00
05/06/2022	Expenditure	Nationwide Trust Company, FSB	External Withdrawal NW TRUST TRU External Withdrawal NW TRUST TRUST COLLECTIONS - CONTR	-25,729.39
05/06/2022	Expenditure	M.T.R.S.	External Withdrawal MTRS - P External Withdrawal MTRS - Payment REF*AY*04202205109	-87,624.11
05/06/2022	Expenditure	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-3,342.83
05/06/2022	Expenditure	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING a69934124ea473	-4,631.91
05/09/2022	Bill Payment (Check)	DIY Mobile Box	Multiple invoices (details on stub)	-507.63
05/09/2022	Bill Payment (Check)	Duva Distributors	Multiple invoices	-735.00
05/09/2022	Bill Payment (Check)	Learn Well	Multiple invoices (details on stub)	-330.68
05/09/2022	Bill Payment (Check)	New England Ice Cream	Multiple invoices (details on stub)	-830.15
05/09/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-32,631.20
05/09/2022	Bill Payment (Check)	Ahern, John	Inv #4/28/2022 Volleyball	-88.00
05/09/2022	Bill Payment (Check)	Ascentria Community Services, Inc	Acct #AKFCS - Inv #0322-T14	-146.40
05/09/2022	Bill Payment (Check)	Bienvenido Nieves	Inv #5/2 Softball	-99.00
05/09/2022	Bill Payment (Check)	Cabral, Amelie Beth	Inv #April Vacation 2022	-611.26
05/09/2022	Bill Payment (Check)	Cherry Road Technologies	Inv #ACC-SINV-2022-00544	-3,341.25
05/09/2022	Bill Payment (Check)	Citizens Bank	Inv #563095000014104Apr	-13,667.62
05/09/2022	Bill Payment (Check)	David Morin	Inv #4/26/2022 Volleyball	-88.00
05/09/2022	Bill Payment (Check)	Donahue, Mark	Inv #4/28/2022 Volleyball	-88.00
05/09/2022	Bill Payment (Check)	Facilities Management & Maintenance, Inc.	Inv #39579	-21,137.33
05/09/2022	Bill Payment (Check)	Frontline Technologies Group LLC	Inv #INVESP14348	-858.12
05/09/2022	Bill Payment (Check)	Gibney Sporting Goods	Inv #17524	-339.75
05/09/2022	Bill Payment (Check)	Gordon Foodservice	Inv #722359137	-880.35
05/09/2022	Bill Payment (Check)	Gould, Kelly	Inv #Staff retention/food	-109.86
05/09/2022	Bill Payment (Check)	Guild of IB World Schools of the Northeast	Inv #01428	-350.00
05/09/2022	Bill Payment (Check)	Jeff Galicki	Inv #5/2/2022 Volleyball	-153.00
05/09/2022	Bill Payment (Check)	Kerr, Robert	Inv #Prom Supplies	-50.98
05/09/2022	Bill Payment (Check)	Libby, Brian	Inv #4/26/2022 Volleyball	-88.00
05/09/2022	Bill Payment (Check)	Mansfield Paper Company, Inc.	Acct #2355 - Inv #462996	-1,470.70
05/09/2022	Bill Payment (Check)	Martinez, Jose	Inv #5/2/2022 Volleyball	-153.00
05/09/2022	Bill Payment (Check)	Megara Bell DBA Partners in Sex Education	Inv #2022-3	-2,000.00
05/09/2022	Bill Payment (Check)	Melissa Couepel	Inv #4/25-4/29/2022	-45.95
05/09/2022	Bill Payment (Check)	Mulcahy, Daniel	Inv #4/28/2022 Softball	-99.00
05/09/2022	Bill Payment (Check)	PrintResource	Inv #227860	-250.00
05/09/2022	Bill Payment (Check)	Regan, Jessica	Inv #Balloons/Flowers	-78.72
05/09/2022	Bill Payment (Check)	Rogers Athletic Company	Inv #289324	-4,930.00
05/09/2022	Bill Payment (Check)	Sal's Pizza	Inv #0123292	-343.20
05/09/2022	Bill Payment (Check)	Thurston Foods, Inc.	Acct #19950 - Inv #1110492	-2,726.81
05/09/2022	Bill Payment (Check)	Wells Fargo Financial Leasing	Inv #5019960071	-2,023.10
05/09/2022	Bill Payment (Check)	Nardella Thomas	Inv #Fabric for MS	-118.56
05/09/2022	Bill Payment (Check)	Beechwood Hotel		-12,027.70
05/09/2022	Bill Payment (Check)	Richmond Boateng	Voided	0.00
05/09/2022	Bill Payment (Check)	Richmond Boateng		-800.00
05/13/2022	Bill Payment (Check)	Follett School Solutions	Inv #2619367A	-1,908.20
05/13/2022	Bill Payment (Check)	JP Pest Services, LLC	Multiple invoices	-1,318.00
05/13/2022	Bill Payment (Check)	Crystal Rock	Acct #11174381270102 - Inv #1270102 050422	-190.34

05/13/2022	Bill Payment (Check)	REPUBLIC SERVICES	Acct #309540019731 - Inv #0954-002090232	-3,620.38
05/13/2022	Bill Payment (Check)	Varitronics, LLC	Inv #PSI-142443	-1,484.96
05/13/2022	Expenditure	Gathumbi, John	DEP RETURN CHARGEBACK - Bounced Check	-70.00
05/13/2022	Expenditure	Gathumbi, John	DEP RETURN FEE - Bounced check fee	-20.00
05/13/2022	Expenditure	Blue Cross Blue Shield of MA	External Withdrawal EBPA LLC - External Withdrawal EBPA LLC - INS PREM	-1,488.18
05/16/2022	Bill Payment (Check)	AA Transportation	Multiple invoices	-141,341.25
05/16/2022	Bill Payment (Check)	Didonna, Amy	Multiple invoices (details on stub)	-6,060.00
05/16/2022	Bill Payment (Check)	Elite Fitness Professionals DBA SLS Fitness	Multiple invoices	-6,000.00
05/16/2022	Bill Payment (Check)	OHI Engineering, Inc	Multiple invoices	-6,907.73
05/16/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-11,872.42
05/16/2022	Bill Payment (Check)	Central MA Collaborative	Inv #10333	-937.50
05/16/2022	Bill Payment (Check)	Cogent	Inv #ABBY KELLO0001May2022	-3,264.00
05/16/2022	Bill Payment (Check)	French River Ed. System	Inv #11631	-17,403.00
05/16/2022	Bill Payment (Check)	Gould, Kelly	Inv #Staff Appreciation	-270.88
05/16/2022	Bill Payment (Check)	Herff Jones	Inv #454204	-45.90
05/16/2022	Bill Payment (Check)	Irwin Blumer	Inv #FY22 PD	-500.00
05/16/2022	Bill Payment (Check)	J.W.Pepper	Inv #364286091	-71.99
05/16/2022	Bill Payment (Check)	Joseph R. Mewhiney Chaper/Shrewsbury HS	Inv #All-Star Football	-150.00
05/16/2022	Bill Payment (Check)	LaFlash, Jamie	Inv #Teachers Pay	-50.00
05/16/2022	Bill Payment (Check)	Melissa Couepel	Inv #5/2/22-5/6/22	-45.95
05/16/2022	Bill Payment (Check)	Music & Arts	Inv #INVO30942184	-79.43
05/16/2022	Bill Payment (Check)	Nading, Adrianna	Inv #Lab Equip / Chemicals	-132.00
05/16/2022	Bill Payment (Check)	New England Ice Cream	Inv #5512212508	-315.17
05/16/2022	Bill Payment (Check)	Peter Saucier	Inv #2/14 MS Basketball	-99.00
05/16/2022	Bill Payment (Check)	PrintResource	Inv #227922	-104.00
05/16/2022	Bill Payment (Check)	Sal's Pizza	Inv #0123754	-343.20
05/16/2022	Bill Payment (Check)	Shapiro Educational & Behavioral Consulta	Inv #AK04225	-11,617.50
05/16/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3506405210	-117.60
05/16/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3506405212	-164.82
05/16/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507344325	-101.66
05/16/2022	Bill Payment (Check)	Thurston Foods, Inc.	Acct #19950 - Inv #1112746	-615.60
05/16/2022	Bill Payment (Check)	Trane U.S., Inc.	Inv #312597903	-963.00
05/16/2022	Bill Payment (Check)	Wells Fargo Financial Leasing	Inv #5019960070	-4,315.00
05/16/2022	Bill Payment (Check)	City Of Worcester Water/Sewer	Acct #15-0088-F00 - Multiple invoices (details on stub)	-2,450.98
05/16/2022	Bill Payment (Check)	Duva Distributors	Multiple invoices	-215.34
05/16/2022	Bill Payment (Check)	Gurney Water Treatment NE	Multiple invoices (details on stub)	-562.75
05/16/2022	Bill Payment (Check)	Ecotarium	Inv #11296958	-1,064.00
05/16/2022	Bill Payment (Check)	Gregoire Electrical Company	Inv #36034	-19,700.00
05/16/2022	Bill Payment (Check)	John Stalker Institute	Inv #3910-JSI	-150.00
05/16/2022	Bill Payment (Check)	MRM Construction Enterprises LLC	Inv #007	-620.00
05/16/2022	Bill Payment (Check)	National Grid 38928-53023	Inv #38928-53023Apr6-May6	-5,655.20
05/16/2022	Bill Payment (Check)	National Grid 69923-82006	Inv #69923-82006Apr6-May6	-6,868.88
05/16/2022	Bill Payment (Check)	Next Gen Supply Group	Inv #PC117	-824.00
05/16/2022	Bill Payment (Check)	Quadiant Leasing USA Inc	Inv #N9391725	-1,325.07
05/16/2022	Bill Payment (Check)	Worcester Bravehearts	Inv #888	-4,240.00
05/19/2022	Expenditure		Descriptive Withdrawal Rate Modi Descriptive Withdrawal Rate Modification Fees	-10,000.00
05/20/2022	Bill Payment (Check)	American School Counselor Assoc.	Multiple invoices	-258.00
05/20/2022	Bill Payment (Check)	Nana Osei Brempong		-500.00
05/20/2022	Bill Payment (Check)	Nana Osei Brempong		-500.00
05/20/2022	Bill Payment (Check)	Amanda Bartulis		-500.00
05/20/2022	Bill Payment (Check)	Caleb Ogunjobi		-500.00
05/20/2022	Bill Payment (Check)	Crystal Ngo		-500.00
05/20/2022	Bill Payment (Check)	Jailimar Montanez		-500.00
05/20/2022	Bill Payment (Check)	Juan Davila		-500.00
05/20/2022	Bill Payment (Check)	Kamdyn Phelan		-250.00
05/20/2022	Bill Payment (Check)	Kadidia Fall		-400.00
05/20/2022	Expenditure	USABLE Life	External Withdrawal USABLE LIFE External Withdrawal USABLE LIFE - PREM PAYMT	-6,896.95
05/20/2022	Expenditure	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING 931715c937ef3f	-4,307.44
05/23/2022	Bill Payment (Check)	Caroline Cole	Multiple invoices	-539.96
05/23/2022	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPDS0000C47 - Multiple invoices	-3,094.20
05/23/2022	Bill Payment (Check)	Kuczinski, Wayne	Multiple invoices (details on stub)	-176.00
05/23/2022	Bill Payment (Check)	MASCA-Massachusetts School Counselors Ass	Multiple invoices (details on stub)	-90.00
05/23/2022	Bill Payment (Check)	Regan, Jessica	Multiple invoices (details on stub)	-679.22
05/23/2022	Bill Payment (Check)	T Mobile	Multiple invoices (details on stub)	-754.74
05/23/2022	Bill Payment (Check)	AA Transportation	Inv #88236	-1,626.76
05/23/2022	Bill Payment (Check)	Cady, David	Inv #5/16 Volleyball	-88.00
05/23/2022	Bill Payment (Check)	Dillon, Korey	Inv #Materials	-43.27
05/23/2022	Bill Payment (Check)	Earthlink Business/Windstream	Inv #74789378	-460.81
05/23/2022	Bill Payment (Check)	Erin Power	Inv #FY22 PD	-400.00
05/23/2022	Bill Payment (Check)	Eversource (formally NSTAR-1639-Elem)	Acct #16399370010 - Inv #16399370010Apr8-May9	-721.02
05/23/2022	Bill Payment (Check)	Eversource (formally Nstar-2845- HS)	Inv #28458270023Apr5-May	-6,891.98
05/23/2022	Bill Payment (Check)	Eversource (formerly NStar-1638- MS)	Acct #16382880025 - Inv #16382880025Apr8-May	-3,218.04
05/23/2022	Bill Payment (Check)	Fire Equipment Inc.	Inv #SIN164238	-645.00
05/23/2022	Bill Payment (Check)	Gero, Brian	Inv #Teacher Appreciation	-118.07
05/23/2022	Bill Payment (Check)	Gould, Kelly	Inv #Staff food	-109.86

05/23/2022	Bill Payment (Check)	Greenberg Traurig, LLP	Inv #084773-010200	-3,500.00
05/23/2022	Bill Payment (Check)	Heil, Lynn	Inv #Summer Reading	-75.35
05/23/2022	Bill Payment (Check)	Kara LaFond	Inv #Learning Center	-179.24
05/23/2022	Bill Payment (Check)	Kerr, Robert	Inv #Prom 22 Supplies	-173.04
05/23/2022	Bill Payment (Check)	MacGill, W. Nurse Supply Co.	Inv #INO789471	-135.81
05/23/2022	Bill Payment (Check)	Martinez, Jose	Inv #5/11/Volleyball	-88.00
05/23/2022	Bill Payment (Check)	Mass Development Finance Agency	Inv #Amendments	-2,500.00
05/23/2022	Bill Payment (Check)	Nardella Thomas	Inv #Student Photos	-41.33
05/23/2022	Bill Payment (Check)	National Grid-6 New Bond	Acct #3922905023 - Inv #39229-05023Apr8-May10	-18,257.11
05/23/2022	Bill Payment (Check)	Parsons Kellogg, LLC	Inv #PSIN275440	-1,102.00
05/23/2022	Bill Payment (Check)	Roy, Sarah	Inv #ES Art Room	-69.44
05/23/2022	Bill Payment (Check)	SHRHS Cheerleaders	Inv #Winter 2022	-120.00
05/23/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507801867	-135.27
05/23/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507801868	-3.90
05/23/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507801866	-469.49
05/23/2022	Bill Payment (Check)	The Bank of New York Mellon	Acct #2036002 - Inv #252-2468533	-500.00
05/23/2022	Bill Payment (Check)	YMCA of Central Massachusetts	Inv #CM10019	-606.75
05/23/2022	Bill Payment (Check)	Melina Cary	Multiple invoices (details on stub)	-369.45
05/23/2022	Bill Payment (Check)	Barton, Emily	Inv #FY22 PD	-400.00
05/23/2022	Expenditure	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-3,264.29
05/24/2022	Bill Payment (Check)	Alisha Carpino	Inv #Staff appreciation	-254.75
05/24/2022	Expenditure	Nationwide Trust Company, FSB	External Withdrawal NW TRUST TRU External Withdrawal NW TRUST TRUST COLLECTIONS - CONTR	-29,360.51
05/26/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507344322	-35.21
05/26/2022	Bill Payment (Check)	Fire Equipment Inc.	Multiple invoices	-4,166.78
05/26/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3508303270	-27.54
05/26/2022	Bill Payment (Check)	Adam Jacher		-250.00
05/26/2022	Bill Payment (Check)	Ryan Acheampong		-250.00
05/27/2022	Bill Payment (Check)	Cambridge U. Press	Multiple invoices (details on stub)	-1,753.59
05/27/2022	Bill Payment (Check)	Duva Distributors	Multiple invoices	-281.12
05/27/2022	Bill Payment (Check)	New England Ice Cream	Multiple invoices (details on stub)	-1,085.88
05/27/2022	Bill Payment (Check)	AA Transportation	Inv #88722	-4,545.70
05/27/2022	Bill Payment (Check)	Ascentria Community Services, Inc	Acct #AKFCS - Inv #27042	-260.00
05/27/2022	Bill Payment (Check)	Blick Art Materials	Acct #181886 - Inv #8568715	-124.40
05/27/2022	Bill Payment (Check)	Charlton Oil Company	Inv #1340092	-60.00
05/27/2022	Bill Payment (Check)	Gordon Foodservice	Inv #218837106	-618.55
05/27/2022	Bill Payment (Check)	Joshua Geneus	Inv #2/14 MS Basketball	-66.00
05/27/2022	Bill Payment (Check)	Marissa Davis	Inv #PY22 PD	-279.00
05/27/2022	Bill Payment (Check)	Melissa Couepel	Inv #5/9/22-5/20/22	-73.52
05/27/2022	Bill Payment (Check)	Next Gen Supply Group	Inv #316875	-895.65
05/27/2022	Bill Payment (Check)	Reggie Glover	Inv #2/14 MS Basketball	-66.00
05/27/2022	Bill Payment (Check)	Rubin and Rudman, LLP	Inv #608264	-656.25
05/27/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507801871	-133.55
05/27/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507801864	-17.38
05/27/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507801862	-344.21
05/27/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507801865	-9.70
05/27/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3507801872	-9.63
05/27/2022	Bill Payment (Check)	UW-Madison	Inv #WIDA22052120221924179	-295.00
05/27/2022	Bill Payment (Check)	Verizon	Inv #051722	-113.88



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

## Facilities and Finance Committee Meeting Minutes-DIGITAL MEETING

Friday, June 17, 2022, 8:00 a.m.

**DRAFT**

The Facilities and Finance Meeting was called to order at 8:01 a.m. by Patrick Royce, Committee Chair.

Attendance was recorded;

**Committee Members:** Patrick Royce, Bibiche Zagabe-Ndiku, Celia Blue (Ms. Blue would leave the meeting at 9:30 a.m.)

**Staff:** Heidi Paluk, Alisha Carpino, Mike Grennon, Gabriel Beltran

Mr. Royce asked for a motion to approve the Facilities and Finance Committee meeting minutes from May 20, 2022. Ms. Blue made the motion. Ms. Zagabe-Ndiku seconded the motion, and the Committee unanimously approved the minutes.

Mr. Royce asked Ms. Carpino to give the Committee a financial report. Ms. Carpino began by noting that the School's debt ratio is in good shape, the federal grants Abby Kelley has received has contributed to the year end surplus being shown on the financial statements, there had been an increase in meal revenue, at the same time there had been a cost in expense in that area too. Continuing on with the topic of meals, Ms. Carpino shared that she and the Director of Nutrition Services are looking at changes to the Middle School meal offerings.

Mr. Royce asked Ms. Carpino asked that the financials have a YTD budget variance for the Committee's review, and Ms. Carpino noted that all numbers will change as we approach the end of the month.

The topic of the new cleaning bids was discussed, five bids came in ranging from \$756,000 to \$1.7 million for the 3-year contract. The RFP included new clauses between the company and Abby Kelley; bi-weekly meetings, an on-site supervisor who is not a scheduled cleaner and if a job that is to be performed by the cleaning company is not done, and AKF staff have to do it, the company pays for the AKF staff overtime. Ms. Carpino noted that the schedule of work changes over the summer months, and payments are divided by monthly. A decision will be made by June 30, 2022 with a July 1, 2022 start date. The next bid Abby Kelley will be sending out is for snow removal.

*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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Reviewing the financials the Committee touched on Foundation revenue, grants, athletics and utilities. The significant difference on the Statement of Activities was discussed, as the budgeted amount was \$797,531.13 versus the actual of \$948,767.64. This variance was attributed to a significantly high electric bill from the High School as well as a water bill. The water issue is being investigated by the City, as they found a valve leak, however in order to fix that AKF needs to arrange for the excavation and repairs of the street, for which the costs are estimated to be \$4,000-\$23,000. Ms. Blue expressed concern over these anticipated costs, as well as AKF's liability for the water bill. Ms. Blue asked Mr. Grennon (and Ms. Paluk) that he keeps her/the Board informed of the steps toward resolution and what conversations are being had with the Water Department/City regarding the significance of this bill.

Moving to the agenda item of Planning for Next Year, Ms. Paluk spoke about the "summer work" in the IT and Facilities Department. Beginning with Facilities, Mr. Grennon shared with the Committee his department's projects for the summer. (Document included with the minutes.)

Moving to IT Ms. Paluk and Mr. Beltran updated the Committee on the IT projects being worked on. The plans previously laid out with a third party vendor did not fall into place for a number of reasons; supply chain issues, the company's capacity, timing given the breaks we had when the vendor could come in and do the work. The plan to move forward is to have AKF IT staff install switches and do the wiring to support moving forward to improve IT security. Ms. Blue requested in the Fall there be a presentation to the Committee on the progress made with the Summer work, to understand what's been done and what still needs to happen to which Mr. Beltran agreed. Mr. Beltran acknowledged the delays were frustrating, while noting he was moving forward to set IT policies, assuring students and staff that their needs are met.

The Committee touched briefly on security overall in the District given the recent school shooting in Texas. Ms. Paluk confirmed that the Safety Committee at AKF continues to meet, taking note of things which we can address to improve our safety. Ms. Paluk noted that the Safety Committee will reconvene in the fall and have some issues to immediately discuss, given some developments with Saint Gobain and the demolition of the Showcase Cinema which were locations in our safety plans should there need to be an evacuation of the entire District.

Mr. Royce made a motion to adjourn the meeting, which Ms. Zagabe-Ndiku seconded and the meeting was adjourned at 9:41 a.m.

Minutes prepared by Michelle Vigneux

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## Governance Committee Meeting Minutes

**Friday, June 10, 2022, 8:00 a.m. 12:00 p.m.**

<https://akfcs-org.zoom.us/j/94185165501?pwd=bnhTOFpBU3dFWU9Udmx3ZlZDQ2VKZz09>

**Meeting ID:** 941 8516 5501 **Passcode:** 640243

**Phone:** +1 929 205 6099 US (New York) **Meeting ID:** 941 8516 5501

- I. Introductions/Welcome
- II. Attendance was Recorded once all members were present at noon.
- III. Vision/Mission Statement of the Governance Committee
  - a. The members discussed the potential mission statement and made revisions and edits. It was determined that the mission/vision statement of the Governance Committee would be “ The Abby Kelley Foster Governance Committee is responsible for ensuring Board adherence to the Bylaws and reviewing governance structures and practices of the Board of Trustees and its Committees.” It was also noted that a final draft would be presented at the next meeting and voted on.
- IV. Submission of Public Comments to the Board of Trustees
  - a. DESE updated the language on how to submit public comments, and Abby Kelley has typically modeled the verbiage. Because of the change, it was determined that a conversation would need to take place to determine if our current language should be changed. The governance committee is recommending Abby Kelley Foster Charter adopt this language which is consistent with the DESE language for public comment and would state the following: “ *The Board welcomes public comment on matters within its purview. Accordingly, the Board makes available a maximum 30-minute period at its*



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*regular meetings for persons in the audience to address the Board for no longer than 3 minutes. Written material of any length may be submitted. Preference will be given to persons who seek to address the Board on specific agenda items for the upcoming Board meeting. Agendas for upcoming Board meetings are generally posted 5 days prior to the meeting on the Abby Kelley Foster Charter Public School website. Persons wishing to speak are strongly encouraged to submit their request before the day of the meeting; contact information is provided below. Preference will be given to those who submit requests by 5:00 p.m. on the Friday preceding the regular Wednesday meeting. If time permits, the Chair will allow members of the public who have not contacted the Board of Trustees in advance to speak in the public comment period; those individuals must sign in prior to the start of the meeting. The Chair may limit the number of speakers due to time constraints and may increase or reduce the time allocated per speaker. While there is no requirement to submit comments in writing, a speaker who elects to do so should submit 6 copies of their comments prior to or at the meeting for distribution to Board members. Requests to address the Board, written comments, and other inquiries may be transmitted by mail, e-mail, or telephone to: Abby Kelley Foster Charter School Attn: Naira Joseph, Administrative Assistant, 10 New Bond Street, Worcester, MA 01610, Phone: 508-854-8400 ext 3635. E-mail: [njoseph@akfcs.org](mailto:njoseph@akfcs.org). Please make any requests for special accommodations or interpretation services at least 48 hours prior to the scheduled meeting.” It was also determined that this change did not need to be voted and the Board of Trustees members would be notified of the change.*



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

[www.akfcs.org](http://www.akfcs.org)

### V. Review and Discussion of Proposals on Faculty Representation and/or Liason.

- a. The committee members continued discussing Faculty Representation on the Board of Trustees. Several propositions were discussed, such as having a liaison to serve a one-year term on the Board and rotating between the schools yearly. The differences between a Board member and Liason were discussed, and it was determined that this would be tabled for more discussion.

### VI. Adjournment at 2:45 p.m.

- a. Ms. Zagabe-Ndiku called for a motion to adjourn. Mr. Royce motioned to adjourn the meeting, and the Committee members voted unanimously to end the meeting at 2:00 p.m.

DRAFT Update June 27, 2022

Abby Kelley Foster  
Charter Public School

**Application for Renewal of a Public School Charter**

10 New Bond Street  
Worcester, MA 01606  
Phone: 508.854.8400  
Elementary School Fax: 508.595.0370  
Middle and High School Fax: 508.854.8484  
[www.akfcs.org](http://www.akfcs.org)

Application Submission Date:

Draft Approved by the Board of Trustees: June 29, 2022

Dear Friends:

On behalf of the Board of Trustees, we are pleased to submit this application for charter renewal. Since Abby Kelley Foster Charter Public School's inception, the Abby Kelley community has worked tirelessly to deliver the mission-based education we pride ourselves on providing. As we enter our 25<sup>th</sup> year, we continue to be strongly committed to offering a world class education, embodied in classical, liberal arts, music and character formation to each student enrolled in our district.

We are proud that we have seen exceptional success over the past five years. Academic excellence continues to be the hallmark of an Abby Kelley Foster student, with a 100% college acceptance rate to both two- and four-year institutions of higher education and a rigorous International Baccalaureate Programme at the high school level. We continue to upgrade our facilities to improve the daily experience, deliver a balanced budget, and provide a nurturing community to yield caring, civic minded graduates who use their character formation education to do well in the world.

At Abby Kelley Foster, we strive to weave the virtues of truth, honesty, perseverance, kindness, fairness, courage, respect, friendship, citizenship, and self-discipline into the fabric of our school, starting from kindergarten through 12<sup>th</sup> grade. In addition, we are striving to build a culture of diversity, equity, inclusion and a sense of belonging across the district. Moreover, character virtues are integrated into all aspects of the school day and teachers and school administrators share common behavior and academic expectations for all students. Parents and caregivers are essential partners and are encouraged and empowered to take an active role in their student's education.

The success of Abby Kelley Foster Charter Public School is due to our dedicated faculty, staff, and Board of Trustees whose work both as individuals and as a team has brought a well-rounded, rigorous educational experience to so many children. It truly takes a village. We look forward to much continued success for many years to come.

Sincerely,

Celia J. Blue

Chair, Abby Kelley Foster Charter Public School Board of Trustees



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<b><i>Name of School Abby Kelley Foster Charter Public School</i></b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Worcester
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston, Wachusett Regional School District and Worcester
Year Opened	1998	Year(s) Renewed (if applicable)	2003 2007 2013 2017
Maximum Enrollment	1,426	Current Enrollment	1,422
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days per school year	180	Students on Waitlist	
School Hours	ES: 8:30 a.m. -3:00 p.m. MS: 7:25 a.m.-2:10 p.m. HS: 7:25 a.m.-2:10 p.m.	Age of School	24
<b>Mission Statement</b>  The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.			

## Charter School Performance Criteria Relating to Faithfulness to the Charter

### Criterion 1: Mission and Key Design Elements

#### A. Mission and Key Design Elements:

- Abby Kelley Foster Charter Public School provides students with an excellent education outcome by implementing the International Baccalaureate Programme.
- Abby Kelley Foster Charter Public School will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.
- Abby Kelley Foster Charter Public School will provide students with access to an excellent music program.
- Abby Kelley Foster Charter Public School will support parents as partners in their child's education.
- Abby Kelley Foster Charter Public School will model the school's character virtues.
- Abby Kelley Foster Charter Public School will partner with area public schools to create a network of learning opportunities and sharing of best practice over the term of the charter.

Abby Kelley Foster Charter Public School continues to enhance and build upon its mission to provide students with an excellent academic program grounded in a classical liberal arts education musical competency and character formation. Our academic goals and expectations provide all students, regardless of ability or English language proficiency, the opportunity to achieve both academic and personal success. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. This commitment has never wavered and continues to expand annually by a review of our curriculum by our dedicated staff, professional development activities and the curriculum to all students beginning in kindergarten

From the initial application to become an International Baccalaureate World School based on the founding Board of Trustees ambitious goal as stated in the original charter, the school has continuously worked to implement and expand the Programme in terms of both participation and course offerings. Focusing on developing the core skills and approaches of the IB program, the school designed its curriculum and instructional practice to meet the needs of a diverse population of children. The school received authorization to implement the International Baccalaureate Diploma Programme beginning in the 2010-2011 academic year. Throughout the past twelve years the school, through the Diploma Programme continues to place an emphasis on analytical thinking, and real world application through the implementation of a demanding, rigorous curriculum infused with writing skills and a global focus and understanding of differing perspectives.

The music program at Abby Kelley Foster Public Charter School has been a cornerstone of academic opportunity for the K-12 students it serves. Musical Competency remains a priority and guiding principle of our school's mission which continues to be supported by the Board of Trustees, Administration, and the rest of our school's community. The Music Department continues to expand partnerships with public and private organizations in Worcester County and across Central Massachusetts in a variety of musical experiences. The Abby Kelley Foster Music faculty collaborates with public and private schools, institutions of higher education, local community groups, the Central Massachusetts Music Educators Association, as well as many other cultural and educational institutions to expand the musical opportunities for its students. The General Music and Performance curriculums are continually shaped and refined to meet the needs of the 21st century learner.

Kindergarten and First grade are immersed in the *First Steps in Music* curriculum. It is designed to prepare children to become musical in three ways:

- Tuneful – to have tunes in their heads and learn to coordinate their voices to sing those tunes.
- Beatful – to feel the pulse of music and how that pulse is grouped in either 2s or 3s.



- Artful – to be moved by music in the many ways music can elicit a feelingly response.

Additionally, the curriculum integrates movement, steady beat, and expression into music from around the world. These students explore personal vocal capabilities and create expressive sounds which are used to create original songs and stories as well as using existing stories to create meaningful sound and musical expressions.

Second and Third grade begin the development of musical structures and theory. Students learn about musical notation and apply to activities in dictation, composition, and performance. These students are introduced to the Kodály method of music education. Kodály is an approach to music education rooted in the idea that music should be a social and cultural experience. The Kodály approach to teaching music asserts that musical concepts, creativity, and collaboration are best taught in group music lessons, particularly for young children. According to the method, music teachers should emphasize musical material that is connected to their students' culture and heritage. Through this method, students are able to connect with personal musical cultures and heritages thus facilitating positive musical experiences no matter where they are on their personal musical journey. Third grade finishes out the year by learning about all the instrument families in order to prepare them for band and orchestra next year.

The Middle and High School students have a General Music and Ensemble Performance curriculum that is developed department-wide in the shadow of the International Baccalaureate (IB) program. The aims of the IB Music program are what guide Musical experiences for the students of Abby Kelley Foster Public Charter School. Curriculum is continually developed and implemented around this framework:

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence in forms appropriate to the artistic discipline
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts
- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others

The General Music classes are now more encompassing and welcoming to students of all levels of creativity. Through developments in technology, students are able to engage in musical activities which encourage creativity, personal and social self-image, critical thinking, reflection, and perception more so than ever before. Far gone are the days of traditional “pen-to-paper” assignments. The Music Program continues to grow classroom offerings that will continue activities that are tactile, multifaceted, and facilitate a lifelong competency and engagement with music.

Performances are an integral part of the Music program at Abby Kelley Foster and include, but are not limited to, school musical ensembles, student groups, and musical productions. The main objective is to provide every student the opportunity to engage with and in the music making process. Students are perpetually encouraged to develop their musical creativity and curiosities through various on- and off-campus performance opportunities. Through these opportunities, students are continually encouraged to develop their skills in practical music-making and delivery, including interpretation, expression, and technical proficiency. Students present their work, and the work of others, through live performances and recordings.

Student academic and behavior expectations must be consistently shared between the School and parents. Parents are expected and encouraged to take an active role in their child's education and our teachers and administrators are focused on establishing and maintaining strong working relationships with our families.

Parents have the opportunity to participate in a number of parent/community involvement activities in person prior to the pandemic. The school has continued to host meetings with families remotely during school closures and returned to in person meetings in the fall of 2021. The following parent involvement opportunities may include, but are not limited to: Back to School Night, Parent Teacher Organization meetings, Parent Advisory Council, Literacy events, curriculum nights, International Baccalaureate Information sessions, English Language parent nights, parent teacher meetings, Board of Trustee meetings and volunteering during the school day or after school programs.

The School provides all parents/guardians with newsletters detailing academic programs/support services, ESSA updates via the school report card, school events and activities. All notices are distributed to each family and available on the website. Parents also receive report cards and progress reports. School documents are translated and/or meetings interpreted into their native language by request. When a child is enrolled, parents are provided with a home language survey that indicates native language and includes the option for documents to be translated. However, parents may also opt to have certain documents (IEP, Letters) be translated on a case by case basis. The school always complies with a verbal or written request for documents to be translated or meetings to be interpreted when made by a parent. Should students or parents need translation or interpretation, Abby Kelley Foster has in-house staff willing to translate and has developed resources for languages not represented within its staff. The school contracts with outside agencies for languages. The Director of English as a Second Language is responsible for implementing all translation requests.

The school's Code of Conduct clearly defines expectations for student conduct, focusing on ten character virtues: responsibility, honesty, respect, kindness, self-discipline, fairness, perseverance, friendship, trustworthiness and citizenship. Elementary and middle school students focus on a different virtue each month throughout the school year. Students are encouraged to model the character virtues in their daily actions and to develop the habits that characterize a civil society. Our strong Code of Conduct and the implementation of character education across different settings provide students with a foundation for appropriate behavior both during and after school. School and Executive Director newsletters and character education breakfasts reward students who have modeled the appropriate character virtue of the month.

Integrating social, emotional, and character development is a shared responsibility of the elementary and middle school staff. Teachers recognize the importance of developing the whole child. Along with academic skills, students are learning important social, emotional, physical, and behavioral skills each day as they interact with their peers and teachers. There are several ways our school strives to create a safe and supportive environment where all students feel respected and safe. Character Education is integrated into the classes throughout at the elementary and books are used to introduce monthly virtues. The focus for instruction is also reflected in the weekly lesson plans. Select students who best exemplify the monthly character virtue are recognized for a special breakfast.

The high school character education program is community service based. Unfortunately, due to the pandemic community service was interrupted and/or discontinued during the 19-20 and 20-21 school years. Graduation requirements will continue to require fifty hours of community service over the course of their four years in high school over the next term of the charter. The service projects enable students to engage in positive and meaningful volunteer opportunities by giving back to the community. Students utilize the skills learned in the elementary and middle school and apply them to support organizations in the Worcester region including the Worcester County Food Bank, St. Peter's Kitchen, daycare centers and nursing homes. In addition, monthly

newsletters and character education breakfasts reward students who have modeled the appropriate character virtue of the month.

**B. Amendments:**

Date	Amendment Requested	Approved?
1/23/22	Expanding the charter region to include the Wachusett Regional School District	yes
9/13/21	Board of Trustee by-laws	yes
10/18/2018	Enrollment Policy	yes

## **Criterion 2: Access and Equity**

**Explain successes or challenges of implementing the school's Recruitment and Retention Plan in regard to enrolling a demographically comparable population during the charter term (since July 2018). Use the [CHART - Enrollment tool](#) to access enrollment data.**

Our International Baccalaureate Programme, academic expectations, dedicated staff and committed student body are the reasons parents seek entry to Abby Kelley Foster Charter Public School. Our high school is ranked third among the 69 high schools in Central Massachusetts and in the top 4% of high schools nationwide. Our academic success is the often the driving force behind parents applying to Abby Kelley Foster. We have been part of the Worcester community for 24 years and now enroll former student's children. The success they found at Abby Kelley Foster is what they want for their own children.

Abby Kelley Foster's recruitment and retention plan has been consistently implemented since July 2018. The enrollment process begins in October and concludes by March. The enrollment policy has been amended during the course of this charter term to expand enrollment opportunities for more families within our region.

We have actively recruited students from the Worcester region and applications and waitlist numbers have remained steady. The enrollment of Worcester residents continues to grow each year with ninety-two percent of our students being Worcester residents and over eighty-two being minorities. The Abby Kelley Foster community plays a vital role in the enrollment process. Community partnerships, consistent academic performance and a strong presence in the region has generated significant applicants annually. Entry to Abby Kelley Foster Charter School primarily happens in Kindergarten. Applications consistently exceed the seats available and including a waitlist for students in grade 1-6. Seats become available in the upper grades, if a student withdraws during the school year. However, the number of available seats in grades one through six is limited and openings are typically filled by siblings.

The number of special education and English learners applying for admission has increased throughout our charter term. The increase of students identifies as students with disabilities and English learners was accelerated by the pandemic. Many students did not attend formal, in person school until the 2021-2022 school year. The learning gap among the current kindergarten class required the elementary school to develop specialized designed programs to meet the needs of our learners. The school's identification system during kindergarten screening includes the Director of English as a Second Language and the K-6 Special Education Coordinator as well as a number of related service providers.

The number of students identifies as English Learners has increased from 9% in 2018 to 15% in 2022. The percentage of students eligible for specialized instruction continues to average around 13% annually.

**Schools are expected to advertise the availability of specialized programs and services to meet the needs of students with disabilities and English learners. Describe where this information may be found in the school's recruitment materials and (if available) provide a link to the location(s) on the school's website.**

Abby Kelley Foster does not have formal recruitment materials. Admissions information is available on our website and advertised through social media. Applications are electronic and are available on the school's website for five months and prior to the pandemic in person informational sessions. A virtual tour is now available on the school's admission page for interested parents, as well as, a ZOOM option.

<https://www.akfcs.org/parents-students/admissions/>

<https://www.akfcs.org/departments/english-language-learners-ell/>

<https://www.akfcs.org/departments/special-education/>

**Describe trends and/or anomalies in attrition data and stability rates over the past four years. Explain how the school has addressed any attrition rates that were higher than the third quartile of comparison schools for all students and for student groups. Explain how the school has addressed any stability rates over the past four years that have been lower than the first quartile of comparison schools for all students and for student groups. Use the [CHART - Indicators tool](#) to access attrition and stability data.**

Abby Kelley Foster has maintained an average retention rate of 95.5% over the past five years. The school did have an increase in student transfers in 2022 due to the number of families moving out of state and or to affordable communities around Massachusetts. Affordable housing for our families and concern that Covid restrictions and a return to remote learning would be implemented were cited as the main reasons for leaving. However, the school anticipates returning to our typical percentages as the country recovers from the pandemic and we remain below the state attrition averages over the term of the charter.

Student attendance remained consistent with an average 97% over the past 4 years. Maintaining stable attendance rates despite distance learning is another indicator of our strong performance. Student attendance and participation were monitored regularly during school closures and last year's remote learning option. The efforts of the entire school staff and administration to keep students and families engaged during that difficult period is testament to the dedication the staff has for the Abby Kelley Foster community.

**Describe trends and/or anomalies in suspension, emergency removal, and expulsion data. Explain how the school has worked to lower rates of suspension over the course of the charter term. Describe trends in student group suspension data, particularly for groups of students with higher rates of suspension than all students for in-school and out-of-school suspensions. If applicable, describe any recent changes in the school's approach to student discipline. Use the statewide [Student Discipline Report](#) and the [CHART - Indicators tool](#) to access suspension data.**

The school has maintained a historically low suspension and expulsion rate over the years. Since 2013, the school's in-school suspension rate has been remained low at 0.6% and the number of out- of-school suspensions has decreased from 5.5% in 2013 to 2.5% in 2016. The school's discipline policy has remained consistent over the past ten years with no major changes to how the staff approaches student discipline.

**Describe the school's efforts to ensure that all students have equal rights of access to the opportunities provided by the educational program, such as rigorous courses, mission-driven programming, and other educational opportunities.**

Abby Kelley Foster ensures all students including English learners and students with disabilities, have equal access to all levels of academic programming, educational program opportunities and instructional programs or extracurricular and/or vocational opportunities within the district. Disability or English proficiency do not determine participation or services including career/technical education programs, counseling services, special education, gifted and talented, International Baccalaureate Programme, performing, music, visual arts, athletics and academic courses. All students have the right to receive counseling/guidance services in the language they can understand including academic, psychological, college and career counseling as provided by the school counselors, psychologist, BCBA, and adjustment counselors.

All students, including students with disabilities and English Learners, enrolled at Abby Kelley Foster Charter School have access to the same information and academic counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them. Linguistic, racial, and ethnic minorities; males; females; non-binary, homeless students, and students with disabilities receive the same information and academic counseling as other students on the full range of general curricular and occupational/vocational opportunities.

In order to ensure our school is providing all students regardless of disability with access to information and academic counseling on general curricular and occupation/vocational opportunities the school has implemented policies and procedures designed to support our student's range of educational needs.

Students and families have access to information in the languages the student/family understands. The parent/student handbook includes a notice to all families. All school handbooks include a translated notice to parents/guardians stating the availability of translators and translation of school documents. Parents/guardians may contact the building principal to arrange for services. Translation services are available on our school website and are made available by the EL Department. A list of families requiring translation services is made available to each school building.



### **Criterion 3: Compliance**

**Indicate any areas where the school is currently out of compliance with the terms of its charter and/or applicable state and federal laws and regulations and describe how the school is working to address these issues in a timely manner. If the school received any compliance findings in the Summary of Review produced by the Department at the end of the last charter term or in any subsequent site visit reports, describe how the school addressed those issues.**

Abby Kelley Foster Charter Public School is in compliance with the terms of its charter and applicable state and federal laws. The priority of the school administration is to recruit and retain highly qualified personnel. The human resources office actively recruits candidates who are certified or have passed the Massachusetts Test for Educator Licensure (MTEL). Classroom instructional assistants are required to have completed at least two years of college and/or pass the paraprofessional assessment.

The Office of Public School Monitoring conducted a Tier 1 Tiered Focused Monitoring (TFM) in spring of 2021. During this review, the Department monitored selected special education and civil rights criteria to determine your charter school's compliance with laws and regulations. The Department of Elementary and Secondary Education found Abby Kelley Foster Charter School to be in compliance with all of the criteria monitored during the TFM Review and no corrective action was required.

During the 2020-2021 school year, Abby Kelley Foster Charter Public (District) participated in a Tiered Focused Monitoring Review conducted by the Department's Office of Language Acquisition (OLA). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on English Learner Education. The school substantially met all important aspects of the 13 ELE criteria that target implementation of ELE programs under state and federal law and regulations.

The school was not rated for criterion 3 in the year 23 core criterion site visit report due to finding the board of trustees operates in a manner that is not fully in compliance with the Open Meeting Law (OML). The board of trustees has engaged in professional development with the board attorney and revised their by-laws with the assistance of the Office of Charter Schools and School Design in order to operate in compliance with the law.

### **SEI Endorsement Policy:**

Abby Kelley Foster requires all Core Academic Teachers to possess the Sheltered English Immersion Endorsement. New hires who do not hold the Endorsement upon employment at Abby Kelley are required to obtain the endorsement within one year of employment; those who do not meet endorsement requirements may not have their contract renewed. Additionally, Abby Kelley strongly recommends that all Non-Core Academic Teachers possess the Sheltered English Immersion Endorsement.

<b>Year Dissemination Occurred</b>	<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (Describe the method, format, or venue used to share best practices.)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom did the school disseminate its best practices?</b> (Highlight partners and locations, including school districts.)	<b>Result of Dissemination</b> (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners, and indicate if the school received grant funding to disseminate and if a grant report was written.)
2018-2020	Musical Competence	Performance	Music Director	USS New Jersey, Franklin Institute, Drexel University	Faculty and students shared performances during April break at various historical sites and participated in a music clinic at Drexel University.
2018-2020	Musical Competence	Professional Development	Music Director	Boston University	Co-Teaching a summer course entitled: Empowering Songs: Social Justice Through Music and Art
2018-2021	Academic Performance	Professional Development (MA Elementary Principals Association	Elementary School Principal	Central MA school administrators.	The elementary school principal continues to shared best practices regarding supports for diverse learners through the response to intervention model. Due to Covid restrictions over the past 3 years, the model was amended to be virtual and concluded at the end of the 2021 school year.
2018-2022	Academic Performance	Guild of International Baccalaureate Schools	IB Coordinator	New England IB schools including Brockton, Quabbin, Wareham, Mystic Valley	GiBS: The mission of the Guild is to promote the implementation of the IB program across the United States. The member schools host professional development and share best practices across New England.
2020-2021	Professional Development --Parent Engagement	Webinar, zoom, conference call	MS Team, MS Principal, Interim Executive Director, Dir. Communication	Medford Public Schools, Southeastern Regional Vocational-Te	The district engaged in a Family, School, Community Partnership assessment with DESE and School & Main to determine how engaged families are with their



<b>Year Dissemination Occurred</b>	<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (Describe the method, format, or venue used to share best practices.)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom did the school disseminate its best practices?</b> (Highlight partners and locations, including school districts.)	<b>Result of Dissemination</b> (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners, and indicate if the school received grant funding to disseminate and if a grant report was written.)
				chnical Schools	student's education. Share bes practices among other cohorts on engaging parents/families.

#### Criterion 4: Dissemination

## Academic Program Success

### Criterion 5: Student Performance

Provide evidence about the school's progress made in student academic achievement during the charter term.

#### Official Accountability Report

Academic Year	Overall Classification	Reason for Classification	Progress toward improvement targets
2018	Not requiring assistance or intervention	Partially meeting targets	59% Partially meeting targets Meets requirements (MR) for special education for technical assistance or intervention.
2019	Not requiring assistance or intervention	Substantial progress toward targets	68%- Substantial progress toward targets
2020	Not requiring assistance or intervention	Substantial progress toward targets	68%- Substantial progress toward targets
2021	Not requiring assistance or intervention	Substantial progress toward targets	The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations in 2021

Student learning is monitored throughout the year with the use of both formal and informal assessments. These assessments provide useful information for our data teams and administration. Curriculum, instruction, and assessment are adjusted as needed to support student learning. Teachers and administration meet frequently to discuss student learning and share strategies on how to best support a variety of students' needs within a classroom. Grade level teams identifies short and long-term learning goals and aligns curriculum, instruction, and assessments with those learning goals. Teachers and teams analyze their own data so they are able to create student action plans in a timely manner. Student learning is a shared responsibility for all staff. The executive director works closely with building principals and curriculum coordinators to ensure student learning is a priority. Teaching and learning is monitored through regular walkthroughs, teacher meetings, staff documentation of standards, and school wide assessments.

The curriculum coordinators at each building provide support to educators in the area of curriculum selection, development, and implementation, as well as data analysis and professional development. They guide educators through prioritizing and aligning standards in curriculum design to ensure a guaranteed and viable curriculum for all students. When the analysis of student assessments identifies that there is a need for a new curriculum, the coordinators investigate curriculum programs, organize trial pilots, and promote supplementing programs when Massachusetts standards are not addressed or additional emphasis is needed on specific areas. They also facilitate common planning while reiterating the Understanding by Design model for all curriculum development. Curriculum Coordinators work with district leadership to advise teachers on specific instructional strategies. The curriculum coordinators guide teachers through data informed decision making. This data is also used to determine building level professional development needs. Curriculum coordinators continue to plan and support implementation of high quality curriculum and professional development to improve student outcomes.

## **I Ready Assessment**

Abby Kelley Foster Charter monitors student academic progress using i-Ready Diagnostics, an adaptive assessment tool for students in grades K-8. The i-Ready diagnostic is an online assessment tool that adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades, i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. The i-Ready Diagnostic assesses student performance across the key domains in reading and mathematics, providing a valid and reliable measure of student growth with detailed diagnostic results and individualized next steps for instruction. The school use i-Ready to track annual student progress and to optimize administrative decision-making for long-term performance improvements through continued i-Ready professional development. Abby Kelley Foster is in the 5<sup>th</sup> year of implementation and has purchased supplemental intervention materials to support student learning.

The diagnostic identifies trends and patterns across groups of students and targets individual student needs and screens students to determine who needs additional support. The i-Ready assessment allows the district to measure student growth over time and is aligned with Massachusetts Comprehensive Assessment System (MCAS). The implementation of an on line assessment increases student familiarity with computer testing and provides all stakeholders with quick, detailed reports that identify student strengths and weaknesses.

## **Criterion 6: Program Delivery**

### **Key Indicator 6.1: Curriculum**

**Describe the school's documented curriculum and provide evidence that it meets expectations outlined in the key indicator: Curriculum, in the Charter School Performance Criteria (v. 4.2).**

### **Key Indicator 6.2: Instruction**

**Describe how the school ensures that students are provided with high quality instruction and provide evidence that instruction meets expectations outlined in the key indicator: Instruction, in the Charter School Performance Criteria (v. 4.2).**

### **Key Indicator 6.3: Assessment and Program Evaluation**

**List and describe assessments administered by the school (if not already provided above in Criterion 5). Provide evidence detailing how the school meets expectations outlined in the key indicator: Assessment and Program Evaluation, in the Charter School Performance Criteria (v. 4.2).**

## **ELEMENTARY SCHOOL**

### **A. Curriculum:**

The school's documented curriculum is aligned to state curriculum frameworks and expectations; [1] is aligned vertically between grades and horizontally across classrooms at the same grade level; provides lessons and materials that represent a variety of cultures and perspectives; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised.

The elementary school's documented curriculum is aligned to state curriculum frameworks and expectations. Published curriculum programs that are implemented to support instruction include:

**Ready Math (K-3):** Ready Math helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. Students develop a deeper understanding of mathematical concepts through embedded Standards for Mathematical Practice. Connections are made within and across grade levels and directly address the major focus of each grade. Instruction is structured to ensure students' mastery of the 2017 Massachusetts Frameworks. This product has an overall rating of Meets Expectations and qualifies for the Massachusetts statewide master service agreement as evidenced by Curate.

**Wonders:** Wonders is a comprehensive literacy curriculum which builds early literacy skills through engagement with high-quality texts and explicit instruction on foundational skills and language concepts. Students have many opportunities to listen to and read grade-level texts, and they can refer to many writing samples and rubrics for guidance as they draft their own written compositions. This product has an overall rating of Meets Expectations and qualifies for the Massachusetts statewide master service agreement as evidenced by Curate.

**Hegerty:** Students in Kindergarten and First Grade receive daily instruction in phonemic and phonological awareness through the Hegerty Phonemic Awareness program. The program focuses on 8 phonemic awareness skills, alphabet knowledge, phoneme-grapheme connections, and focuses on language awareness activities. This supports our developing work on the science of reading.

All internally developed curriculum units are created using the Understanding By Design backwards design model, and are aligned to the Massachusetts Curriculum Frameworks.

The elementary school's documented curriculum is aligned vertically between grades and horizontally across classrooms at the same grade level.

The elementary school utilizes cross-curricular yearly and monthly layouts to align instruction both horizontally and vertically, map out the learning progression for students and teachers, and connect instruction across subject areas. These layouts are continuously being reviewed for pacing, alignment to the standards, flow, and engagement. Yearly and monthly layouts ensure that teachers provide a coherent curriculum program. Teachers are given the autonomy to plan in a way that supports their needs and the needs of their classroom, however all teachers are expected to have daily slides, inclusive of instructional learning targets and content, available for review.

**Instructional Leadership Team:** At the elementary level, teacher representatives volunteer and/or have been selected for each grade level and specialty area including homeroom teachers, ESL, SPED, interventionists, and Specials teachers. These representatives meet monthly with the focused instructional coach and administrative team. These cross-grade level vertical team meetings allow for clear communication of exit competencies, consistent language expectations, pedagogy, assessment practices, and standards alignment across the grades.

The elementary school's documented curriculum provides lessons and materials that represent a variety of cultures and perspectives. The following information was shared by McGraw Hill via the DESE CURATE website in reference to Wonders 2020: Each program shows substantial evidence of representing people of different cultures, social groups, and ethnicities in multiple settings, careers, and lifestyles. Our style guide is regularly updated to reflect the diversity of the population. All literature selections used in the program are reviewed to ensure diversity, inclusivity, and lack of bias. McGraw-Hill Education strives to include all groups of people—regardless of race, color, creed, national origin, age, gender, or disability—equitably, positively, and in non stereotypical ways in all of our published materials. ...A commitment to multicultural education and our nation's diverse population is evident in the literature selections and themes found throughout every grade. Activities are also included to give students the opportunity to learn more about various cultures and make connections to deepen their understanding.

Curriculum materials include resources to help teachers adapt instruction for students working above or below grade level, and for English learners. Teachers have access to a variety of accompanying guides and embedded supports to help them implement the materials effectively. Texts feature a diverse range of cultures and perspectives.

The following information was shared by Curriculum Associates via the DESE CURATE website in reference to Ready Math: Within Community and Cultural Responsiveness support, i-Ready Classroom Mathematics extends the understanding and appreciation of multiple cultures beyond fair representation as it truly embraces multicultural context with information about ways to honor differences and promote a positive self-image. i-Ready Classroom Mathematics ensures culturally and linguistically responsive instruction through the validation, affirmation, building, and bridging of students' identities and connecting mathematics to the investigation of authentic contexts and issues.

Our internal Diversity, Equity, and Inclusion Committee works with representatives from Abby Kelley stakeholders; including community members, faculty, students, and administration, to ensure that students are presented with materials that represent a variety of cultures and perspectives.

The elementary school's curriculum supports opportunities for all students to master identified skills and concepts. The elementary school curriculum is regularly reviewed and revised, is fully implemented in classrooms, and supports opportunities for all students to master these skills. Curriculum implementation is readily evaluated and reflections are shared through brief walkthroughs as well as both formal and incidental observations. These are conducted by various administrators and teaching staff to provide multiple, pointed perspectives to teachers. The principal, assistant principal, ESL coordinator, SPED team chair, and the school psychologist conduct evaluative observations and provide feedback. Non-evaluative feedback on pedagogy and implementation is also provided by the focused instructional coach and through peer-to-peer observations. These may lead to targeted, professional development opportunities shared with identified staff. All teachers receive continued professional development in curricular programs as well as effective, evidence-based instructional strategies.

Academic progress is closely monitored using a variety of assessment methods including, but not limited to, informal observations, common assessments, performance-based tasks, standards-based rubrics, and district benchmark and diagnostic testing. Grade level teams meet weekly with an instructional coach to review student work samples and analyze data to identify strengths and weaknesses and areas for curricular and instructional adjustment. During these meetings, grade level teams analyze ongoing common assessment, diagnostic and benchmark assessment data in order to identify trends in student learning. Discussions are focused around student learning, curriculum implementation and assessment practices. Based on these discussions, curriculum is reviewed and revised as needed.

Abby Kelley Foster Elementary School has adopted the MTSS process as a way of identifying and meeting the needs of all learners. The team convenes every six weeks to discuss the academic, social-emotional, and behavioral success of our students and consists of members of the administrative team, all grade level homeroom teachers, a special education teacher, and an ESL teacher. The school adjustment or guidance counselor or the school psychologist is also there, as well as subject matter specialists and interventionists. Data is systematically collected and organized before the meetings. During the meetings, student performance is analyzed and discussed individually. The best-fit intervention is then chosen and student progress is carefully monitored during the intervention cycle.

A student support block is established in all classroom schedules. This time is used for students to work with highly qualified staff on individualized goals. Most learning at this time is coordinated through the MTSS process. Our instructional resources were carefully selected with a strong preference given to those that provided support for all learners.

The following information was shared via the DESE CURATE website in reference to Wonders 2020: Links to online and technology-enabled resources offer varied means of accessing content. Survey respondents noted that "online and print resources allow teachers to provide students with many different opportunities to practice and apply skills" and reported liking "the links to the computer for interactive activities." • Some elements, particularly visual displays and technology-enabled lessons, help English learners access grade-level content. One teacher said in an interview that the visual displays facilitate her ability to project the story of the week in front of her class, enabling rich class discussion that is accessible for all learners.

The following information was shared via the DESE CURATE website in reference to Wonders 2020:



Materials provide for varied means of accessing content, helping teachers meet the diverse needs of students with disabilities and those working above or below grade level. For example, in Grade 1, Unit 1, Lesson 1, students learning about counting on to add can access interactive tutorial videos, text-to-speech instructions, and virtual calculators to support access to the content. Teachers can use the Small Group Differentiation Tool to reteach prerequisite skills from Kindergarten Lessons; reinforce emerging skills through counting-based math center activities; and extend skills with enrichment activities to create a robot and write a corresponding math equation (EdReports, 3R). Materials support students to demonstrate learning in various ways. For example, in Grade 5, Unit 1, Lesson 4, students solving a word problem about mass can choose items from a math toolkit, including base ten blocks, a number line, a place value chart, and grid paper to demonstrate their response. Materials help teachers ensure that students at various levels of English proficiency have access to the curriculum. Teachers are provided with language development strategies for each lesson, which are based on three tiers of English speaking, reading, and writing skills. For example, in Grade 2, Unit 3, Lesson 12, Session 1, sentence starters are provided to support Tier 3 English Learners in a discussion about measurement. The same lesson includes Tier 1 language supports, such as an Academic Vocabulary Glossary. The teacher-facing materials for this unit also include “Build Your Vocabulary” and “Connect Language Development to Mathematics” resources which support teachers to develop language routines with students.

#### **B. Instruction:**

The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students. Instruction fosters student engagement. Classroom environments are conducive to learning. (Aligned with CSE IV: Effective Instruction) The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this understanding.

Curriculum, instruction, and assessment are aligned with the Massachusetts State Standards in all subject areas. Teachers make adjustments to these areas as needed, based on student results. Our teachers meet weekly in grade level teams to discuss ways to improve instructional practices to support student learning. They use a variety of instructional practices to target specific needs within their classrooms. Teachers use clear and consistent learning targets that are posted and verbalized in order to support the students’ understanding of the standard. Teachers of English Learners also include differentiated language objectives for each of their lessons. All teachers also incorporate various instructional strategies to support the learning needs of all students. These strategies are shared with all staff through our Teaching and Learning document, which provides clear, concise information about evidence-based instructional strategies, their implementation, and videos with corresponding examples.

Instructional practices are based on high expectations for all students. All instructional staff evaluations include a student learning goal. The student learning goal is always set high, with all students expected to make more than one year of growth per year. Instruction fosters student engagement. Classroom environments are conducive to learning. Instructional practices are based on culturally responsive teaching practices. Our professional development, teaching and learning document, and observation checklists are based on the culturally responsive look-fors, as presented by DESE.

Teachers work hard to develop positive connections with each of their students and their families. At the start of the year, all teachers contact families with a positive phone call to establish a strong rapport. They invest their time getting to know their students in order to better support them in the classroom. At the beginning of each school year, teachers build a supportive and safe community within their classroom so everyone can learn and is respected. This sense of community is strengthened throughout the year utilizing Responsive Classroom techniques.

### **C. Assessment and Program Evaluation:**

- **i-Ready Diagnostic:** I-Ready is a computer based adaptive assessment system that provides a valid and reliable growth measure from year to year. I-Ready will be used to track annual student progress and to optimize administrative decision making for long-term performance improvements. i-Ready Diagnostic provides teachers with a complete picture of student performance relating to their grade level and national norms in both Reading and Mathematics. It specifically provides outcomes of student performance in ELA in the areas of phonological awareness, phonics, high frequency words, vocabulary, comprehension of literature, and comprehension of informational text. For mathematics, it details student performance in numbers and operations, algebra and algebraic thinking, measurement and data, as well as geometry.
- **Dibels Screening/Testing:** In the fall all students are universally screened using the DIBELS fluency measure. Progress monitoring is continued for any student that is identified as someone who is at risk for dyslexia, or determined to require a reading intervention
- **Ongoing common formal/informal assessments:** Analyzing student responses and work samples in real time allows teachers to utilize this information to support instructional adjustments as needed throughout daily lessons. Formative and summative assessments are embedded into both the Wonders and Ready math curriculum resources. Student outcomes on these assessments are used to inform instruction on grade level content.
- **Use of data to inform instruction:** Weekly grade level meetings provide teams an opportunity to analyze data and student work samples, and share instructional strategies that the data supports are effective. Teachers use ongoing common assessment data, as well as observational data, to inform and adjust their instruction in real time team.
- **Students that receive instruction through MTSS are progress monitored in the intervention they are receiving.** Programs that are utilized and contain internalized progress monitoring are Orton Gillingham Approach, the Wilson Reading System, and Bridges Math Intervention. These results are shared and analyzed regularly by interventionists and on a 6 week cycle with a student's entire support.

### **MIDDLE SCHOOL**

**Middle School Curriculum:** Curriculum in the middle school is guided by the principles of Understanding by Design. Curriculum, instruction, and assessment are aligned to the Massachusetts Frameworks in all subject areas, as well as horizontally and vertically aligned. All students have access to a guaranteed curriculum. Department meetings are facilitated by the curriculum coordinator to ensure continuous revision and consistent implementation of the curriculum.

Within the English language arts and history departments, teachers focus on incorporating the Keys to Content Area Writing program into instructional practices and assessments. Teachers use common language and graphic organizers to increase student familiarity from teacher to teacher and year to year. Attention is dedicated to having students write often and in response to reading. Students are explicitly taught how to go through the writing process through the use of mentor texts and student and teacher modeling. Emphasis is given to teachers modeling the think aloud process. Students also learn how to effectively write from sources using two-column notes and top-down topic webs. Teachers work together to develop writing assessment guides by incorporating research-based practices to plan formal writing assignments. Aside from the monthly meetings, teachers utilize common planning time on grade level teams to bring these practices into daily instruction.



The science department is dedicated to constant improvement to use our new technology to provide students experiences such as simulations and access to high quality investigations focus on phenomena. Department time is used to align instructional tools such as Gizmos and Generation Genius to our frameworks.

The Mathematics department supports curriculum and professional development based on the implementation of the San Francisco Unified School District (SFUSD) curriculum for grades 4-5 and Illustrative Mathematics for grades 6-7. The mathematics department works together to encourage fidelity of the program and increase alignment of content instruction between the grade levels. Additional instructional emphasis is focused on increasing student awareness of the mathematics practices while engaged in real-world problem solving. In the classroom, student to student discourse is promoted through the use of mathematical routines.

**Middle School Instruction:** Teachers incorporate various techniques to differentiate instruction and are cognizant of the strategies that work best with their students each year while striving to create student-centered classrooms. Teachers make instructional adjustments as needed based on ongoing analysis of student results.

In order to prepare for instruction, teachers have been provided the framework to craft their lessons. Teachers introduce the lesson objective at the start of each class so students understand the learning goal for the class period. Lesson procedures/activities are planned to provide opportunities for whole group, small group, and individual instruction and practice. Throughout the lesson, teachers employ a wide range of informal assessment techniques to ensure student understanding. English language arts and mathematics teachers work collaboratively to plan for instruction. This allows for the development of common assessments to ensure that all students are assessed on mastery of state standards.

To ensure a successful school year, all students are informed of learning expectations as classroom teachers introduce their course and classroom routines. Learning expectations are reiterated through the school year. Teachers meet with students to review progress and to remind them of what is expected as they continue to make growth.

Abby Kelley is a 1:1 device school with all students having their own school-issued chromebook. All middle school teachers maintain an active google classroom for each class they teach. Students receive assignments, feedback, and the opportunity to digitally collaborate with peers through google classroom. As a google school, our students also collaborate and engage in student to student discourse through google slides, google docs, and google sheets as they create and analyze together.

The middle school houses students in grades 4-7. Students in grade 4 travel as a homeroom. The grade 4 teaching teams consist of two core subject teachers who collaborate and teach the same groups of students. Students attend mathematics, English Language Arts, science, and social studies daily. Like in grade 4, students in grade 5 travel as a homeroom. The grade 5 teaching teams consist of three core subject teachers who collaborate and teach the same groups of students. Students attend mathematics, English Language Arts, science, and social studies daily. The middle school teachers in grades 6 and 7 are committed to a team approach for instruction. Sixth and seventh graders rotate between four different academic teachers for English language arts, mathematics, science and history. Beginning in grade 6, students each follow their own academic schedule and no longer travel as a group. Beginning in grade 7, students are able to participate in an accelerated mathematics course by meeting a variety of criteria. In all four grade levels, students with disabilities and English Learners are grouped together whenever possible to allow for targeted co-teaching between a general education teacher and an English language teacher or a general education teacher and a special educator. All students who demonstrate ability and willingness have access to accelerated mathematics in grade 7, regardless of need.

During biweekly staff meetings effective instruction is focused on through investigations into pedagogy for teachers to gain a clear understanding of lesson expectations and various instructional strategies. Embedded professional learning for staff at the middle school occurs during staff meetings and during staff professional development days.

The curriculum coordinator monitors instruction to ensure all instruction aligns with curriculum pacing guides and provides support when necessary. The principal, assistant principal, and curriculum coordinator work together to conduct observations of each teacher. Written and, at times, oral feedback is given after each classroom observation.

**Middle School Assessment and Program Evaluation:** The district has implemented the I-Ready diagnostic system for students in grades K-8 in the subject areas of reading and mathematics since the fall of 2017. I-Ready is a computer based adaptive diagnostic system that provides a valid and reliable growth measure from year to year. The i-Ready has supported our professional growth in data analysis and making data informed instructional decisions to improve teaching and learning.

## HIGH SCHOOL

The board of trustees and school administration share the common goal that all students can attain academic success regardless of ability. We believe our graduation requirements reflect our mission and ensure all students have access to a diverse selection of courses to prepare them for college or a career. All students are required to meet the academic expectations established by the Board and administration, which include graduation requirements that exceed the Mass Core requirements. In addition, the school offers a wide variety of extracurricular activities to remain competitive with the surrounding public and private high schools. However, due to the pandemic, some of the extracurricular activities have been on hold for the past few years.

As a result, student academic performance continues to excel annually based on the results from the Massachusetts Comprehensive Assessment System (MCAS) exams. Since 2018-2019, the number of students achieving a score of meeting or exceeding on the English Language Arts (ELA) MCAS exam has improved from 65% to 74%. Mathematics MCAS exams showed similar improvement, going from 52% (meeting or exceeding expectations in 2019) to 57% in 2021. Student growth percentiles (SGP) for both the ELA and mathematics MCAS continue to be higher than the state average, with 62.8 SGP in ELA and 62.8 SGP in math.

High school instruction involves students interacting with both their teachers and peers. Students are assigned an opening exercise and are expected to complete the assignment independently or in a group. Due to the pandemic and the switch to remote learning, students in the high school received their own Chromebook. This has allowed us to be a 1 to1 school, which enhanced the delivery of the instruction. Teachers utilize various instructional techniques and incorporate technology into their daily lessons. Courses are leveled across all subject matters according to the following, honors, college preparatory, college fundamentals, and International Baccalaureate, both full IB and individual courses. Sixty-six percent of juniors and seniors take at least one IB course.

Honors courses are designed to meet the needs of our students on an accelerated track where concepts are delivered at a faster pace and cover additional coursework. College preparatory courses allow students the opportunity to gain a well-rounded foundation in skills, concepts, topics, and subjects that will prepare students for success in college. College preparatory classes require high level thinking, analysis, critical interpretation,

and dedication to academic study in order for students to meet with success. College fundamental courses allow students the opportunity to gain a well-rounded foundation in skills, concepts, topics, and subjects that will prepare students for success in college but move at a slower pace. Classes at this level are designed to provide students additional support and review in a specific subject.

## **8th Grade and Freshman Academies**

The Freshman Academy was established in 2014 to support our students navigate their first year in high school and adjust to the standards, expectations, and routines. The academy is a team approach that shapes a common purpose toward developing a sense of community and a strong commitment to student achievement. The goal of the academy is to ensure all students have a connection to school and feel supported both academically and socially through a systemic approach in order to have a successful high school experience.

Due to the success of the Freshman Academy, in 2018 we took lessons gained from the Freshman Academy and started the 8th Grade Academy. To prepare students for the transition to high school, the 8th grade was brought to the high school building in 2017-2018. The 8th grade academy meets regularly to discuss grade level concerns, as well as individual student concerns and to come up with possible solutions. Similarly to the Freshman Academy, the 8th grade team consists of a group of core teachers. This enables these groups of teachers to identify and make changes across all courses to remain consistent.

The academy is modeled after a small learning community. It includes an interdisciplinary team of English, mathematics, science, foreign language, music and history. The academy sets a personalized education by creating a closer student and staff relationship and enables the school to measure student growth both individually and as a group. All students participate in a course designed to develop their organization, note-taking, study skills and time management. We have found over the years that students who develop these foundation skills in ninth grade are better prepared both academically and socially as they advance through high school. Students are able to make more informed decisions when thinking about their future college and career plans.

**High School Data Analysis:** Data is analyzed by grade level teachers, department heads and administration to monitor student progress. Teams meet monthly to interpret data, adjust instruction and address areas of weaknesses. In addition, teachers present workshops throughout the year to inform instructional practices and student performance.

**High School Assessments:** High school teachers administer internal and external assessment throughout the school year. High school students are required to participate in benchmark assessments, mid and final exams. The International Baccalaureate Diploma Programme exams are independently developed by the IB organization. Abby Kelley Foster teachers oversee the administration of the assessments; however the exams are graded by a team of instructors from all over the world. The results are provided to the school by the end of July and students receive their diploma in the summer.

## **Abby Kelley Foster Charter Public School Teacher Evaluation System**

The K-12 teacher evaluation process is consistent with the Massachusetts Teacher Evaluation System and is implemented by the principal and assistant principals, Director of ESL and the Director of Special Education.

#### **Key Indicator 6.4: Supports for All Learners**

**Describe the screening, supports, resources and interventions used to support all learners, including students with disabilities and English learners. Provide evidence that the school meets expectations outlined in the key indicator: Supports for All Learners, in the Charter School Performance Criteria (v. 4.2).**

Abby Kelley Foster Charter Public School provides comprehensive services to those students with disabilities and maintains a range of educational services that are in full compliance with state and federal laws and regulations. Any child with a disability as defined by the Individuals with Disabilities Education Act (IDEA) is provided with a free and appropriate public education and held to standards established by the Massachusetts Department of Education.

Students, regardless of disability, may be taught with students in similar proficiency levels in reading and math in appropriate instructional groups. Students with disabilities receive instruction in all subject areas in the regular education classrooms, with non-disabled peers, and with minimal separation in the least restrictive environment. In situations where fully inclusive models of Special Education are not appropriate, a special education teacher or instructional assistant will be utilized to provide more targeted services, maintaining sensitivity to the effects of being removed from a regular class environment. The Special Education staff includes: a director of special education, special education coordinator K-6, special education teachers, paraprofessionals, speech pathologists, a school psychologist and contracted physical and occupational therapists, and community health link outside counselors.

In situations where fully inclusive models of specialized instruction are not appropriate, an alternative setting is provided. These services may include one-on-one instruction, consultation services, tutorials, or behavioral support in the least restrictive environment. For students in need of related services, the school's speech/language pathologists, an occupational therapist, physical therapist, counselors and other service providers are available to meet student needs.

All special education students, including those with an emotional disability have been assigned a liaison. The liaison is not the student's teacher. The liaison is responsible for ensuring the student's education plan is being implemented, monitoring student progress, and reporting areas of concern to the special education department. All special education teachers meet weekly to review student progress by building during grade level team meetings and data meetings.

#### **English as a Second Language Program Mission**

The aim of the English Learner Program at the Abby Kelley Foster Charter Public School is to provide linguistically and culturally diverse students with instruction that will assist them in English language development and in mastering academic subject matter content. We are committed to offering a program which will meet the needs of our English Learners both academically and as lifelong citizens of the community.

#### **English as a Second Language Program Theory of Action**

Abby Kelley Foster Charter Public School's English Learner Theory of Action is based on the district implementing a Sheltered English Immersion model with fidelity. When done so, English Learners will achieve language proficiency within six years of being identified as an English Learner, while achieving academic excellence in content, general education classrooms.

**English as a Second Language Programming:**

The school implements the Sheltered English Immersion (SEI) instructional model. Students receive sheltered content instruction (SCI) by a licensed and SEI endorsed teacher. Students also receive English as a Second Language (ESL) instruction taught by a licensed ESL teacher. Student service hours are determined by either the student's entry WIDA-ACCESS Placement Test (WAPT) proficiency level or their overall composite score on the ACCESS assessment. The school adheres to the guidelines established by the Massachusetts Department of Elementary and Secondary Education (DESE) to determine the amount of English Language Development (ELD) instruction an English Learner (EL) should receive with regard to proficiency level.

Sheltered content instruction and ESL teachers work closely together to ensure EL students receive appropriate sheltered content, and ELD instruction using appropriate supports as needed. Students are assigned to a SEI endorsed teacher and all ESL teachers are certified ESL teachers. Teachers use a variety of techniques to support learning. English learners are provided with support such as word banks, sentence starters, graphic organizers, small group instruction and have access to a bilingual dictionary in their native language. The ESL teachers attend weekly data meetings and grade level meetings to review student data, strengths and areas of focus. Teachers work together to share ideas regarding content or ESL strategies that can be used to support students with grade level content.

**Title III Grant**

Abby Kelley has been awarded the Title III grant annually since 2017. With the Title III funding, the ESL Department has had the ability to offer an extended school day/school year program, professional development for ESL teachers, and the purchase of resources for English Learners.

**Seal of Biliteracy**

Abby Kelley Foster Charter Public School has participated in the Seal of Biliteracy program since the 2020-2021 school year. To date, Abby Kelley has awarded the Seal of Biliteracy to four students as well as the Seal of Biliteracy with Distinction to one student. Abby Kelley Foster Charter Public Schools continues to create outreach programs to recruit and support current sophomores, juniors and seniors interested in pursuing the Seal of Biliteracy.

**Criterion 7: School Climate and Family Engagement :****Key Indicator 7.1 Safe and Supportive Environment**

**Describe how the school ensures a safe and supportive environment. Provide evidence detailing how the school meets expectations outlined in the key indicator: Safe and Supportive Environment, in the Charter School Performance Criteria (v. 4.2). Please use student survey data (if it is collected) to provide evidence in this area.**

Abby Kelley Foster supports students' social and emotional health in a safe and respectful learning environment that engages families through ongoing school and family communication. Over the years, Abby Kelley Foster has increased both in school and out of school support to address the growing number of students experiencing social and emotional challenges. Together, the school employs three school adjustment counselors and four guidance counselors. In addition, the school employs three school nurses, a clinical psychologist, and five registered behavior technicians. In addition, a counselor from Community HealthLink supports our K-12 students who are unable to access mental health services after school. The school continues to seek partnerships with community service providers to increase access to community resources. Our current partnership with Community Health Link, Shapiro Educational and Behavioral Associates and executive functioning coach, Jim Dunn informs and provides our families access to available services and resources outside of the school setting. This past year, Abby Kelley Foster established a business relationship with Panorama Education to assist in



evaluating the social emotional needs of our students and staff. A survey to assess student's social emotional well being was administered twice this year and results were used to develop ongoing social emotional, evidence based interventions across all three tiers of MTSS. Students were assessed in the areas of growth mindset, self management, emotional regulation and sense of belonging. Next year, this survey will be administered three times throughout the year and data will be collected and analyzed by the counseling staff.

All members of the staff, including administrators, are required to address parent questions or concerns regarding student academic and/or behavioral needs within twenty four hours. Students who may be struggling academically, socially, behaviorally and/or emotionally have access to the school's counselors throughout the day. In addition, the school has adopted a Multi Tiered System of Support in which academic as well as social, emotional, and behavioral needs are addressed. The interventions provided to students are evidence based and progress is reviewed weekly in each school. A larger MTSS meeting with counselors, administrators, and behavioral staff is also held several times throughout the year to help identify and determine appropriate interventions for students. If a student continues to struggle after interventions have been implemented, the student is referred to the special education department for an academic or behavioral evaluation. Students who are found eligible for special education services receive support in an inclusion or pull-out setting as determined by the team. Student behavior plans are developed and monitored under the direction of our behavioral specialist and the special education director.

The school provides ongoing professional development regarding meeting the social and emotional needs of our students. Members of the elementary and middle school staff participate in CALM training, which is a crisis intervention program designed to teach staff various options to assess, prevent and safely manage client aggression, assault and violence within a treatment context. Responsive Classroom training is available annually to interested staff members. Responsive Classroom is an approach to teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Student discipline data is reviewed and monitored on a monthly basis by the building administration. Members of the K-8 staff receive feedback regarding the number of referrals to administration, contact with parents, and positive approaches used within their classrooms in regard to classroom management and creating a responsive classroom environment. These practices further our character education curriculum in regard to behavior within the school and creating responsible citizens.

The middle and high schools implement aspects of the Positive Behavior Intervention and Supports (PBIS) system in order to foster the character virtues of respect and responsibility. Research has shown when students are provided with positive incentives to demonstrate appropriate behavior throughout the school day it helps to create a positive school culture. The counselors also go into the classroom to present topics of social emotional health such as, transitioning to high school, self awareness, bullying, time management, goal setting, healthy habits and stress management. A counselor also teaches a course entitled, Career Pathways in which students learn about financial aid, financial literacy, the college process and other resources to identify career interests and college information.

The Second Step guidance curriculum program was implemented as a class in grades Kindergarten through Grade 3 this year. During the covid pandemic, this was offered remotely and counselors recorded Second Step lessons for students. Next year, Second Step lessons will be implemented in grades 4-7, with teachers and counselors co teaching Second Step Lessons. During the covid pandemic, counselors taught an SEL class to students on a variety of topics related to social emotional well being. The purpose of the Second Step program is to build a child's social-emotional skills so that they can help foster a caring classroom community and become healthy, responsible, and productive members of society. The Second Step program emphasizes understanding and dealing with emotions, expressing emotions in a prosocial way, thinking about social situations in accurate and constructive ways, and learning prosocial behaviors through practice. Empathy,

emotion management, and social problem solving are critical skill areas and all are taught using the Second Step curriculum. In addition, our students in K-3 also have the opportunity to join Mindful Movement, which is a yoga class that students can go to during the day to learn various ways of regulating their behaviors.

Throughout this past year, parent workshops on introducing concepts of Social Emotional Learning and a parent discussion series were offered via Zoom by the district's clinical psychologist and executive functioning coach, Jim Dunn.

### **Key Indicator 7.2 Family Engagement**

**Describe how the school develops effective relationships with families. Provide evidence detailing how the school meets expectations outlined in the key indicator: Family Engagement, in the Charter School Performance Criteria (v. 4.2). Please use parent survey data (if it is collected) to provide evidence in this area.**

Heidi will provide a summary of the Cultural Survey family responses, the work with the School & Main Partnership consultants including those surveys, efforts recently to further engage families in areas such as DEI, Executive Director Search, Block Party planning, meetings with ED, MS principal Search, etc.

### **Criterion 8: Capacity**

#### **Key Indicator 8.1: School Systems and Leadership**

Describe how the school sustains a well-functioning organizational structure. Provide evidence detailing how the school meets expectations outlined in the key indicator: School Systems and Leadership, in the Charter School Performance Criteria (v. 4.2). Please use staff/faculty survey data (if it is collected) to provide evidence in this area. As applicable, please briefly summarize efforts to implement the school's Student Opportunity Act Plan.

The organizational structure of Abby Kelley Foster Charter Public School has not been modified since the last charter term. However, there has been changes in school leadership at the end of the 2019- 2020 academic year. The leadership team, led by the school's executive director, consists of the elementary, middle and high school principal, director of special education, director of English as a second language, director of guidance and counseling, director of facilities, director of technology and the director of finance and operations. The leadership team or administrative council as it often referred to reports directly to the executive director. The council works collaboratively across the district to ensure all student have access to high quality programming.

As the school's leadership team the council develops and implements policy and procedures designed to enhance the school's academic program, support faculty and inform the school community. Members of the school administration serve as liaisons to the board of trustees providing guidance and updates regarding directives and initiatives from the Department of Elementary and Secondary Education, and the Office of Charter Schools and School Redesign.

#### **Key Indicator 8.2: Professional Climate and Standards for Performance**

**Describe how the school creates a professional working climate for all staff. Provide evidence detailing how the school meets expectations outlined in the key indicator: Professional Climate and Standards for**

**Performance, in the Charter School Performance Criteria (v. 4.2). Please use staff/faculty survey data (if it is collected) to provide evidence in this area.**

Professional development, mentoring, and hiring qualified personnel remains a priority of the school's administration and board of trustees. Together, the board and administration have worked to provide competitive salaries, comprehensive benefits packages and continued professional development support to our faculty and staff. Budgetary restrictions have impacted the school's ability to mirror the surrounding district salary structure, but the board and administration continue to identify ways to support our teachers both financially and professionally.

In order to evaluate staff effectiveness, the administration established a program to closely monitor student and teacher progress. Additionally, grades K-8 has an appointed team leader. Grade level team leaders serve as a conduit for disseminating information among fellow team members, parents, and the school administration. They provide feedback and make suggestions in order to improve teaching and learning. Team leaders at the elementary and middle school level and high school department heads act as a resource to team members for advice on instructional strategies, curriculum content, and disciplinary procedures. Curriculum coordinators, reading specialists and mentor teachers are available to support the instructional needs of our veteran and novice teaching staff.

Abby Kelley Foster Charter Public School implements the Massachusetts Model System of Educator Evaluation. Each teacher is required to have one student learning SMART goal and one professional practice SMART goal with the following required standards: Curriculum, Planning, Assessment, Teaching all Students, Family and Community Engagement and Professional Culture. School administrators are required to complete a minimum of four walkthroughs for new teachers and a minimum of three for teachers on a self-directed plan. Teachers receive feedback within forty-eight hours of each walkthrough. In addition, new teachers observe their mentors as well as being observed, providing them with targeted feedback for improvement.

**Heidi will add in survey data from Climate Survey as well as efforts in areas of HR and Personnel, PD trainings, and retention/morale efforts undertaken since 2020.**

**Criterion 9: Governance**

Describe how members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school. Provide evidence detailing how the school meets the key indicators outlined in Criterion 9: Governance, in the Charter School Performance Criteria (v. 4.2).

Abby Kelley Foster's Board of Trustees remains focused on, and committed to, the school's mission. The Board challenges the administration, staff and students to meet high academic goals and continue to monitor the school's academic progress on a consistent and regular basis.

The Abby Kelley Foster Charter Public School Board of Trustees governance structure is a consensus model. All decision making is shared and all decisions are made by consensus. All members are expected to participate and express opinions. Consensus decisions require ongoing discussion and questioning among and between members as they develop a compromise decision. In accordance with the by-laws certain policy decisions may require a formal vote. The board of trustees schedules monthly meetings to monitor academic and financial performance as well as, a facilities status update.

The board of trustees meet monthly to review the school's programming, academic performance and financial stability. The Board of Trustees maintains three subcommittees: executive, education and facilities/finance. The



committee structure encourages extensive interaction between the members and the school. Teachers and school administrators are invited and encouraged to be active participants of the respective board committees.

Over the years, the board in collaboration with members of the school community have conducted an executive director search, revised the school's salary scale, expanded the high school facility to include eighth grade, as well as revised various school policies to reflect changes within our school community.

The school's Year 23 Core Criteria Site Visit report found the school's board of trustee mostly fulfills their legal and fiduciary responsibilities and fosters a culture of collaboration. Additionally, the board engages in strategic and continuous improvement planning.

### **Criterion 10: Finance**

Describe evidence that demonstrates how the school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

Heidi/AnnMarie and Alisha will work on a budgetary summary and use some of the data/projections from salary scale committee to show our financial health.

### **Criterion 11: Plans for the Next Five Years**

#### **Plans for the Next Five Years (2022)**

The Abby Kelley Foster Charter School Board of Trustees, Administration, staff, and families will continue collectively to improve upon the great work started at Abby Kelley more than 24 years ago. The efforts we undertake for the next five years will concentrate on our academic success, family/school partnerships, facility analysis and planning, and setting long-term strategic priorities. During the next five years of our Charter, the board and the school administration will prioritize fundamental initiatives in the area of teaching and learning; further enhance our professional staff climate; focus on physical infrastructure and utilization, and create a plan for continued financial stability. In 2023, all members of the AKF community (parents, staff, Board, students, Administration) will have an opportunity to participate in a Strategic Planning process, which will yield our road-map for the next few years. As part of this process, members of the school community will identify initiatives within each area which will help lead us toward the success we seek. Specifically, the school will focus on the following areas during the next phase of the charter:

- Implement initiatives in the area of teaching and learning including deployment of a MTSS system and the intentional vertical alignment in the Curriculum across the District;
- Commit to a professional staff climate with a focus on the recruitment and retention of diverse, qualified staff, while enhancing our mentoring program;
- Evaluate, plan, and implement appropriate and needed changes to the physical infrastructure of Abby Kelley Foster taking into account utilization and long term planning;
- Assess our financial future to ensure viability, and seek opportunities for continued partnerships in areas of capital improvements, student needs, and staff retention;

- Engage families/community supporters by providing opportunities in the areas of community building, academic excellence, and extracurricular activities.

DRAFT



# 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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## Board of Trustees Meeting Minutes- DRAFT

Wednesday, June 29, 2022, 06:30 p.m.

<https://akfcs-org.zoom.us/j/99850755494?pwd=WldjbzVoajI5NEppOkV0MWRCZml5Zz09>

Webinar ID: 998 5075 5494 Passcode: 214098

By phone: 1 929 205 6099 Webinar ID: 998 5075 5494

### Regular Meeting

The meeting was called to order by Ms. Celia J. Blue, Chair, at 6:05 p.m. The attendance was recorded and is attached.

Ms. Blue read the Abby Kelley Mission Statement and noted no public comments or old business.

Ms. Blue and Ms. Vernon noted edits to be made on the minutes from the May 25, 2022 meeting. On page two, the third paragraph from the bottom, it was pointed out that the wording of what was said was to be verified. It was also noted that in the second sentence in the second paragraph, the word "not" was to be removed as it was placed there in error.

Ms. Blue asked for a motion to accept the May 25, 2022, meeting minutes with the noted edits. Mr. Royce made the Motion, and Ms. Zagabe-Ndiku seconded it. A roll call was performed, and all members present voted unanimously.

### Executive Director Report

Ms. Paluk began by providing updates on the current projects currently underway. She first informed the Board that there would be summer school for the students and that the high school had already begun its credit recovery program for students who failed to pass the class the first time. It was also noted that the special education department would be running summer sessions for students that required it as part of their IEP. Ms. Paluk also explained that the elementary and middle school would be starting a program that would help students gain additional skills and would be offered to incoming first- and fifth-grade students.

Ms. Paluk also spoke about the six high school students working at Abby Kelley as part of the Youthworks program in Worcester. It was explained that they would work in the IT department, Facilities department, central administration office, and summer school. Ms. Paluk also commended Ms. Carpino for converting to ADP from HR Knowledge. Ms. Paluk explained that a few documents were due on August 1, 2022, along with the annual report. Ms. Paluk also spoke about the upcoming fall site visit and noted that they were waiting for the dates to be announced.



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Mr. Royce asked for clarification on the timing of the strategic plan as he was under the impression it would not begin until the fall. Ms. Paluk explained that when planning the next eighteen months of the work needed to be done, the time frame was noted to be next spring. Ms. Paluk explained that the last strategic plan was approved in 2017 and ran through June 2022. It was pointed out that more work would be done before August to prepare and start the strategic planning process to avoid last-minute work. Ms. Blue tabled the discussion for the next Board meeting.

Ms. Paluk explained that the golf tournament was postponed due to the weather and moved to October 17, 2022.

### **Committee Updates**

#### **Education Committee**

Ms. Vernon began by speaking on the end-of-year scores and explained that there were gains across the board, and numbers often went up by double digits. There was also a dramatic decline in students scoring two or more grades below, with a seventy-four percent reduction noted. It was pointed out that there is not much data available for the ELA, but some information was provided. Ms. Vernon stated that more data would come in the summer with more finalized numbers. Ms. Vernon also explained that the teacher perception surveys also showed an increase in the different categories, showing that the students are correctly learning how to be in a classroom following virtual school and better regulation skills.

It was noted that there was a conversation on changing the timeline of different surveys and that Dr. Cole would be reviewing this once all the data came back. ACCESS testing was also discussed, and it was explained that the number of students being served has nearly doubled since 2018, with 246 students using these services. It was noted that fifty-seven Kindergarten students would enter the EL program. It was also explained that ACCESS testing results were back and that many students were to exit the program.

Ms. Vernon spoke about the changes that would be happening at the schools. She explained that the elementary school would change its schedule to accommodate the new curriculum program. The high school would be changing from Latin to French as a foreign language option as twenty-two incoming students chose to take French next year, and twenty additional students would be changing from Spanish to French.

Ms. Paluk provided an update on the uniform changes that would be implemented. It was explained that the Elementary school had requested gym uniforms for the students and allowed Kindergarten students to wear that uniform. It was also explained that the shoe policy had also been changed to make it easier for our families and comfortable for the students and not focused on colors. It was also explained that the middle school had requested gym uniforms, and this would be available for students to wear. Ms. Paluk also explained that this shirt would be worn only for the gym and that students would change into their blue uniforms again once gym class was over for the day and on all other days. Ms. Paluk stated that the High School removed the requirement of wearing ties and made it



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optional as it was suspended during COVID due to the face masks. It was also noted that there would be no penalty for students wearing their uniform shirt as opposed to the athletic-approved t-shirt.

Ms. Blue called for a motion to approve the uniform changes with edits as discussed, which would be reflected in the student handbook. Ms. Vernon made the motion, and Ms. Zagabe-Ndiku seconded it. A roll call was performed, and all members present voted unanimously.

### **Facilities & Finance Committee**

Mr. Royce stated that the school had a surplus of 2.1 million in total revenue for the year. Mr. Royce also provided a flood update for the ES school, noting that this work would be completed by the end of the summer. Mr. Royce also explained that along with Ms. Paluk, a meeting with a consultant occurred as part of the ongoing discussion with WBDC. The consultant explained that given the ongoing projects that would take eight to ten years to complete, it would be best to stay with the current facilities. Mr. Royce also thanked Ms. Carpino for the cleaning bid that took place and that the two companies were currently in the running, and that it was decided that SJ Services would be contracted. It was also noted that the middle school would also perform food work with in-house staff.

### **Governance Committee**

Ms. Zagabe-Ndiku spoke on the mission and vision statement of the committee, which was a topic of discussion at the last meeting. A final draft would be presented and voted on in the next meeting and presented to the Board of Trustees. Ms. Zagabe-Ndiku also spoke on the DESE language for the open comments to the Board policy change. It was explained that as Abby Kelley had always followed the vocabulary, it would be best to update the current policy. It was noted that the current practice was more stringent, and the change would be more audience friendly.

Ms. Zagabe-Ndiku spoke on the Faculty representation discussion and noted that propositions were presented for review and that talks would continue until a middle ground is reached. Ms. Zagabe-Ndiku explained that the committee would be in charge of nominations, and discussions would take place on the language that would be part of the mission statement to reflect that. The Governance Committee would take the vote, and the Board would then be presented for clarification.

### **Charter Renewal Application**

Ms. Paluk began by stating that the document presented was currently in Draft form and that work was still being done to meet the DESE requirements. Ms. Paluk explained that as this was a draft, the Board could provide edits to herself or Ms. Little before submission. It was also presented to the Board the different responses that could be received based on the submitted information were also presented to the Board. Mr. Royce then inquired whether including information on the IB program in the charter renewal application would be beneficial. Ms. Little explained that there were specific IB measures in the accountability plan and that the results for the IB exam would not be released until after the fourth of July. It was explained that once received, there would be five years of data available and that information would be placed in a separate chart; therefore, it is included in the application but not in the narrative.



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Ms. Zagabe-Ndiku inquired about the teacher compliance piece of the accountability plan to which it was noted that all staff was currently in compliance and that we had not been cited for that. Ms. Vernon inquired about the opportunities available for professionals to engage in professional development in the narrative. Ms. Paluk noted that there would be more information to add, such as the addition of the Governance Committee and the different curriculum changes in the school. It was determined that all feedback would be submitted to Ms. Paluk and/or Ms. Little by July 11, 2022.

Ms. Blue called for a motion to accept and approve the Charter Renewal Draft as presented with permission for staff to finalize the document with reasonable edits, if necessary, before the August 1, 2022 deadline. Mr. Royce made the motion, and Ms. Vernon seconded it. A roll call was performed, and all members present voted unanimously.

### **Executive Director Evaluation**

Ms. Blue began by stating that a copy of the valuation had been received by all members of the Board and Ms. Paluk. It was noted that  $\frac{2}{3}$  of the Board rated Ms. Paluk's performance as proficient, and  $\frac{1}{3}$  rated Ms. Paluk as exemplary. It was also acknowledged that Ms. Paluk addressed multiple challenges throughout the year. Ms. Blue stated that concerning the areas of management and operations, the majority of the Board rated the performance as proficient or exemplary and was rated as needing improvement or proficient in instructional leadership. Ms. Paluk was also rated proficient or exemplary in family and community engagement and professional culture.

Ms. Blue pointed out specific highlights and noted that Ms. Paluk continued to raise the standard across the district and was a part of crucial personnel decisions. It was also explained that many students made commendable and impressive progress because of Ms. Paluk's intentional district-wide focus on the academic remediation of the students that fell behind due to Covid-19. Ms. Blue noted that an area of continuous improvement would be establishing additional protocols concerning the frequency of communication so families would know what to expect.

Ms. Blue also spoke on the areas of focus for next year. Ms. Blue explained that an intentional emphasis was placed on the social and emotional learning and recovery from Covid-19 by implementing a district-wide approach using the multi-tiered system (MTSS) to ensure that all students received the appropriate support. Ms. Paluk was also noted to be bringing an inclusive lens to the leadership approach and that the input of students, staff, families, and the Board was highly valued. It was explained that there was a strive to bring a culture of respect, trust, accountability, equity, inclusion, and a sense of belonging to the school environment from Ms. Paluk.

Overall, Ms. Blue and the Board members thanked Ms. Paluk for a year well done, commended her strong leadership skills, and noted they looked forward to working together to make even more tremendous progress for Abby Kelley Foster Charter school.

Ms. Blue called for a motion to adjourn the regular meeting. Mr. Royce made the motion, and Ms. Zagabe-Ndiku seconded it. A roll call was performed, and all members present voted unanimously.



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### Annual Meeting

Ms. Celia J. Blue, Chair, called the meeting to order at 7:54 p.m. The attendance was recorded and is attached.

Ms. Blue read the Abby Kelley Mission Statement and noted no public comments or old business.

### Business of Annual Meeting

#### Election of New Officers

Ms. Blue began with the nomination for the Chair of the Board. Ms. Blue presented a nomination of Mr. Patrick Royce as chair of the Board for the upcoming school year. Ms. Blue called for a motion to approve Mr. Patrick Royce to the position of Chair for the term of one year. Ms. Zagabe-Ndiku made the motion, and Ms. Vernon seconded it. A roll call was performed, and all members present voted unanimously.

Mr. Royce nominated Ms. Zagabe-Ndiku for the position of treasurer. Ms. Blue called for a motion to approve Ms. Zagabe-Ndiku for a one-year term. Ms. Vernon made the motion, and Mr. Royce provided the second. A roll call was performed, and all members present voted unanimously.

Ms. Blue nominated Ms. Yarnie for the position of Clerk. Ms. Blue called for a motion to approve Ms. Yarnie for a one-year term. Mr. Royce made the motion, and it was seconded by Ms. Zagabe-Ndiku. A roll call was performed, and all members present voted unanimously.

#### Election of New Board of Trustee Member

Recruitment was done for a Board member with CPA experience, and Adam Beaudry was presented as a potential member, according to Ms. Blue. After an extensive conversation with Mr. Royce and other Board members, it was determined that he would be nominated. It was noted that Mr. Beaudry came with years of experience as a CPA and had the expertise that the Board was looking for.

There was no concern or further discussion from Board members, and Ms. Blue called for a motion to approve Adam Beaudry for a three-year term. Mr. Rouse made the motion, and it was seconded by Ms. Vernon. A roll call was performed, and all members present voted unanimously.





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### **Meeting Calendar**

Ms. Blue noted two changes to the meeting calendar. It was pointed out that August 31, 2022, would be the date for the first Board meeting and that the December meeting would be moved up by one week to December 14, 2022. Ms. Vernon also inquired about placing a note in the calendars explaining that five snow days are automatically included.

Ms. Blue called for a motion to approve the Board of Trustees and Committees Calendar, with the edits discussed, for the 2022-2023 school year. Ms. Vernon made the motion, and it was seconded by Ms. Zagabe-Ndiku. A roll call was performed, and all members present voted unanimously.

Ms. Blue called for a motion to end the Annual Meeting. Ms. Zagabe-Ndiku made the motion, and it was seconded by Ms. Vernon. A roll call was performed, and all members present voted unanimously to end the meeting.

#### List of Documents Provided:

1. Facilities & Finance  
Committee
  - Financial Statements
  - Cleaning Bid
  - Proposals
2. Education Committee
  - i-Ready year end comparison
  - SEL Survey Data
  - Access Testing Data
  - Planning for next year
3. Charter Renewal Application-DRAFT