



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

Wednesday, January 26, 2022, 6:30 p.m.

<https://akfcs-org.zoom.us/j/95895663202?pwd=UWIKVGVUdWVlYTRYa0MwMTU2OUphZz09>

Webinar ID: 958 9566 3202 Passcode: 359514

By phone: +1 929 205 6099 Webinar ID: 958 9566 3202

APPROVED

01.24.22 10:45 am

City of Worcester, MA

- 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.”
 - b. Public Comments / Open Forum
 - c. Old Business
- IV. Review of the Meeting Minutes from December 15, 2021
 - a. **Motion:** To accept the Meeting Minutes from December 15, 2021
- V. Interim Executive Director Report- Ms. Heidi Paluk
- VI. Committee Updates
 1. Survey Results Presentation- Dr. Caroline Cole & Ms. Amelie Cabral
 - a. Education Committee Update- Ms. Amy Vernon
 - b. DEI Committee Update- Ms. Shelly Yarnie
 2. Facilities & Finance Committee Update- Mr. Patrick Royce
 - a. **Motion:** To approve up to \$26,000 for security system upgrades
 3. Foundation Committee Update- Ms. Zagabe-Ndiku
- VII. Search Committee Update- Dr. Jie Park & Mr. Patrick Royce
 - a. **Motion:** To Approve Executive Director Salary Range
- VIII. Governance
- IX. Upcoming Board/ Committee Meetings
 - a. Wednesday, February 23, 2022
 - b. Wednesday, March 23, 2022
- X. Adjournment



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Board of Trustees Meeting Minutes-DRAFT

Wednesday, December 15, 2021, 6:30 p.m.

<https://akfcs-org.zoom.us/j/92493030516?pwd=ekdYZ2s0SmRFcGYvS3MveEdlTjJrZz09>

Webinar ID: 924 9303 0516 **Passcode:** 635035

By phone: +1 19292056099 **Webinar ID:** 924 9303 0516

The Meeting was Called to Order by Ms. Celia J. Blue, Chair, at 6:32 p.m.

Attendance was taken and is recorded as follows:

Board/Committee Members Present: Celia J. Blue, Patrick Royce, Amy Vernon, Bibiche Zagabe-Ndiku, Dr. Jie Park

Board/Committee Members Absent: Shelly Yarnie

Staff Present: Heidi Paluk, AnnMarie Little, Dr. Caroline Cole, Amelie Cabral, Alisha Carpino, Kelly Gould, Amy Puliafico, Christopher Kursonis, Mike Grennon, Ben Gitkind, Lindsay Burns, Sara Ramirez, Jennifer Giusto, Michelle Vigneux, Rob Kerr, Kelly Davila, Mary Mansoor

Others: None

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

Ms. Blue asked for a motion to accept the October 27, 2021 meeting minutes. Ms. Vernon made the Motion, it was seconded by Ms. Zagabe-Ndiku. Ms. Blue performed a roll call and the Board approved the minutes from October 27, 2021. Ms. Blue abstained from voting as she was not acclimated.

Interim Executive Director Report

Ms. Paluk began by reminding everyone that there was no Education Committee meeting this month and the Facilities & Finance Meeting is upcoming on Friday, December 17, 2021. Ms. Paluk then explained that a threat of violence was made on social media on Tuesday night by an AKFCS student. This threat was taken seriously, and the administration immediately notified the Worcester Police Department, which took prompt and appropriate steps to identify the nature of the threat and apprehend the student who made it. Ms. Paluk also stated that legalities cause a minimum amount of information to be released at this time. Ms. Paluk stated that an email did go out to parents and staff and the members of the Board as well this afternoon also explaining the information that legally can be shared.

Ms. Paluk states that the school did resume today and that everything has been done to ensure the safety of the students and staff at Abby Kelley. Extra police detail has been hired and will be on the campus for the remainder of the week out of an abundance of caution. Ms. Paluk states that the students who were the cause of

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concern are not currently on campus and will administration follow the current disciplinary procedures. Ms. Paluk states that the investigation is currently ongoing.

Ms. Paluk then expressed her gratitude to the students and community members that came forward with the information and let the proper personnel know about the threat that was on social media. Ms. Paluk explains that this is why we were able to act fairly quickly and get the assistance that was needed. Ms. Paluk states that the Guidance staff was available to meet with students all-day and expressed her gratitude to them for their assistance during this time. Ms. Paluk again ensured the Board that she would continue to share as much information as legally possible as the investigation unfolds and is working with the attorney to ensure that the rights of the students are being protected.

Ms. Vernon inquired about the level of information that was shared with the students today and if all the students received that information. Ms. Puliafico explained that the information was sent to the parents, and they were to determine what to share with students. She also states that in the email, it was noted that if they notice a student struggling, guidance would be available. Ms. Puliafico also explained that teachers were instructed to speak about the subject if a student were to bring it up with the focus on the students and community members who did the right thing by informing the proper authorities.

Ms. Paluk again acknowledged the level of concern that this has brought to the school and stated that they have done everything in their control to handle the situation and that they would be following all the Abby Kelley legal policies.

Committee Updates

A. Education Foundation Committee Update

Ms. Zabage-Ndiku began by expressing gratitude for the donations that were received during #GivingTuesday. Through the donations received, Ms. Zagabe-Ndiku states that they have collected almost \$1,500.00 to date and have also gained new sponsors. Ms. Zagabe-Ndiku explained that the committee is preparing for grant applications for next year and that all grant applications for this year were accepted and processed. Ms. Zagabe-Ndiku closed out by reminding teachers to send in proposals for their classroom needs.

B. Education Committee Update

Ms. Vernon began by stating that iReady results were reviewed and it does show a decline for the students as expected due to the pandemic. Ms. Vernon explained that per grade level, 50%-70% of students were on or above grade level in reading and that in the lower grade levels, about $\frac{1}{4}$ of students in grades 2-3 are performing one year below grade level. Math, according to Ms. Vernon has also seen many students performing two or more years below grade level, mainly in middle school.

Ms. Vernon explained the different interventions that are in place currently for the school such as peer tutoring, WIN block, and a math committee that is in the formation stages at the moment but is expected to assist greatly for the students. MCAS scores were also evaluated and seen to be slightly better in most grade levels for reading and math.

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Ms. Vernon then spoke on the 3 different Executive Director goals that were established with Ms. Paluk. Ms. Vernon states that the goal that the Education Committee focused on was the Student learning Goal along with the Social and Emotional Learning Goal which is in place to provide students with the accurate support that is needed. Ms. Vernon also stated that Ms. Paluk has a Professional Practice District Alignment Goal for the admin team building a culture of trust, respect, and communication.

Ms. Zagabe-Ndiku inquired about any feedback that may have been received from staff about the social-emotional perceptions of the students and whether the students have utilized the resources that were put in place by Ms. Paluk such as the use of guidance counselors in assisting the students. Ms. Vernon stated that the MTSS system has begun and that the data from the surveys were being collected and analyzed. Dr. Cole then explained further that the surveys from the data were being analyzed and they were using that data to determine the services that would be needed for the students to achieve the goals needed for them to succeed.

Ms. Blue inquired about the measuring method that would be used to assist with the Professional Development Goal of building a culture of trust and respect and what objections were being thought of. Ms. Paluk explained that there is a facilitator that is assisting with the guidance of this and has asked them to provide feedback on where we are to see the progress that is being made. Ms. Paluk emphasized the need for everyone to work together as efficiently and transparently as possible.

Ms. Zagabe-Ndiku then inquired about the resources that would be in place for the teachers to utilize in the classroom and the work that would be done after the results from the surveys have been analyzed. Dr. Cole explained that Tier 1 interventions are being done currently in each school but that the survey is individualized towards the students to build interventions and then they look at it from a classroom perspective. Ms. Zagabe-Ndiku inquired about whether the students would be placed in special education groups or a different group to which Dr. Cole explained special education is designed for students with tested disabilities and that this would be a different group to address the needs of those students. Dr. Cole also stated that for students in higher grades, guidance counselors are meeting with team leaders and reaching out to students to see if any assistance is needed.

Ms. Blue inquired about the data of the tests done and how it compares to other institutions to which Ms. Vernon stated that no real comparison has been done at the moment but it is something that they could work on. Mr. Kursonis also gave an update on SAT/PSAT and stated that the students that were interested had signed up. Mr. Penny sent it out in the google classroom for the students in grades 11 and 12.

Search Committee Update

Dr. Park began by stating that the job posting for the Executive Director position was posted online during the last week of November. She explained that the firm, Promise54, has been conducting outreach with local and national networks and is checking in weekly with Dr. Park and Mr. Royce to share updates and share the current perception of Abby Kelley and the salary trends. Dr. Park also states that the outreach has yielded 11 applicants, all of whom are in different stages in the process.

Dr. Park explained that 3 applicants are currently being reviewed by Promise54, 3 applicants have been rejected based on the resumes submitted which show that they were not appropriate for the position. Of the remaining 11 applicants, 5 candidates were yielded through Promise54, and 6 were yielded through School Spring. Dr. Park states that there is a competency rubric that is being used in the interview process. Dr. Park



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then informed the Board that Promise54 has agreed to stay and offer us support through January 13, 2022, which is when they will hand over the gathered information to the search committee. Dr. Park explains that the next step will be to develop interview questions and conduct anti-bias training for the search committee members.

Dr. Park states that they anticipate having more information at the next meeting which will detail what the final candidate pool resembles and what the process will be moving forward. Ms. Blue inquired about the timeline of presenting the final candidates to the Board to which Dr. Park stated that the timeline that is both realistic and ambitious is February 2022 in which they hope to have the 3 candidates conduct a day-long engagement with the campus community by the next Board meeting that is scheduled for February 23, 2022.

Ms. Zagabe-Ndiku inquired about the reason for the extension with Promise54. Dr. Park explained that it is better for Promise54 to successfully conduct the search and it is in their best interest to feel that they have done their part in providing 8-10 candidates that the search committee would interview. Ms. Zagabe-Ndiku then inquired about whether the extension would have any financial consequences on Abby Kelley to which Dr. Park stated that she was not 100% sure but that based on the correspondence received, no mention of additional payment was made. Ms. Blue suggested sending an email to confirm that there will be no additional charge.

Ms. Zagabe-Ndiku then asked if the information that is being collected from parents and stakeholders by Promise54 is being shared in detail or as executive summaries to which Dr. Jie stated that while it is not in detail, the position description reflects many of the data that Leslie has collected about the needs and strengths of the school based on the information gathered from students, parents, and stakeholders. Dr. Jie also stated they have been doing their best to be inclusive and transparent about the process and are listening to every voice throughout the engagement process.

Governance

Ms. Blue began by speaking on the clarity of the bylaws and opened the floor for discussion on whether an Ad Hoc Committee would be created or would the Board utilize the Executive Committee to complete work dealing with outreach and recruitment for the Board. Ms. Blue states that there is still a need for someone with a financial background, HR background, and also an attorney and then opened the floor up for questions.

Ms. Vernon began by requesting clarification on how many people/who could be on the Ad Hoc committee. Ms. Blue stated that it would be a Board committee that is led by the Board. Mr. Royce then stated that this committee should be temporary regardless of which decision was taken as the goal of that committee is to bring new members and nominate members to the Board and disband thereafter. Therefore, Mr. Royce states that he would be in favor of having an Ad Hoc nominating committee so long as this committee was to allow 3 additional seats on the Board which would be a 3-month charge and not on an as-needed basis. Ms. Zagabe-Ndiku then expressed the need to determine if we would form the committee when needed as opposed to having a group of people in place already.

Ms. Blue stated, in response to Mr. Royce, that her recommendation would be to do it on an annual basis which would allow flexibility in utilizing the committee as needed as candidates arose. Mr. Royce then inquired about what is normally best practice and should this be a topic that is explored more to which Ms. Blue agreed that more research could be done to see best practices and make a more informed decision. Ms. Vernon also

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expressed her support of Ms. Zagabe-Ndiku's statement on creating a governance committee that meets regularly and a nominating portion of the committee that would meet as needed.

Ms. Blue made note of the fact that the bylaws currently in place do not have mention of a governance committee and that it would need to be amended. Mr. Royce then stated that as the bylaws were just amended and approved by the state, is there a possibility of having a governance committee but setting it up as an Ad Hoc committee, which would then run for some time and be determined to be a standing committee or not. Ms. Blue stated that she would look into that but that it may be a possibility.

Ms. Blue called for a motion to adjourn the meeting. Ms. Zagabe-Ndiku made the motion. Mr. Royce seconded the motion. Ms. Blue performed a roll and the Board unanimously approved. Dr. Park exited the meeting at 7:00 p.m.

Meeting adjourned at 7:37 p.m.



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 - a. DEI Committee Update- Ms. Shelly Yarnie
 - b. Education Committee Update - Ms. Amy Vernon
 - c. Education Foundation Update- Ms. Bibiche Zagabe-Ndiku
 - d. Facilities & Finance Committee- Mr. Patrick Royce
- VII. Search Committee Update- Dr. Jie Park & Mr. Patrick Royce
 - a. Review status of search committee’s action items
 - b. Review/Discuss Timelines
 - c. Discuss expectations for final candidates
- VIII. Governance
 1. Discuss the formation of a nominating committee or utilize the Executive Committee as the nominating committee.
 - a. **Motion:** To form a new nominating committee or utilize the Executive Committee as the nominating committee
 - b. **Motion:** To nominate a Chair
 - c. **Motion:** To nominate Board members to the committee

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2. Discuss the formation of a Governance Committee and the charge of this committee

- a. **Motion:** To form a Governance committee
- b. **Motion:** Nominate a Chair
- c. **Motion:** Nominate Board members to the committee

IX. Upcoming Board/ Committee Meetings

- a. **Education Committee-** Friday, January 14, 2022, 8:00 a.m.
- b. **Facilities and Finance Committee-** Friday, December 17, 2021, 8:00 a.m. & Friday, January 21, 2022, 8:00 a.m.
- c. **Board of Trustees Meeting-** Wednesday, January 26, 2022, 6:30 p.m.

Adjournment

- a. **Motion:** To adjourn the Meeting

2021 Student Survey Results

Student surveys were administered to students in Grades 3-12 during the beginning of December 2021. For Grades K-2, the teachers completed a survey for each of the students in their class. Almost 90 percent (89.3) of students completed the student surveys. The following table offers a description of the results from each survey.

2021 Fall Student Survey Results Grades 3-5	Percent Favorable
Self-Management	66% favorable
Growth Mindset	52% favorable
Emotion Regulation	45% favorable

2021 Fall Student Survey Results Grades 6-12	Percent Favorable
Self-Management	73% favorable
Growth Mindset	52% favorable
Emotion Regulation	45% favorable

Student Survey Grades 3-12 Explanation

Students in grades 3-12 were asked to rate themselves regarding Self Management skills, Growth Mindset and Emotion Regulation skills. Results are broken down into grades 3-5 and grades 6-12.

Self Management

Self management skills are skills related to controlling and regulating our emotions, thoughts and behaviors. Students were asked questions about how well prepared they are for class, how well they follow directions, pay attention and are able to keep their temper under control.

The results from grades 3-5 indicated that 66 percent of students responded favorably. This means that 66 percent of the students in grades 3-5 endorsed *frequently* or *almost all the time* to these questions pertaining to self management. Compared to all schools nationally, AKFCS falls in the 30th percentile on this topic. (Prepandemic results from other schools).

The results from grades 6-12 indicated that 73 percent of students responded favorably. This means that 73 percent of the students in grades 6-12 endorsed *frequently* or *almost all the time*

to these questions pertaining to self management. Compared to other schools nationally, AKFCS fall near the 60th percentile on this topic.

Insight: For grades 3-12, areas of growth are in the students ability to remain calm when they get upset or angry. Responses to this particular question, brought down the overall percentage.

Growth Mindset

Growth mindset refers to the belief that basic abilities can be developed through dedication and hard work. Students were asked how possible it was for them to change by giving effort to a task, behaving well in class, liking the subjects that they are studying, their level of intelligence and how talented they are at something.

The results from grades 3-5 found that 52 percent of students responded favorably. This means that 52 percent of the students in grades 3-5 endorsed that it was either *quite possible to change* or *completely possible to change* these abilities. Compared to all schools in Panorama's national dataset, this score is near the 50th percentile.

The results from grades 6-12 indicated that 52 percent of students responded favorably to these questions. This means that 52 percent of the students in grades 6-12 endorsed that it was either *quite possible to change* or *completely possible to change* these abilities. Compared to all schools in the Panorama national dataset, this score is at the 50th percentile.

Insight: Being able to increase students Growth Mindset across the district, especially in the area of persistence and ability to not give up. Overall, this is a positive response to growth mindset and students' perception of skills to be developed.

Emotion Regulation

Emotion regulation is the ability to exert control over one's emotional state through a variety of strategies to influence which emotion an individual experiences. Individuals with good ability to use strategies to manage their emotions often cope more effectively with life stressors and are more resilient. Students are asked questions about their ability to pull themselves out of a bad mood, their ability to control their emotions, how often they can get themselves to relax and how well they are able to remain calm when things go wrong.

For grades 3-5, 45 percent of students responded favorably. This means that 45 percent of students in grades 3-5 responded that they *frequently* or *almost always are able* to regulate their emotional response. Compared to other schools nationally, our score is at the 40th percentile on this topic.

For grades 6-12, 45 percent of students also responded favorably. This means that 45 percent of students in grades 6-12 responded that they *frequently* or *almost always* are able to regulate their emotional response. Compared to other schools nationally, our score is near the 50th percentile.

Insight: For students in grades 6-12, many identified that it is challenging pulling themselves out of a bad mood and having difficulty remaining calm when things go wrong. For grades 3-5, students identified more difficulty in coping with negative emotions.

The results of the survey were reviewed by the administrative council on a broad level looking at trends across ethnicity, grades and gender. Results were also analyzed with principals from each school building as well as with the guidance counseling staff who used the results of the survey to identify specific students who rated themselves as having more vulnerable social emotional skills and developed interventions to address these issues. To appropriately address these concerns, classroom observations, phone calls with families or conversations with teachers were also completed in order to identify the severity of the concern and to develop the most appropriate intervention. Interventions that were developed included a variety of interventions including, but not limited to:

- Targeted check in with a student by the guidance counselor
- Participating in a group with a particular topic to assist in developing specific skills
- Engaging in focused, short term counseling sessions with a guidance counselor
- Interventions for the teacher to implement and/or support provided to a specific teacher
- Informed professional development trainings for staff across all three buildings

Comments from Students (3-5)

"I feel good in school"

"I like how they ask about feelings and how we belong"

Comments from Students (6-12)

"I like how I can be mad and get out what I need to let out."

"The pandemic changed everyone in different ways so don't put so much high expectations to be how we were before we left."

Student Survey # 2 - Sense of Belonging

Sense of Belonging Survey Grades 3-5	Percent Favorable
Sense of Belonging	63% favorable

Sense of Belonging Survey Grades 6-12	Percent Favorable
Sense of Belonging	37% favorable

Students in grades 3-12 were asked to take a second survey that asked them questions pertaining to their sense of belonging. They were asked how well the school understands them as a person, how supported they feel by their teachers and peers at school and how much they feel as if they belong at school.

For grades 3-5, 63 percent of the students responded favorably. This means that 63 percent of the students endorsed *quite a bit* or a *tremendous amount* of support, respect and belonging to the school. Compared to schools in an urban setting in the national dataset, these scores are near the 90th percentile.

For grades 6-12, 37 percent of the students responded favorably. This means that 37 percent of the students endorsed *quite a bit* or a *tremendous amount* of support, respect and belonging to the school. Compared to middle schools in an urban setting, this result is near the 20th percentile. Compared to high schools in an urban setting, this result is near the 30th percentile. In breaking down this further, 29 percent of the students felt only somewhat connected to adults at school and 31 percent of the students only felt slightly connected.

Insight: In the younger grades (3-5) students are reporting a greater sense of belonging within the school compared to their counterparts in grades 6-12. In reviewing specific questions regarding their sense of belonging, the younger grades, (3 and 4) reported a 77% and 73% favorable response compared to 5th grade, which had a 57th percent favorable response. These findings identify that as students get older, their sense of belonging declines slightly.

The results of this survey are being interpreted and analyzed alongside data from the DEI family and staff survey. The information from all three surveys will help set potential goals and plans for the AKFCS community as a whole. Interventions that are already in development:

- Family discussion groups focused on introducing SEL topics such as, Gratitude, Mindfulness and Responsible Decision Making
- Creating additional professional development for teachers on SEL practices.

- Implementing additional supports for teachers to assist them in developing effective self care strategies. This might include yoga, access to apps such as Headspace

-

Teacher Perception Surveys - Grades K-2

For students who are in Kindergarten through second grade, a teacher perception survey was completed on each student in the areas of emotion regulation, social awareness, grit, self-management, self-efficacy, and learning strategies.

Emotion Regulation	77 percent favorable
Social Awareness	69 percent favorable
Grit	56 percent favorable
Self-Management	53 percent favorable
Self-Efficacy	52 percent favorable
Learning Strategies	48 percent favorable

National numbers are not provided due to only one to two questions in each section.

Emotion Regulation

Emotion regulation are skills related to how well students are able to cope with their emotions effectively. Teachers are asked how often the student is able to control their emotions when needed. The results showed that 77% of teacher responded favorably that their students were able to *frequently or almost always* control their emotional responses.

Social Awareness

Social awareness is how well a student is able to consider the perspectives of others and empathize with them. The results showed that 69 percent of the teachers responded favorably. This means that 69 percent of the students were rated as quite considerate and extremely considerate.

Self Management

Self Management is how well students manage their emotions, thoughts and behaviors in different situations. Teachers are asked how focused their students are in class. The results showed that 56 percent of teachers responded favorably indicating that 56 percent of students were rated as *quite focused or extremely focused*.

Self Efficacy

Self Efficacy relates to how much students believe they can succeed in achieving their academic outcomes. Teachers are asked about a student's confidence in their ability to learn the material presented in class. 53 percent of teachers responded favorably. This means that 53 percent of teachers perceived the student to be either *quite confident* or *extremely confident*.

Grit

Grit refers to how well students are able to persevere through setbacks to achieve important long-term goals. Teachers are asked their perception of how long a student remains focused on the same goal and how likely a student is to try a task again if they had previously failed. The results showed that 52 percent of teachers perceived their students to *frequently* or *almost always* be able to persevere.

Learning Strategies

Learning strategies refers to how well students are deliberately using strategies to manage their own learning processes. Teachers are asked how well their own learning strategies help him or her learn more effectively. The results show that 48 percent of teachers perceived their students as being able to independently use learning strategies either *quite well* or *extremely well*.

Insight: Students in grades K-2 would likely benefit from teachers and staff focusing on developing independent school readiness skills. This year there has been a focus on helping students develop predictable routines and engage in age appropriate school behaviors.

Climate Survey Presentation

Interpreting Results

What is “Percent Favorable”?

A score of “81% favorable” means that 81% of respondents selected a favorable answer choice. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices.

Example question: How excited are you about going to this class?



What is “Compared to others nationally”?

To help put results in context, Panorama compares each topic score to the average score for schools or districts in Panorama’s national dataset. For example, while one of your topic scores may appear low compared to another topic score, you may find that the score is higher than the average topic score for other schools in the nation. Use this comparison to find areas for celebration or improvement.

What do the colors mean?

The colors allow you to quickly scan the results and identify focus areas. Color does not indicate significance.



What does "confidentiality protected" mean?

By default, Panorama will not show the responses of a demographic group that contains fewer than 5 individuals. For smaller or larger schools or districts, this number may vary, but its purpose is to protect the confidentiality of the students, staff, and family members who are responding to your survey, so they can continue to share authentically.

Teacher Perception Survey K-2

Emotion Regulation	77 percent favorable
Social Awareness	69 percent favorable
Grit	56 percent favorable
Self Management	53 percent favorable
Self Efficacy	52 percent favorable
Learning Strategies	48 percent favorable

Overview of Student Survey Results

Emotion Regulation

2021 Student Surveys - Grades 3-5



45%



40th-59th percentile



2021 Student Surveys - Grades 6-12



45%



40th-59th percentile



Growth Mindset

2021 Student Surveys - Grades 3-5



52%



40th-59th percentile



2021 Student Surveys - Grades 6-12



52%



40th-59th percentile



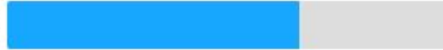
Overview of Student Survey Results Continued

Self-Management

2021 Student Surveys - Grades 3-5



66%



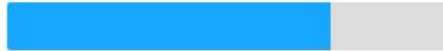
20th-39th percentile



2021 Student Surveys - Grades 6-12



73%



60th-79th percentile

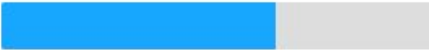


Sense of Belonging

2021 Student Survey #2 - Grades 3-5



63%



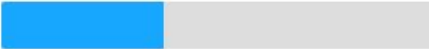
60th-79th percentile



2021 Student Survey #2 - Grades 6-12



37%



0th-19th percentile



Sense of Belonging (3-5)

Sense of Belonging

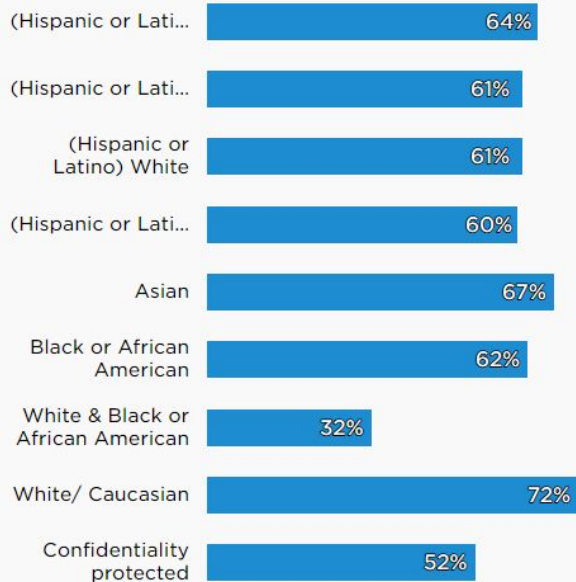
2021 Student Survey #2 - Grades 3-5



63%



60th-79th percentile



Sense of Belonging (6-12)

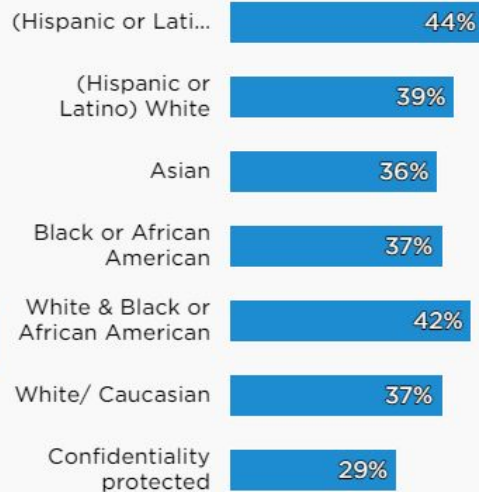
2021 Student Survey #2 - Grades 6-12

37%



0th-19th percentile

Results by group



Student Question- Belonging (Gr 3-5)

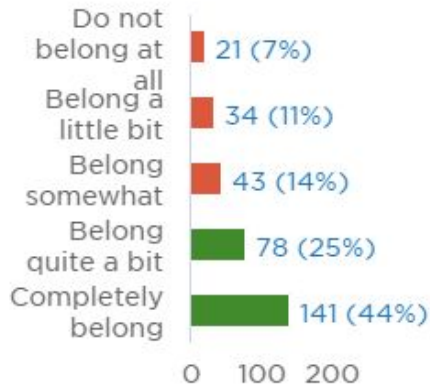
QUESTION



Overall, how much do you feel like you belong at your school?

69% 
responded
favorably

Answer distribution



Abby Kelley Foster Charter Public School

Category	
3	77
4	73
5	57

Category	Abby Kelley Foster Charter Public School
(Hispanic or Latino) American Indian or Alaskan Native	67
(Hispanic or Latino) Black or African American	77
(Hispanic or Latino) White	64
(Hispanic or Latino) White & Black or African American	80
Asian	67
Black or African American	68
White & Black or African American	57
White/ Caucasian	78
Confidentiality protected	62

Student Question- Belonging (Gr 6-12)

QUESTION



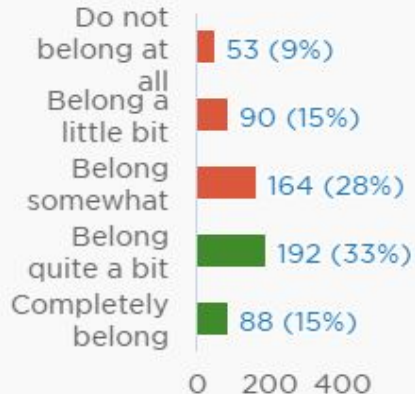
Overall, how much do you feel like you belong at your school?

48% 

responded favorably

Category	Abby Kelley Foster Charter Public School
6	53
7	52
8	40
9	57
10	46
11	45
12	41

Answer distribution



Category	Abby Kelley Foster Charter Public School
(Hispanic or Latino) Black or African American	64
(Hispanic or Latino) White	45
Asian	44
Black or African American	47
White & Black or African American	55
White/ Caucasian	53
Confidentiality protected	32

Student Question- Belonging (6-12)

QUESTION



How connected do you feel to the adults at your school?

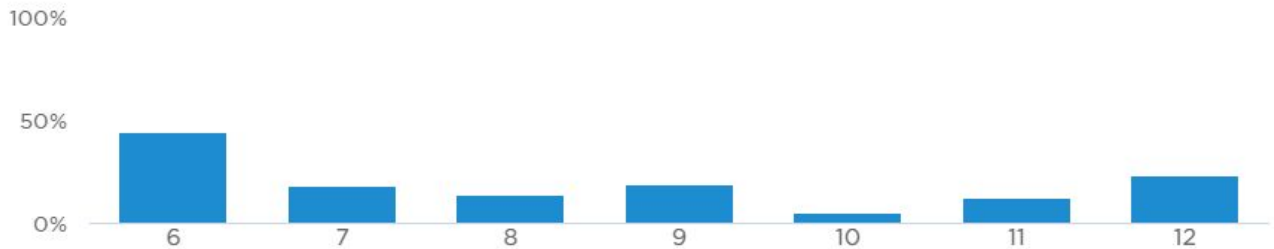
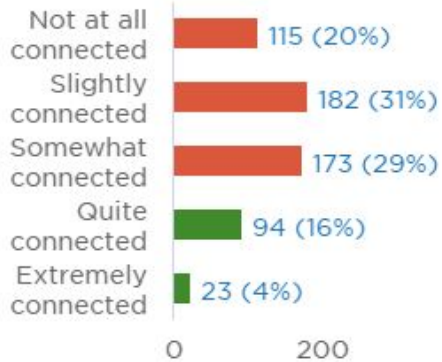
20% 

responded
favorably



Percentage favorable responses for this question

Answer distribution



Grades 6-12 answered
higher than other grades

Category	Abby Kelley Foster Charter Public School
6	44
7	18
8	14
9	19
10	5
11	12
12	23

Parent Question- Belonging

QUESTION

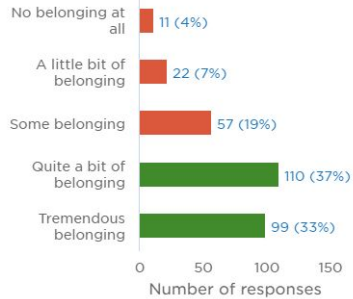


How much of a sense of belonging does your child feel at his/her school?

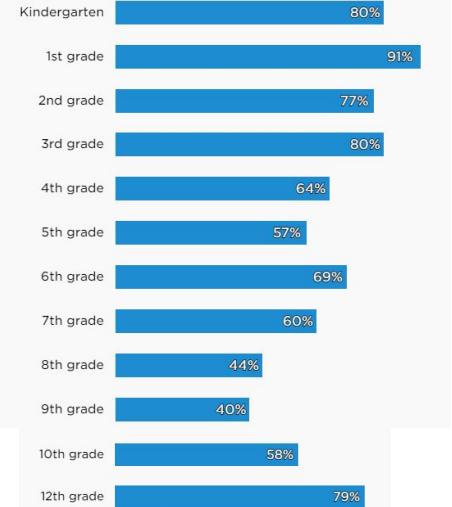
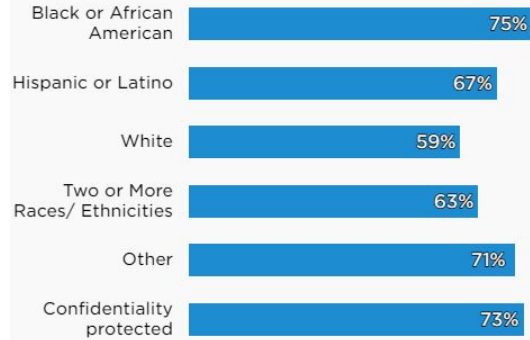
70% 
responded
favorably



Answer distribution



Results by group



Staff/Faculty Question- Belonging

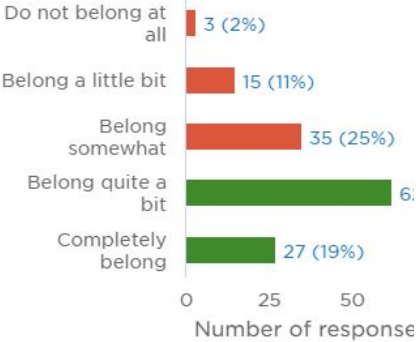
QUESTION

Overall, how much do you feel like you belong at your school?

63%
responded
favorably

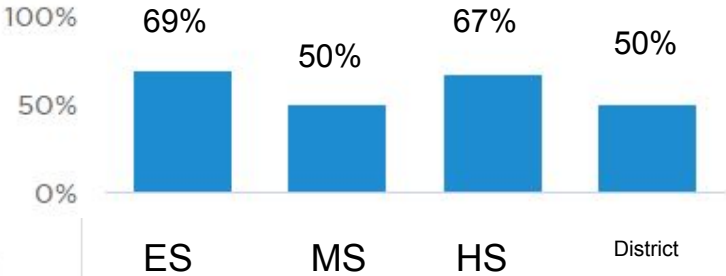


Answer distribution



Category	Abby Kelley Foster Charter Public School
Hispanic or Latino	57
White	66
Confidentiality protected	40

Percentage favorable responses for this question



Perception Questions

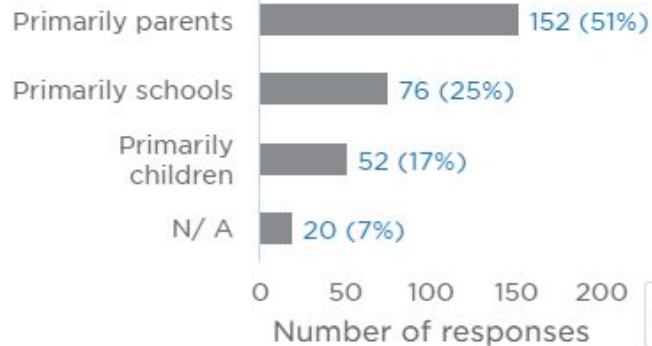
- In the family survey, parents were asked four perception questions
- These perception questions are meant to gauge who families think should be primarily responsible for school success.

Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...ensuring children have good relationships with their peers?

Answer distribution

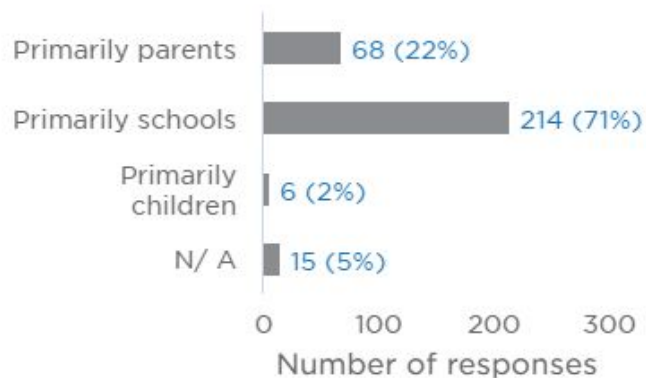


Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...making sure that the children have an adult to talk to at school?

Answer distribution

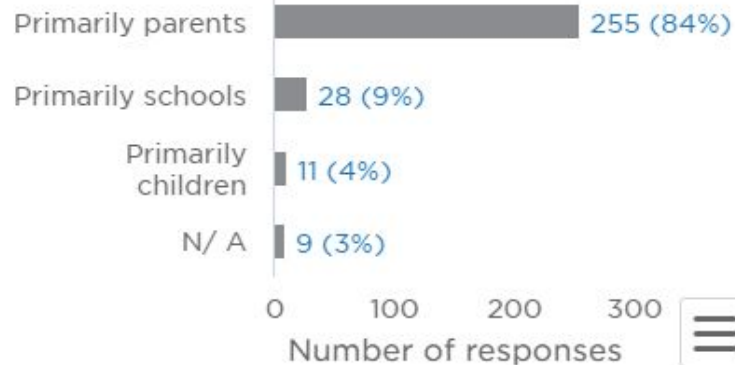


Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...helping children deal with their emotions appropriately?

Answer distribution

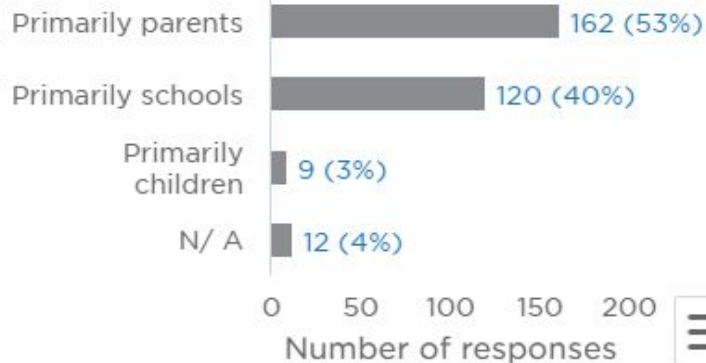


Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...ensuring good communication between home and school?

Answer distribution





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Education Committee Meeting Agenda-Digital Meeting

Friday, January 14, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/99441156707?pwd=cWVlS2pVcDkzNjFEVWJjWnY0eW5BUT09>

Meeting ID: 994 4115 6707 **Passcode:** 047160

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 994 4115 6707

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the November 12, 2021, Meeting Minutes
 - a. **Motion:** To approve the November 12, 2021, Meeting Minutes.
- IV. Student, Staff & Parents Survey Results- Dr. Cole/ Ms. Cabral
- V. Mid-year Testing Plan- Curriculum Coordinators
- VI. Principal Updates- Ms. Gould/ Mr. Gero/ Mr. Kursonis
- VII. Budgetary Request-Curriculum/Software/Subscriptions- Ms. Paluk, IED
- VIII. Upcoming Education Committee Meeting(s):
 - a. Friday, February 11, 2022
 - b. Friday, March 11, 2022
 - c. Friday, April 8, 2022
- IX. Adjournment



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Education Committee Meeting Agenda

Friday, November 12, 2021

<https://akfcs-org.zoom.us/j/95769808330?pwd=UCtmaGZhM2swVG9OOHdVTGxtcUhzdz09>

Meeting ID: 957 6980 8330 **Passcode:** 940789

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 957 6980 8330

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the October 8, 2021, Meeting Minutes
 - a. **Motion:** To approve the October 8 2021 Meeting Minutes.
- IV. I-ready scores/comparison- Curriculum Coordinators
 - a. Correlation of MCAS & I-ready
- V. Establishment of Math Committee - Curriculum Coordinators
- VI. Principal Updates- Ms. Gould, Ms. Puliafico, Mr. Kursonis
- VII. Interim Executive Director Goals- Ms. Paluk
- VIII. Upcoming Education Committee Meeting(s):
 - a. Friday, December 10, 2021
 - b. Friday, January 14, 2022
 - c. Friday, February 11, 2022
- IX. Adjournment



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Education Committee Meeting Agenda-DRAFTS

Friday, November 12, 2021

<https://akfcs-org.zoom.us/j/95769808330?pwd=UCtmaGZhM2swVG9OOHdVTGxtcUhzdz09>

Meeting ID: 957 6980 8330 **Passcode:** 940789

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 957 6980 8330

The meeting was called to order by Amy Vernon at 8:00 a.m. The attendance was recorded as follows:

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

Staff in attendance: Heidi Paluk, Kristine Hersey, Amelie Cabral, AnnMarie Little, Dr. Carrie Cole, Chris Kursonis, Rob Kerr, Jennifer Giusto, Jessica Regan, Kelly Gould, Michelle Vigneux, Maxwell Weiss

The Committee reviewed the Meeting Minutes from the October 8, 2021 meeting. Amy Vernon asked for a motion to approve the October 8, 2021 meeting minutes. The motion was made by Dr. Park and seconded by Amy Vernon.

Ms. Vernon wanted to make a correction to the minutes to this meeting and it should read as “ Ms. Vernon then moved on to the Executive Director goals. Ms. Vernon stated that one of the roles the Board plays in monitoring continuous progress at the school is to work with the Executive Director to identify goals that are in priority areas that the school intends to focus on throughout the year.” along with “Mrs. Paluk explained that students that are two grade levels behind and working in that group will see at least an 80% growth. Ms. Vernon also explained that the other goal that was being looked at was actively producing a measure and structure for social-emotional success across all grades. This will be a processed goal as opposed to an outcomes-related goal.”

Mr. Kerr said that data has been assessed for IReady to see where the students are academically and stated that students are behind one year following the standards from year to year. Mr. Kerr explained that IReady is important and shows what we are missing at foundation levels. Mr. Kerr let it be known that the number do line up but the Math scores are extremely alarming.

Ms. Vernon noticed the same pattern and asked why grades 4 and 5 IReady are over predicting. Ms. Regan explained that they use a standardized curriculum in check with Lesley University.

Dr. Park asked that the 4th and 5th as a stand-alone curriculum- what is the rationale for using it? She asked whether it was coherent and does it align or misalign.

Ms. Regan stated that they do align and that they are looking at a new version for the students.



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Ms. Regan said the Middle School Tier 1 instructional support was given to all students (such as visual aids and multiplication charts) because highlights were missed when the learning occurred. Ms. Regan also stated that the Math coach is working with these students and the teachers are being supported by staff but that there is a need for extra time for math this year.

Ms. Hersey stated the need to increase Tier 1 instruction in the Elementary School and incorporate critical thinking into this program.

Ms. Regan said accessibility is being provided to all students and that this is a mindset and going very well for staff.

Mr. Kerr said that DESE will release the roster of the lowest-performing students which are in the lowest 25% of the district. Math is the priority. Mr. Kerr explained the students are getting more Tier 2 and 3 strategies.

Ms. Cabral mentioned that ESL students are being pushed in content areas for grades K-7 and that Grade 1 ESL teachers are getting Orton Gillingham training and will make sure that everyone has the necessary tools.

Ms. Yarnie noted the low percentage of scores. Although the staff is being proactive there needs to be extra support for students 1 to 2 levels behind. She states that this needs to be addressed sooner; there must be an urgency.

Ms. Cabral stated the Title 3 grant is extended for ESL students and tutoring will begin after Thanksgiving for Math and ELA.

Ms. Gould said that 19% of Elementary School students are involved in intensive support groups.

Mr. Kerr said that the 8th-grade after-school tutor program is going well. Mr. Kerr explained that there are 31 upper-classmen participating in this program and that there are 60 students after school with a 1-1 tutor. Mr. Kerr stated that this is going well and teachers are also helping out. It was also noted by Mr. Kerr that any student with a grade of 70 or below is taking advantage of this program and the students are paired up with the same tutor every Thursday and the session is about 45 minutes. Mr. Kerr stated that the 3-week turnout seems to be a good sign and that the IB students are using this as a CAS project.

Ms. Regan mentioned that the Mass Academy is providing Middle School remote tutoring at night for all AKF students and that communication between parents, students, and staff have been sent out regarding this program. Ms. Regan did note that there is a lower enrollment - last year there were 29 students; this year only 8 students are participating.

Ms. Vernon noted there is a Math Committee forming to include Rob Kerr, Jessica Regan, and Kristine Hersey and stated in January through June they would be focusing on the domain we are weakest in math.

Mr. Kerr said this is a big undertaking and does not expect this to happen over 1 year but to expect this to be implemented around January 2022 because the focus at the moment is on assessing the weaknesses.



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Ms. Paluk stated that there is a need to have high expectations while still nurturing students and we have to raise expectations for all grades. We are here to support the students and this has to be implemented across the district; the job as staff is to support these students while holding them accountable.

Dr. Park said that if need be do not hesitate to ask the Board for any assistance.

Ms. Gould stated 2nd graders were the hardest hit in intervention support. There are 24 students receiving support. The ES students are referencing their folders before asking teachers for help. Teachers are reporting success and are in good spirits.

Ms. Regan stated there are 77 students in the MS that are an intervention. 36 students in Grade 4, 23 in Grade 5, 18 in Grade 6. A Reading Specialist will train all ELA staff to provide Tier 1 Phonics. There is no Math intervention at this time but teachers are helping out and working in small groups.

Mr. Kursonis said they are comfortable with the Team approach at the High School. Mr. Kerr is responsible for Grades 8 and 9 for academics and behavior. Ms. Davila is responsible for Grades 10, 11, and 12 for academics and behavior. There are team meetings 2 to 3 times a month for IReady and Math updates. Monthly data from 2 years ago showed the numbers were similar with students failing grades. 8th-grade numbers are higher than normal. 6 more students failing a class than 2 years ago. There was no change overall in the 2 years. There were 52 students in Grade 12 who were on the honor roll, Grade 11 - 35 students, Grade 10 - 34 students, Grade 9 - 32 students, and Grade 8 - 40 students. The academic probation list shuts down any students from participating in sports per the MIAA guidelines. Students are told of this when they meet with Mr. Kursonis regarding poor grades. The senior class is amazing and helping out on Thursday with the Math extra help. The focus is on Math. There are 10 students struggling and are meeting with the adjustment and guidance counselors after school.

Ms. Vernon asked if tutors/mentors have any training?

Mr. Kerr said that 2 Math teachers are there after school. If time allowed we would have had training but all in all the teachers and students are doing well. The IB students are doing a great job with the after-school program and there are 2 teachers monitoring the extra help session.

Ms. Paluk discussed her 3 goals for AKF. Number 1 - The District Administration has 10 members; 7 are new in the last 3 years; Number 2 - Getting students back on track; 2 or more grade levels behind have more of a year of growth; IReady data is the key; Number 3 - Social-emotional students - this type of behavior is countrywide and we are not immune to it. We are attempting to help these students that have these issues. Dr. Cole has a handle on these issues.

Christian Science Monitor came to interview Mackenzie Woll regarding the amount of learning students lost due to the pandemic. The writing was national and the pictures were regional. This article will be going out to staff and families soon.

Also, Abby Kelley was voted best of Central Mass by Readers Choice.

300 applications were submitted in the first couple of weeks of the enrollment period.

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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Ms. Vernon called for a motion to adjourn the meeting. The motion was made by Dr. Park and seconded by Ms. Yarnie. The meeting adjourned at 9:30 a.m.

2021 Student Survey Results

Student surveys were administered to students in Grades 3-12 during the beginning of December 2021. For Grades K-2, the teachers completed a survey for each of the students in their class. Almost 90 percent (89.3) of students completed the student surveys. The following table offers a description of the results from each survey.

2021 Fall Student Survey Results Grades 3-5	Percent Favorable
Self-Management	66% favorable
Growth Mindset	52% favorable
Emotion Regulation	45% favorable

2021 Fall Student Survey Results Grades 6-12	Percent Favorable
Self-Management	73% favorable
Growth Mindset	52% favorable
Emotion Regulation	45% favorable

Student Survey Grades 3-12 Explanation

Students in grades 3-12 were asked to rate themselves regarding Self Management skills, Growth Mindset and Emotion Regulation skills. Results are broken down into grades 3-5 and grades 6-12.

Self Management

Self management skills are skills related to controlling and regulating our emotions, thoughts and behaviors. Students were asked questions about how well prepared they are for class, how well they follow directions, pay attention and are able to keep their temper under control.

The results from grades 3-5 indicated that 66 percent of students responded favorably. This means that 66 percent of the students in grades 3-5 endorsed *frequently* or *almost all the time* to these questions pertaining to self management. Compared to all schools nationally, AKFCS falls in the 30th percentile on this topic. (Prepandemic results from other schools).

The results from grades 6-12 indicated that 73 percent of students responded favorably. This means that 73 percent of the students in grades 6-12 endorsed *frequently* or *almost all the time*

to these questions pertaining to self management. Compared to other schools nationally, AKFCS fall near the 60th percentile on this topic.

Insight: For grades 3-12, areas of growth are in the students ability to remain calm when they get upset or angry. Responses to this particular question, brought down the overall percentage.

Growth Mindset

Growth mindset refers to the belief that basic abilities can be developed through dedication and hard work. Students were asked how possible it was for them to change by giving effort to a task, behaving well in class, liking the subjects that they are studying, their level of intelligence and how talented they are at something.

The results from grades 3-5 found that 52 percent of students responded favorably. This means that 52 percent of the students in grades 3-5 endorsed that it was either *quite possible to change* or *completely possible to change* these abilities. Compared to all schools in Panorama's national dataset, this score is near the 50th percentile.

The results from grades 6-12 indicated that 52 percent of students responded favorably to these questions. This means that 52 percent of the students in grades 6-12 endorsed that it was either *quite possible to change* or *completely possible to change* these abilities. Compared to all schools in the Panorama national dataset, this score is at the 50th percentile.

Insight: Being able to increase students Growth Mindset across the district, especially in the area of persistence and ability to not give up. Overall, this is a positive response to growth mindset and students' perception of skills to be developed.

Emotion Regulation

Emotion regulation is the ability to exert control over one's emotional state through a variety of strategies to influence which emotion an individual experiences. Individuals with good ability to use strategies to manage their emotions often cope more effectively with life stressors and are more resilient. Students are asked questions about their ability to pull themselves out of a bad mood, their ability to control their emotions, how often they can get themselves to relax and how well they are able to remain calm when things go wrong.

For grades 3-5, 45 percent of students responded favorably. This means that 45 percent of students in grades 3-5 responded that they *frequently* or *almost always are able* to regulate their emotional response. Compared to other schools nationally, our score is at the 40th percentile on this topic.

For grades 6-12, 45 percent of students also responded favorably. This means that 45 percent of students in grades 6-12 responded that they *frequently* or *almost always* are able to regulate their emotional response. Compared to other schools nationally, our score is near the 50th percentile.

Insight: For students in grades 6-12, many identified that it is challenging pulling themselves out of a bad mood and having difficulty remaining calm when things go wrong. For grades 3-5, students identified more difficulty in coping with negative emotions.

The results of the survey were reviewed by the administrative council on a broad level looking at trends across ethnicity, grades and gender. Results were also analyzed with principals from each school building as well as with the guidance counseling staff who used the results of the survey to identify specific students who rated themselves as having more vulnerable social emotional skills and developed interventions to address these issues. To appropriately address these concerns, classroom observations, phone calls with families or conversations with teachers were also completed in order to identify the severity of the concern and to develop the most appropriate intervention. Interventions that were developed included a variety of interventions including, but not limited to:

- Targeted check in with a student by the guidance counselor
- Participating in a group with a particular topic to assist in developing specific skills
- Engaging in focused, short term counseling sessions with a guidance counselor
- Interventions for the teacher to implement and/or support provided to a specific teacher
- Informed professional development trainings for staff across all three buildings

Comments from Students (3-5)

"I feel good in school"

"I like how they ask about feelings and how we belong"

Comments from Students (6-12)

"I like how I can be mad and get out what I need to let out."

"The pandemic changed everyone in different ways so don't put so much high expectations to be how we were before we left."

Student Survey # 2 - Sense of Belonging

Sense of Belonging Survey Grades 3-5	Percent Favorable
Sense of Belonging	63% favorable

Sense of Belonging Survey Grades 6-12	Percent Favorable
Sense of Belonging	37% favorable

Students in grades 3-12 were asked to take a second survey that asked them questions pertaining to their sense of belonging. They were asked how well the school understands them as a person, how supported they feel by their teachers and peers at school and how much they feel as if they belong at school.

For grades 3-5, 63 percent of the students responded favorably. This means that 63 percent of the students endorsed *quite a bit* or a *tremendous amount* of support, respect and belonging to the school. Compared to schools in an urban setting in the national dataset, these scores are near the 90th percentile.

For grades 6-12, 37 percent of the students responded favorably. This means that 37 percent of the students endorsed *quite a bit* or a *tremendous amount* of support, respect and belonging to the school. Compared to middle schools in an urban setting, this result is near the 20th percentile. Compared to high schools in an urban setting, this result is near the 30th percentile. In breaking down this further, 29 percent of the students felt only somewhat connected to adults at school and 31 percent of the students only felt slightly connected.

Insight: In the younger grades (3-5) students are reporting a greater sense of belonging within the school compared to their counterparts in grades 6-12. In reviewing specific questions regarding their sense of belonging, the younger grades, (3 and 4) reported a 77% and 73% favorable response compared to 5th grade, which had a 57th percent favorable response. These findings identify that as students get older, their sense of belonging declines slightly.

The results of this survey are being interpreted and analyzed alongside data from the DEI family and staff survey. The information from all three surveys will help set potential goals and plans for the AKFCS community as a whole. Interventions that are already in development:

- Family discussion groups focused on introducing SEL topics such as, Gratitude, Mindfulness and Responsible Decision Making
- Creating additional professional development for teachers on SEL practices.

- Implementing additional supports for teachers to assist them in developing effective self care strategies. This might include yoga, access to apps such as Headspace

-

Teacher Perception Surveys - Grades K-2

For students who are in Kindergarten through second grade, a teacher perception survey was completed on each student in the areas of emotion regulation, social awareness, grit, self-management, self-efficacy, and learning strategies.

Emotion Regulation	77 percent favorable
Social Awareness	69 percent favorable
Grit	56 percent favorable
Self-Management	53 percent favorable
Self-Efficacy	52 percent favorable
Learning Strategies	48 percent favorable

National numbers are not provided due to only one to two questions in each section.

Emotion Regulation

Emotion regulation are skills related to how well students are able to cope with their emotions effectively. Teachers are asked how often the student is able to control their emotions when needed. The results showed that 77% of teacher responded favorably that their students were able to *frequently or almost always* control their emotional responses.

Social Awareness

Social awareness is how well a student is able to consider the perspectives of others and empathize with them. The results showed that 69 percent of the teachers responded favorably. This means that 69 percent of the students were rated as quite considerate and extremely considerate.

Self Management

Self Management is how well students manage their emotions, thoughts and behaviors in different situations. Teachers are asked how focused their students are in class. The results showed that 56 percent of teachers responded favorably indicating that 56 percent of students were rated as *quite focused or extremely focused*.

Self Efficacy

Self Efficacy relates to how much students believe they can succeed in achieving their academic outcomes. Teachers are asked about a student's confidence in their ability to learn the material presented in class. 53 percent of teachers responded favorably. This means that 53 percent of teachers perceived the student to be either *quite confident* or *extremely confident*.

Grit

Grit refers to how well students are able to persevere through setbacks to achieve important long-term goals. Teachers are asked their perception of how long a student remains focused on the same goal and how likely a student is to try a task again if they had previously failed. The results showed that 52 percent of teachers perceived their students to *frequently* or *almost always* be able to persevere.

Learning Strategies

Learning strategies refers to how well students are deliberately using strategies to manage their own learning processes. Teachers are asked how well their own learning strategies help him or her learn more effectively. The results show that 48 percent of teachers perceived their students as being able to independently use learning strategies either *quite well* or *extremely well*.

Insight: Students in grades K-2 would likely benefit from teachers and staff focusing on developing independent school readiness skills. This year there has been a focus on helping students develop predictable routines and engage in age appropriate school behaviors.

Climate Survey Presentation

Interpreting Results

What is “Percent Favorable”?

A score of “81% favorable” means that 81% of respondents selected a favorable answer choice. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices.

Example question: How excited are you about going to this class?



What is “Compared to others nationally”?

To help put results in context, Panorama compares each topic score to the average score for schools or districts in Panorama’s national dataset. For example, while one of your topic scores may appear low compared to another topic score, you may find that the score is higher than the average topic score for other schools in the nation. Use this comparison to find areas for celebration or improvement.

What do the colors mean?

The colors allow you to quickly scan the results and identify focus areas. Color does not indicate significance.



What does "confidentiality protected" mean?

By default, Panorama will not show the responses of a demographic group that contains fewer than 5 individuals. For smaller or larger schools or districts, this number may vary, but its purpose is to protect the confidentiality of the students, staff, and family members who are responding to your survey, so they can continue to share authentically.

Teacher Perception Survey K-2

Emotion Regulation	77 percent favorable
Social Awareness	69 percent favorable
Grit	56 percent favorable
Self Management	53 percent favorable
Self Efficacy	52 percent favorable
Learning Strategies	48 percent favorable

Overview of Student Survey Results

Emotion Regulation

2021 Student Surveys - Grades 3-5



45%



40th-59th percentile



2021 Student Surveys - Grades 6-12



45%



40th-59th percentile



Growth Mindset

2021 Student Surveys - Grades 3-5



52%



40th-59th percentile



2021 Student Surveys - Grades 6-12



52%



40th-59th percentile



Overview of Student Survey Results Continued

Self-Management

2021 Student Surveys - Grades 3-5



66%



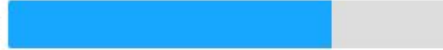
20th-39th percentile



2021 Student Surveys - Grades 6-12



73%



60th-79th percentile



Sense of Belonging

2021 Student Survey #2 - Grades 3-5



63%



60th-79th percentile



2021 Student Survey #2 - Grades 6-12



37%



0th-19th percentile



Sense of Belonging (3-5)

Sense of Belonging

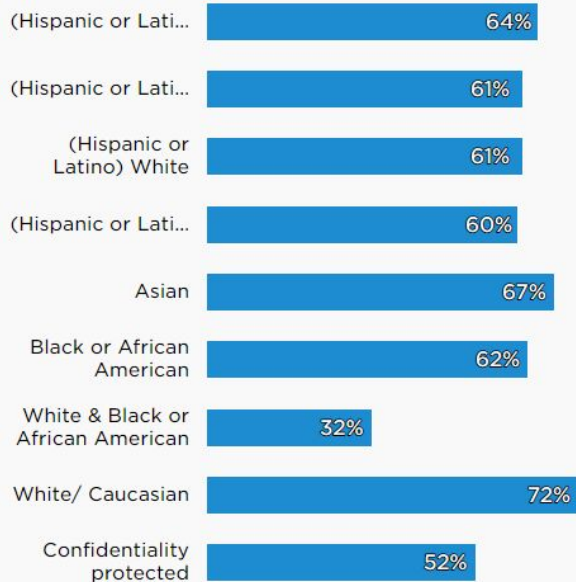
2021 Student Survey #2 - Grades 3-5



63%



60th-79th percentile



Sense of Belonging (6-12)

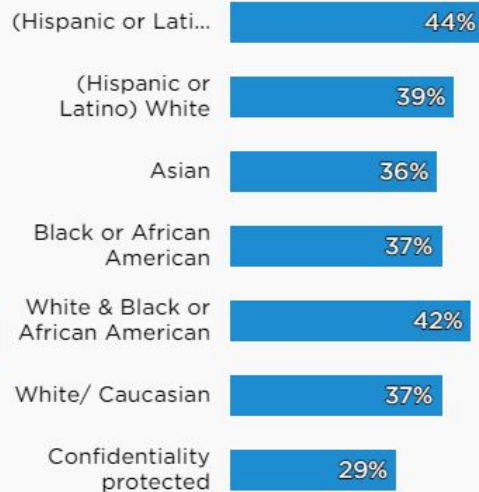
2021 Student Survey #2 - Grades 6-12

37%



0th-19th percentile

Results by group



Student Question- Belonging (Gr 3-5)

QUESTION

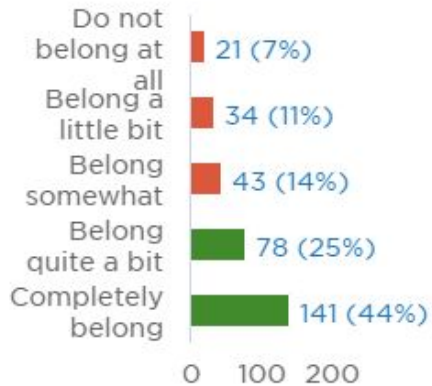


Overall, how much do you feel like you belong at your school?

69% 

responded
favorably

Answer distribution



Abby Kelley Foster Charter Public School

Category	
3	77
4	73
5	57

Category	Abby Kelley Foster Charter Public School
(Hispanic or Latino) American Indian or Alaskan Native	67
(Hispanic or Latino) Black or African American	77
(Hispanic or Latino) White	64
(Hispanic or Latino) White & Black or African American	80
Asian	67
Black or African American	68
White & Black or African American	57
White/ Caucasian	78
Confidentiality protected	62

Student Question- Belonging (Gr 6-12)

QUESTION



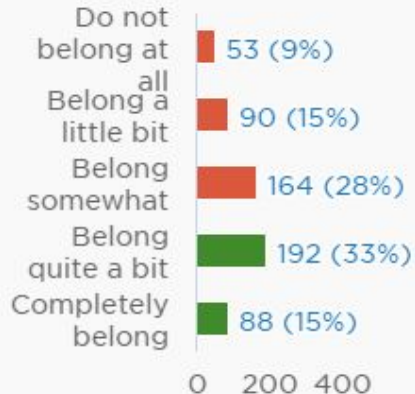
Overall, how much do you feel like you belong at your school?

48% 

responded favorably

Category	Abby Kelley Foster Charter Public School
6	53
7	52
8	40
9	57
10	46
11	45
12	41

Answer distribution



Category	Abby Kelley Foster Charter Public School
(Hispanic or Latino) Black or African American	64
(Hispanic or Latino) White	45
Asian	44
Black or African American	47
White & Black or African American	55
White/ Caucasian	53
Confidentiality protected	32

Student Question- Belonging (6-12)

QUESTION



How connected do you feel to the adults at your school?

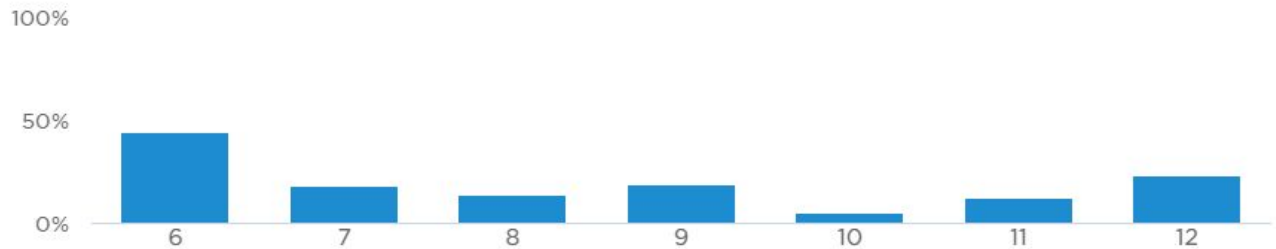
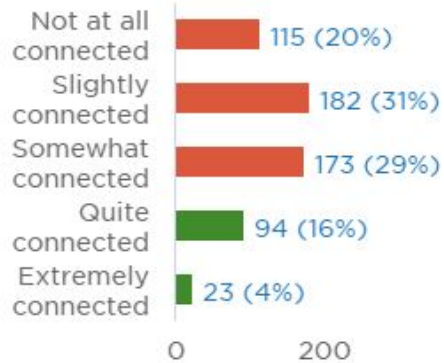
20% 

responded
favorably



Percentage favorable responses for this question

Answer distribution



Grades 6-12 answered
higher than other grades

Category	Abby Kelley Foster Charter Public School
6	44
7	18
8	14
9	19
10	5
11	12
12	23

Parent Question- Belonging

QUESTION

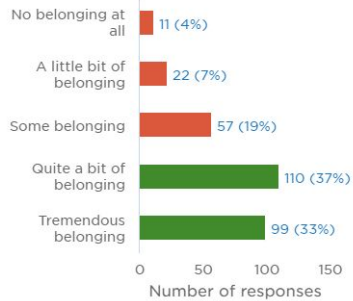


How much of a sense of belonging does your child feel at his/her school?

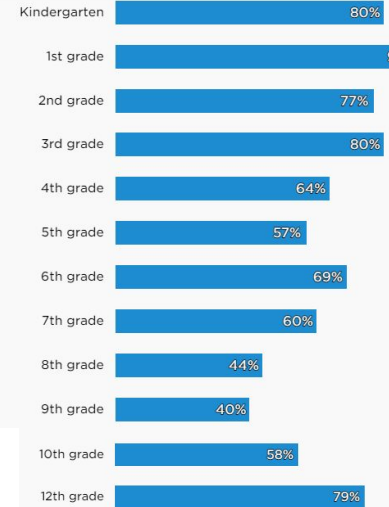
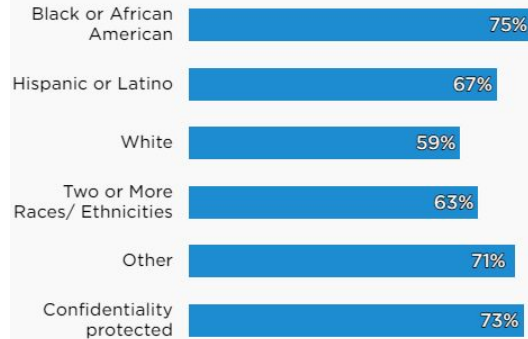
70% 
responded
favorably



Answer distribution



Results by group



Staff/Faculty Question- Belonging

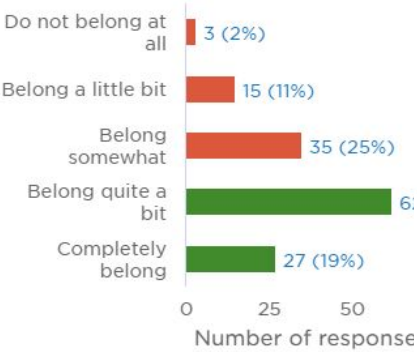
QUESTION

Overall, how much do you feel like you belong at your school?

63%
responded
favorably



Answer distribution



Category	Abby Kelley Foster Charter Public School
Hispanic or Latino	57
White	66
Confidentiality protected	40

Percentage favorable responses for this question



Perception Questions

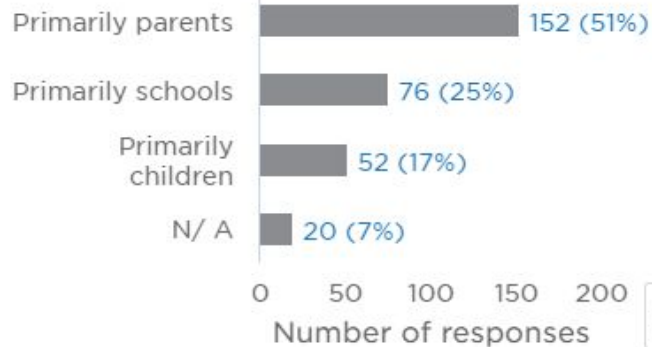
- In the family survey, parents were asked four perception questions
- These perception questions are meant to gauge who families think should be primarily responsible for school success.

Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...ensuring children have good relationships with their peers?

Answer distribution

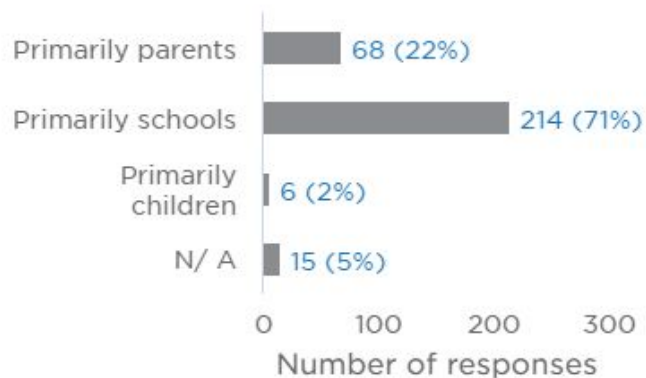


Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...making sure that the children have an adult to talk to at school?

Answer distribution

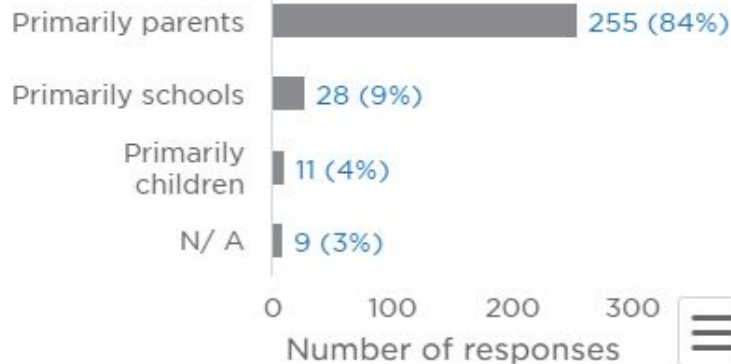


Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...helping children deal with their emotions appropriately?

Answer distribution

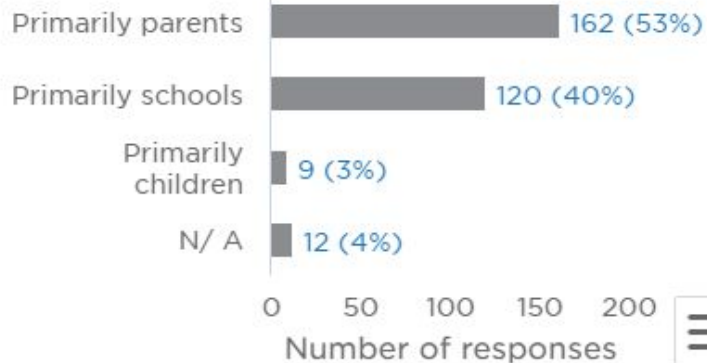


Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...ensuring good communication between home and school?

Answer distribution





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Education Committee Meeting Minutes-DRAFT

Friday, January 14, 2022, 8:00 a.m.- DIGITAL MEETING

<https://akfcs-org.zoom.us/j/99441156707?pwd=cWVlS2pVcDkzNjFEVWJjWnY0eW5BUT09>

Meeting ID: 994 4115 6707

Passcode: 047160

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 994 4115 6707

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

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

Staff in attendance: Jennifer Giusto, Dr. Caroline Cole, Christopher Kursonis, Rob Kerr, Amelie Cabral, Heidi Paluk, Jessica Regan, Kelly Gould, Kristine Hersey, AnnMarie Little

The Committee reviewed the Meeting Minutes from the November 12, 2021 meeting. Ms. Vernon wanted to make note of a typo correction on the second page which should say "Orton Gillingham." A note has been taken on this and the correction has been made. Ms. Vernon asked for a motion to approve the November 12, 2021 meeting minutes. The motion was made by Dr. Park and seconded by Ms. Yarnie.

Student, Staff & Parents Survey Results

Dr. Cole began by sharing the survey results completed by Grades K-12 and reminded everyone that this is a dynamic process that will be done several times a year over a 3 year period. Because grades K-12 were teacher perception surveys, there were 1-2 questions for each area that assessed the larger areas and they looked at emotional regulation, social awareness, quiet self-management, self-efficacy, and learning strategies. Dr. Cole states that when it came to how often the students were able to control their emotions when needed, teachers responded with a 77% favorable rating.

Dr. Cole stated that the lowest rating was under the learning strategies questions which respond with a 48% favorable rating. Dr. Cole stated that her perception of this score is that the students are coming from a pandemic and many students had not yet been in school so they are now learning these strategies such as being in school, raising their hands, and developing independent school readiness skills. Dr. Cole also explained that the students who rated with no SEL strengths were also examined and their focus was to determine what would be the best course of action to address the needs of those students.

Dr. Cole then shared the overview results of the students in grades 3-12 and explains that one survey was done for the students in grades 3-5 and another survey was done for the students in grades 6-12. Dr. Cole states that this was done due to the developmental ages of the students and they are at an 89.3% response rate as



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almost 90% of students have completed the survey. The three areas of focus on this survey were self-management, growth mindset, and emotion regulation skills. Dr. Cole explained that the student self-management skills were based on how well the students felt prepared for class, how well they followed instructions, and how well did they pay attention and the score was 66% favorable among the students. When comparing these results to the national results, Abby Kelley students fell into the 30th percentile on this topic which is the average range.

Dr. Cole stated that for grades 3-12, 73% of the students from grades 6-12 answered favorably but the question was brought this score down was whether the students were able to remain calm with upset and angry. Students were asked how possible it was for them to change by putting effort into a task such as behaving well in class, enjoying the subject they were studying, their level of intelligence, and how talented they may be at something in which 52% of students responded favorably. According to Dr. Cole, when compared nationally, both grades 3-5 and grades 6-12 rank in the 50th percentile.

Dr. Cole explained that for the emotional regulation question, the students were asked about their ability to control their emotions and whether they were able to change their mood if it was not a good one, and for grades 3-5, 45% of students responded favorably, placing them in the 40th percentile. Dr. Cole also states that for grades 6-12, 45% of students also answered favorably to the question, placing them in the 50th percentile when compares to the national average. For this set of questions, the low response question dealt with the students being able to pull themselves out of a bad mood, remaining calm when things go wrong, and having difficulty coping with negative emotions.

Dr. Cole stated that she, along with the principles and guidance team has been using the data to be able to identify students that have more vulnerable social-emotional skills and address them. The students were also given a survey to gauge their sense of belonging and how well they felt supported at Abby Kelley. In grades 3-5, 63% of students responded favorably to this question, which placed us in the 90th percentile, and in grades 6-12, we were in the 37th percentile. Dr. Cole explained that the family discussion groups would be starting soon where she will address the SEL topics and also gratitude, mindfulness, and responsible decision making. Additional supports for teachers are also being developed to address burnout and provide self-care strategies.

Dr. Cole states that many students who came upon the survey as needing assistance were already being worked with and that a small percentage of students were actually not on the radar. Dr. Park inquired about whether the students had a place to put in comments to which Dr. Cole stated they did and that most of the comments were generally positive. Dr. Park suggested a root cause analysis be done as to why students do not feel as though they are supported.

Ms. Cabral then spoke on the sense of belonging survey that was done for the students. Ms. Cabral first explained that there is a large percentage that is under the confidentiality protected category and that is because when working with race and ethnicity data, there are many subgroups that contribute to the high percentage. Ms. Cabral stated that they have not yet made any conclusions as it is too early, but it is something that they will be looking at once reviewing the results. Ms. Cabral also explained the information on the documents that she provided to the Education Committee and stated that with this data, they were able to determine the exact



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student who may have stated that they do not feel as though they belong as opposed to the staff and family survey which is an open link and limits how far it can be filtered.

Ms. Cabral stated that they also asked students in grades 6-12 about how connected they felt to the adults and there was a 20% favorable response rate. Ms. Cabral states that students in grades 6 and 12 had a higher favorable rate for this question and they will dig deeper into that question to help determine future action steps for the students. Parents were also asked about the sense of belonging their child feels at school and this had a 70% favorable rate. Ms. Cabral also stated that the survey was limited to one grade per survey as perceptions about different teachers for different students are possible. Faculty and Staff were also asked about their sense of belonging and there was a 63% favorable response rate.

Ms. Cabral also stated that perception questions were included in the survey sent out to parents and one of the questions was who the parents thought was primarily responsible for ensuring students have a good relationship with their peers to which 51% of families said parents, 25% of families said at school, 70% of families said primarily the students and 7% showed up as not applicable. The families were then asked about who they felt was responsible for making sure that the students have an adult to talk to and 71% of families stated primarily the school. Families were also asked about who they felt was primarily responsible for helping children deal with their emotions appropriately and 84% of families stated the parents. The last question that was asked in the perception group was about communication and who they felt was primarily responsible for ensuring communication between the home and school, 53% said primarily the parents, and 40% stated that it was the responsibility of the school. Ms. Cabral explained that this data was not ranked with any other data and was more for clarification on what the next steps should be.

Ms. Vernon inquired about whether certain proportions of the survey would be shared with staff and maybe even students to which Ms. Cabral stated that they would but they are not yet sure of the capacity but are working on that. Ms. Vernon then inquired about the SEL data and whether that was something that teachers were able to receive at the individual level for their own students to which Dr. Cole stated that there was a way for them to be able to look at that specific classroom and obtain that data. It was also noted that the teachers would have access to the Panorama database and be able to see their class results and see interventions that have been placed for their class. Ms. Paluk also noted a feature in Panorama known as the playbook which would allow the teachers to see suggested strategies that can be implemented along with lesson plans and worksheets.

Mid-Year Testing Plan

Elementary School

Round 2 of testing began on January 3, 2022, and will continue until January 28, 2022, and the iReady Math diagnostic will take place the last week of January/first week of February. The iReady ELA diagnostic will then take place the week after the Math, concluding the final week with round 2 of diagnostic cycle meetings with teachers and team.



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Middle School

iReady Math and Reading diagnostic tests were administered a week before Christmas break as the hope was to be able to resume instruction in January without the interruption of the tests. Because of a surge in the middle school at that time, lower completion rates were noted, averaging 60%- 70% completion per grade level before leaving for the break and they are now testing the remaining students. Individual reading assessments were completed by the reading specialists which is going to be used for progress monitoring. Intervention groups based on the reading diagnostic results from the benchmark assessment system began on Monday using interventions such as Orton Gillingma and Just Words which has a subset of screeners that are used in the fall, winter, and spring to reallocate which groups and progress students may need. It was noted that the middle school will also be moving away from benchmark assessments and they are working in conjunction with the middle school.

High School

Grades 9-12 will be taking the exams for all subjects next Tuesday, January 18, 2022. For grade 8, it was determined that the iReady results in Math and Reading would be used in replacement of a mid-term exam and that will be administered next Wednesday, January 19, 2022, and next Thursday, January 20, 2022. The results from that test will be used to create small groups as the tutoring for the 8th-grade students has ended. The students will now be tutoring with the teachers directly.

Principal Updates

High School

With teachers and students being out due to Covid, the focus has been on completing missing work/exams and instructions. Because the term ends today, Mr. Kerr has created a list that will allow for teachers to fill in the students who have been out during the last week that may not have completed important work and they will use this list will help determine which assignment should be based on the level of importance. The third quarter is set to begin and during this time, classes will shift, allowing for students to have a fresh start upon returning.

Middle School

The staff absence due to Covid has decreased during the past two weeks and they are averaging 4 staff per day. The surge months for the middle school were in November and December and the number of students that have been out due to Covid has also decreased. Pool testing was done the previous day, which rendered 9 positive results but is not reflective of the students and staff that have been out the past two weeks. A Day-to-day building substitute was hired and used during the month of December, which allowed for one classroom to have covered every single day. It was noted that new staff members have been added.

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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Elementary School

It was noted that 146 students had interrupted learning either due to Covid or because of them being a close contact and one classroom was closed for a week per the CDC. Ms. Gould explained that the test and stay program has been a great asset and this allows the students to not have to miss a day of education even though they may have been a close contact. There have been 112 students who have missed 10 days of school at the moment and 21 students have missed more than 18 days. In terms of staff absences, December averaged 2 per day and at the moment, they are averaging 10 full-day absences and 5-6 partial day absences.

Ms. Gould also stated that small group instruction has not been interrupted and the intervention team is also continuing to meet with students. A caution of abundance is being taken and contact tracing is done for any group that meets for 15 minutes or more but teachers are doing their best to keep the group under that time frame. Ms. Yarnie inquired about the students that have missed large amounts of school days not due to Covid and the supports that were being provided to them and was informed that guidance has been an asset in helping to determine what the families need and how those needs can be provided.

Ms. Gould also noted that the team approach is being used when it comes to the number of teachers that may be out and that everyone is stepping in to assist with coverage and going above and beyond to assist the people that are covering for them by providing them assistance such as slides and lesson plans. Ms. Gould stated that they are looking to obtain high-quality reading material so a grant request was placed

Budgetary Request

Ms. Paluk provided a general explanation as this has been tabled for the next meeting. Ms. Paluk explains that an ELA curriculum is necessary yet expensive, which is why the grant was applied for but if for some reason this grant request is not successful, it would be included in the budget as it is necessary.

Ms. Paluk closed out the meeting by speaking about the overwhelming amount of work that the nurses were currently doing. She explained that decisions would have to be made about continuing contact tracing as the work that goes into it is extensive. Ms. Paluk states that she is assessing this situation and working to make sure that the students are safe and that the nurses are not experiencing burnout. Ms. Yarnie inquired about seeking a temporary nurse to which Ms. Paluk stated that there are 4 per diem nurses on staff but there are some issues that have arisen such as a lack of time for training and the per diem nurses also getting sick.

Adjournment

Ms. Vernon called for a motion to adjourn the meeting. The meeting adjourned at 9:22 a.m.

Diversity, Equity and Inclusion Committee
Meeting Minutes
Tuesday November 9, 2012 6:30 p.m.
Zoom Conference

- I. Committee welcome and check in. **In attendance:** Rob Jones, Michelle Vigneux, Anne Clayborne, Heidi Paluk, Kelly Gould, Shelly Yarnie, Amelie Cabral, Grace Gallagher, Jack O'Toole, Suzanne Campbell-Lambert, Mame Koduah, Selina Boria, **Not in attendance:** Tim Rehberg, Sonia Broni, Bryanna Basil, William Donkor
- II. Minutes of October 12, 2021 meeting were reviewed and accepted. Norms for creating a “safe enough space for engagement” were reviewed.
- III. Current DEI Committee Openings were discussed. Due to a recent withdrawal, an open spot has developed for another faculty/staff or parent member(s), and there is also space for another community partner.
 - Discussion to ensure the Committee is as representative as possible by encouraging potential candidates with a connection to the Middle School (currently not represented) and other areas as needed. An open call will be put out for faculty/staff and parent applicants; Michelle will draft a letter based on the last recruitment letter with signatures from Rob and Anne. Focus will be on any responses from the MS. Jack will encourage involvement at the upcoming MS PTO meeting, and other Committee members offered to approach other potential candidates.
 - Potential community partners were discussed, and all Committee members were encouraged to report back leads on possible community partners (e.g. the Regional Environmental Council) to reach out to as potential candidates.
- IV. Sub-Committee Discussion – Rob reviewed, and discussion was had, about Committee member selections to participate in subcommittees (Communications/Social Media, Handbook/Policies, Programs/Events, Math, Literacy, Recruitment/Retention); it was noted the Survey subcommittee is nearing an end for this year. Committee members should communicate their selection this week for planning and assignments.

- V. High School Conscious Dialogue Report – Anne shared the first Conscious Dialog session on October 28, 2021 was a success, with good feedback from participating students and staff members. Another session is planned for early December 2021, and future topics will be developed including via brainstorming with students. Discussion of how invites for these events are publicized (currently added to calendar, announcements, and via word of mouth) and how any school-focused suggestions/issues raised are shared back to the school. Anne will send email to Rob and Heidi with key takeaways.
- VI. Survey Report – Amelie provided a comprehensive update on surveys, including an overview of the Panorama service purchased by the school to assist, and identified potential roadblocks from a tech perspective. Noted the Social Emotional Survey (for Grade 3 and up with appropriate proctoring and timing) overseen by Dr. Carrie Cole was well-timed to avoid survey fatigue for the students and included DEI questions. A separate DEI-specific survey will be going out to parents and faculty/staff in December 2021. Discussed Panorama’s capability to track data from their own prepared questions year over year (results can be compared nationally), but that this functionality is not available for customized questions. Letter draft for parents and faculty/staff is being shared for feedback with Rob and Heidi will be included in contacts for any questions.
- VII. Headwear Report – Heidi shared this continues to be monitored and an informal count/observation has noted a limited number of students at this time (Grace noted about 6/108 students in a 9-12 study hall setting). The understanding is that students are not currently receiving detentions for this headwear, but are asked if it is partway down or unraveled to adjust, not as punitive matter but for safety. May need to revisit in future.
- VIII. Scope of Work – Rob led discussion on what success would look like for the remainder of this year for this Committee, apart from aforementioned subcommittee work, and acknowledging that the upcoming survey data will also shape our planning.
- Reviewed last year’s successes with conscious dialogues with faculty/staff and professional development speakers. Discussed possibility of opening up space and time for parents to engage this year and how to increase the voice of families.
 - Discussion of how best to raise awareness/increase visibility of this Committee for stakeholders and best methods for ideas and questions to be submitted. Identified need to communicate to stakeholders who we are as a Committee so they know they can talk to us and bring issues and concerns.
 - Agreement that Committee members can use this monthly meeting time to present questions and concerns as they arise. The importance of this Committee as a sounding board for Heidi was also discussed. A standing agenda item will be made for this Committee and for Subcommittees as well. Committee members can send a note in advance re: any information to add or present as new business.

- Reminder to let Rob know of any DEI/social justice topics the Committee would like to learn more about. Upcoming Survey results will inform Committee direction.

IX. Next Steps/Next Meeting

The next DEI meeting will take place on Tuesday December 14, 2021 at 6:30 pm on Zoom.

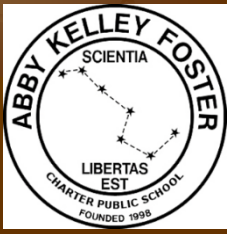
X. Mr. Jones closed the meeting.

Minutes respectfully submitted by Suzanne Campbell-Lambert, clerk

Welcome!

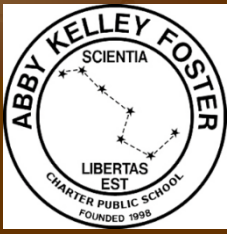
Diversity, Equity, & Inclusion Committee Members

Anne Clayborne & Rob Jones
Co-chairs



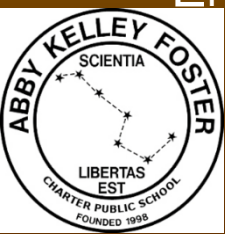
AGENDA January 10, 2021 ZOOM

- ❖ Welcome/Attendance/Check In
- ❖ Review of November 9 minutes
- ❖ Sub-Committees Responsibilities & Charge
(Communications/Social Media, Handbook/Policies, Programs/Events, Math*, Literacy*)
- ❖ Survey Report out (students, parents)
- ❖ Scope of Work (Calendar)
- ❖ Next Steps/Next Meeting
- ❖ Closing



Creating a Safe Enough Space for Engagement

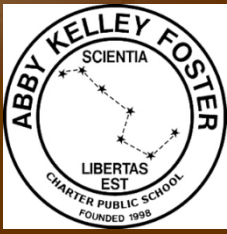
- ENGAGE IN OPEN AND HONEST DIALOGUE
- PARTICIPATE FULLY (@ COMFORT LEVEL +1)
- SPEAK FROM PERSONAL EXPERIENCE
- LISTEN RESPECTFULLY; SEEK TO UNDERSTAND; LISTEN HARDER WHEN YOU INITIALLY DISAGREE
- MOVE IN, MOVE OUT; ENCOURAGE OTHERS TO PARTICIPATE
- BE FULLY PRESENT
- BE OPEN TO NEW AND DIFFERENT PERSPECTIVES
- ASSUME GOOD INTENT; EXPLORE THE UNINTENDED IMPACT OF COMMENTS AND BEHAVIORS
- TAKE RISKS: LEAN INTO DISCOMFORT; BE BRAVE
- RESPECT AND MAINTAIN CONFIDENTIALITY
- RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
- TRUST THAT THROUGH DIALOGUE WE WILL REACH DEEPER LEVELS OF UNDERSTANDING
- ENGAGE THIS OPPORTUNITY!



Developed by Jamie Washington, Ph.D.,
Washington Consulting Group

Sub-committees/committees

- Recruitment/Retention (HR)
- Handbook/Policies
- Programs/Events
- Survey Amelie C., Michelle V., Heidi P., Rob J.
- Communications/Social Media
- Math*
- Literacy*



Report Out, Scope of Work, and Discussion

Sub Committees; Charge & Responsibilities

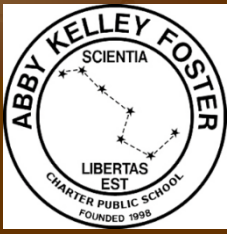
Survey results

What will we be doing this year? Success?

Calendar

Next meeting

is Tuesday February 8, 2022 at 6:30 pm





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Facilities and Finance Committee Meeting Agenda

Friday, January 21, 2022, 8:00 a.m. DIGITAL MEETING

<https://akfcs-org.zoom.us/j/91892011368?pwd=U3lYYzJ0dXJoNTBFRFJreVVkdmxoUT09>

Meeting ID: 918 9201 1368 **Passcode:** 141655

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 918 9201 1368

- I. Call to Order- Mr. Patrick Royce, Chair
- II. Introductions/Attendance Recorded
- III. Review of the December 17, 2021, Meeting Minutes
 - a. **Motion:** To approve the December 17, 2021, Meeting Minutes
- IV. Financial Reports- Ms. Alisha Carpino
 - a. Budget
 - b. Salary Committee
- V. Facilities- Mr. Michael Grennon
 - a. Ad Hoc Committee Creation- Ms. Heidi Paluk, IED
 - b. Flood Repairs- Mr. Michael Grennon
 - c. SG/WBC- Ms. Heidi Paluk, IED
- VI. IT- Mr. Gabriel Beltran
 - a. Security
 1. **Motion:** To approve up to \$26,000 for security system upgrades
- VII. Upcoming Facilities and Finance Committee Meetings
 - a. Friday, February 18, 2022
 - b. Friday, March 18, 2022
- VIII. Adjournment



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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Facilities and Finance Committee Meeting Minutes-DRAFT

Friday, December 17, 2021, 8:00 a.m. DIGITAL MEETING

<https://akfcs-org.zoom.us/j/93821923108?pwd=aVN5alpyNUxUU1hnRStRc2p4RWpTQT09>

Meeting ID: 938 2192 3108 **Passcode:** 219252

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 938 2192 3108

- I. Call to Order- Mr. Patrick Royce, Chair
- II. Introductions/Attendance Recorded
- III. Review of the November 19, 2021, Meeting Minutes
 - a. To approve the November 19, 2021, Meeting Minutes
- IV. Flood/Insurance Update- Alisha Carpino
- V. Saint Gobain- Heidi Paluk
- VI. IT Report- Mr. Beltran
- VII. Electrical Assessment- Alisha Carpino
- VIII. Salary Scale Committee Update- Alisha Carpino
- IX. Upcoming Facilities & Finance Committee Meetings
 - a. Friday, January 21, 2022
 - b. Friday, February 18, 2022
- X. Adjournment



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<https://akfcs-org.zoom.us/j/93821923108?pwd=aVN5alpyNUxUU1hnRStRc2p4RWpTQT09>

Meeting ID: 938 2192 3108 **Passcode:** 219252

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The meeting was called to Order by Patrick Royce, Treasurer at 8:03 a.m. Attendance was recorded as follows:

Board Members: Patrick Royce, Bibiche Zagabe-Ndiku

Board Members Absent: Celia J. Blue

AKF Staff: Mike Grennon, Gabriel Beltran, Michelle Vigneux, Hieidi Paluk, Alisha Carpino

Other Guest: None

Mr. Royce opened the meeting at 8:03 a.m. Mr. Royce asked the Committee to review the Meeting Minutes from November 19, 2021. Upon their review, Mr. Royce asked for a motion to approve the minutes from the November 19, 2021, Facilities and Finance Meetings. Ms. Zagabe-Ndiku made the motion, it was seconded by Mr. Royce. The committee unanimously approved the minutes.

Flood/Insurance Update

Ms. Carpino began by explaining that a statement of loss had been signed and she, along with Ms. Paluk, were taking the necessary steps to make sure that any additional work would be submitted as part of a supplemental claim. She explained that the next step is to obtain a second quote and once that is submitted, the rebuild of the elementary school can begin. Mr. Royce inquired about the timing of the work that was to be done and was informed that this would depend on the contracting company as there are many factors such as supply issues, at hand.



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Ms. Carpino explained that this is a special circumstance because we are working through the insurance claim and the money received will be held by the bank in an escrow account and paid directly from that account or Abby Kelley will be reimbursed from this account. Mr. Grennon stated that the company that has provided a quote to Abby Kelley, Blue Sky, has been used before and can deal with floods and insurance claims. Ms. Zagabe-Ndiku inquired about whether the work could start now and was informed that the work would have to wait until the second quote was received as this would provide the highest chance of getting the supplemental reimbursed.

Mr. Royce inquired about the timeline once again and was informed that this was not a project that would be done by the end of the 2021 calendar year and that the timeline is reflecting the end of March, taking into account the current issues and backlog of equipment. Ms. Paluk explained that there is some prior work in the middle school, outside of the flood, that needs to be done first including the carpets on the first floor in the BRM space. Ms. Paluk also requested a conversation to begin about the state of the building and whether it is a structure that will be renovated or alternate plans. Mr. Royce suggested that in the coming month of January, a tour be given to the committee members for the scope of work and cost for the buildings to which Ms. Paluk stated she would start planning.

Saint Gobain Update

Ms. Paluk stated that a phone call did take place with the attorneys, reminding them that the documents should be shared and also a non-disclosure agreement and that did not get shared until the day before, Ms. Paluk explained that the next step is to contact Ms. Roberta Brien and schedule a meeting directly with her. Ms. Paluk also stated that based on the last information she was given, the time frame of the transaction being done was 60-90 days but does not have any new information on the possible sale.

Mr. Royce inquired about a sub-committee being formed to be able to handle the many moving parts of the sale that is happening to which Ms. Paluk agreed. Ms. Carpino also agreed on the subcommittee being formed as this would allow for planning for future neighborhood development. Ms. Paluk reiterated the need to make sure that we are thinking many years down the line for the future of the school. Mr. Royce also inquired about requesting assistance from Mr. Jim Walsh as he has an extensive knowledge of the school to which Ms.



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Paluk also agreed. Ms. Paluk explained that the contact information for Mr. Walsh was shared with the Board president, Ms. Celia Blue, but she was not aware of whether the phone call had taken place as of this moment.

Ms. Paluk suggested that outside help be brought in so that a thought group can be formed and a strategic committee be formed about the facilities of Abby Kelley and this would consist of both Board members and community members. This would be an administrative committee, allowing for many people to be involved and approval at the Board of Trustees level is not needed. Mr. Royce and Ms. Zagabe-Ndiku both agreed that this is the direction that needs to be taken and that it is not something that should be held off on too long. Ms. Paluk stated that she did have some people in mind and would get started on the work for this committee being formed.

IT Update

Mr. Beltran began by stating that there are some projects currently being done in the IT department. Mr. Beltran explained that there are now 38 working cameras and a temporary server has been set up but work is being done to make the servers permanent. Mr. Beltran began by stating that 2 servers will be needed, one in the high school and the other one in the middle school, which will also handle the elementary school and the proposed cameras there. Mr. Beltran proposed installing 11 cameras in the middle school to start and move to the other buildings.

If a camera needs to be replaced or a new one added, Mr. Beltran explained that the permanent server can still be used to do this as each server can hold 65 cameras and additional servers can also be added to the existing infrastructure. Mr. Beltran also suggested having a budget set aside every year to replace aging or damaged cameras around the school buildings. Ms. Carpino stated that the cameral installations would be a non-budgeted capital item and that when the project was done would determine what year it is attached to when it comes to the budget. Ms. Carpino also stated that this will be the deprecation amount and not the full cost of the project and that a vote will need to be taken with the Board to approve the unbudgeted items.

Mr. Royce stated that he does support bringing the motion to the Board for a vote to be taken. Mr. Royce also inquired about the quote process and Mr. Beltran explained that he requested 3 different quotes ranging in a variety of prices. He explained that he wanted to make sure that this would be work that would benefit Abby Kelley for years to come and not just to replace old equipment. Ms. Zagabe-Ndiku then inquired about whether

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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an outside company coming in with their equipment and monitoring the schools would be more cost-efficient to which Mr. Beltran stated he did not know what the impact of that would be financially but it would be best to handle this within Abby Kelley as opposed to outsourcing.

Mr. Beltran stated that there are also working on a few other issues such as projectors not working and being old and wanted the committee to be aware of this potentially being a budget expense. Mr. Beltran also stated that 58 new access wifi points were installed in the elementary and middle school and better connectivity was already being noticed. Mr. Beltran states that there are some wire issues in the elementary school that came up but they were able to come up with solutions to fix them. Mr. Beltran states that more access points will be installed over the winter break and that they are still waiting on supplies and equipment to come in. They are also working on recycling old equipment the correct way and working with a company to shred important information.

The IT department has applied for the 2022 Cyber-Security Awareness Grant and if this is accepted, they will make necessary and important upgrades.

Electrical Assessment Update

Ms. Caprino explained that the electric bill has been high for years at the high school and that an engineer from National Grid along with Mr. Grennon would be out to evaluate the meter and find a possible explanation.

Salary Scale Committee Update

Ms. Carpino states that the committee is working together to present information on this at the next Facilities and Finance committee meeting and the Board of Trustees Committee meeting. Ms. Carpino states that she is working on a 3-year budget projection which will provide needed insight and build the change that is needed within that projection. The in-depth explanation of the Salary Scale and Budget has been tabled to the next meeting.



Abby Kelley Foster Charter Public School

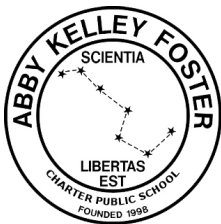
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Ms. Caprino ended the meeting by informing everyone that gifts for the staff would be going out for the Holiday season that included a thermal tumbler, scarf, and a \$50.00 gift card, which was all budgeted and planned for.

Mr. Royce called for a motion to adjourn the meeting. Ms. Zagabe-Ndiku seconded the motion. The meeting was adjourned at 9:25 a.m.



ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL

10 New Bond Street Worcester, MA 01606

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January 21, 2022

Notes to Draft Financial Statements dated November 30, 2021:

Attached are unaudited financial statements for the 5-month period ending November 30, 2021.

Following are explanations of various budget items and variances:

Revenue from State Sources- The actual for our tuition and transportation payments is \$284,214 higher than the budgeted amount. This is due to not knowing the full impact the student opportunity funds would have on the FY22 tuition. We have been notified by DESE of a new projected tuition number. This number is 1.2% lower than the original projected amount from DESE but is still above the budgeted amount. This decrease was caused by updated above foundation rate coming in from our sending districts.

In District Transportation- Costs related to this are below the budgeted number by 47,015. This is due to days we have had no school and spending in transportation related to special education, sports, and field trips being lower than budgeted to date.

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. We have also recently got approved for two more grants. A \$5,000 grant from Project Bread to help our nutrition department acquire a new point of sales system and \$40,000 grant to help support our nursing department with the high needs this year due to Covid.

E-rate- Along with the other amounts that were approved we have recently also been notified that AKFCS will be receiving \$94,000 in Emergency Connectivity Funds to cover computers that were bought for students and teachers at the beginning of the year.

Staffing Costs- Salaries continue to remain under budget. At the end of November total salaries are under budget by \$130,984 or 2%. We currently have three full time and one part time position open.

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 to what we projected the cost to be. Due to this, the expense continues to be under the budgeted amount with the total of benefits and other fixed charges showing at 6% under the four-month budgeted amount.

Financing- The FY22 Debt Service Coverage Ratio is 1.59:1, compared to a required ratio of 1.15:1.

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

	Actual	Budgeted		Budgeted	
	July 1, 2021- Nov 30, 2021	July 1, 2021- Nov 30, 2021	YTD Budget Variance as of Nov 30, 2021	Total Fiscal Year 2022	YTD Budget Variance Percentage
Operating Revenues:					
Revenue from State Sources	9,477,265.00	9,193,050.70	284,214.30	22,063,321.68	3%
State Grants	12,500.01	-	12,500.01	-	
Revenue from Federal Sources	1,199,011.75	1,079,974.15	119,037.60	2,591,937.96	11%
Meal Program Revenues	306,068.41	270,833.35	35,235.06	650,000.04	13%
AKFCS Educational Foundation Funding	1,076.25	8,333.35	(7,257.10)	20,000.04	-87%
E-Rate Reimbursement	-	12,500.00	(12,500.00)	30,000.00	-100%
Other Revenues	27,081.64	56,250.05	(29,168.41)	135,000.12	-52%
Total Revenue	11,023,003.06	10,620,941.60	402,061.46	25,490,259.84	2%
Operating Expenses:					
Administration:					
Salaries- Leadership & Administration	343,200.77	370,554.85	(27,354.08)	889,331.64	-7%
Contracted Services- District	55,345.72	92,400.00	(37,054.28)	221,760.00	-40%
Contracted Services- Legal	13,839.56	31,250.00	(17,410.44)	75,000.00	-56%
Information Management & Technology	216,899.15	60,000.04	156,899.11	144,000.04	261%
Recruitment & Advertising	14,226.91	9,375.04	4,851.87	22,500.04	52%
Other Administrative Expenses	37,692.24	236,257.91	(198,565.67)	567,018.76	-84%
Depreciation	5,062.50	35,911.75	(30,849.25)	86,188.20	-86%
Total Administration	686,266.85	835,749.59	(149,482.74)	2,005,798.68	-7%
Instructional Services:					
Salaries- Instructional	4,645,747.23	4,874,196.19	(228,448.96)	11,698,070.88	-5%
Contracted Services- Instructional	72,025.44	95,874.95	(23,849.51)	230,099.88	-25%
Professional Development	18,522.00	58,625.05	(40,103.05)	140,700.12	-68%
Supplies & Materials	207,282.36	112,378.25	94,904.11	269,707.88	84%
International Baccalaureate Program	45,422.19	20,594.45	24,827.74	49,426.68	121%
Depreciation	51,690.20	69,070.00	(17,379.80)	165,768.00	-25%
Total Instructional Services	5,040,689.42	5,230,738.89	(190,049.47)	12,553,773.44	-2%
Pupil Services-Other					
Salaries- Other Student Services	433,513.60	283,196.75	150,316.85	679,672.20	53%
Student Transportation	414,960.00	461,974.64	(47,014.64)	1,356,592.20	-10%
Food Services	208,072.46	193,170.10	14,902.36	463,608.24	8%
Nursing Supplies	244.34	2,500.05	(2,255.71)	6,000.12	-90%
Athletic Programs	64,871.27	84,577.75	(19,706.48)	202,986.60	-23%
Translations	3,002.32	12,500.00	(9,497.68)	30,000.00	-76%
Other Student Services	16,241.15	294,020.90	(277,779.75)	705,650.16	-94%
Total Pupil Services	1,140,905.14	1,331,940.19	(191,035.05)	3,444,509.52	-6%
Operation and Maintenance of Plant:					
Salaries	144,375.52	169,872.90	(25,497.38)	407,694.96	-15%
Contracted Cleaning Costs	105,686.65	-	105,686.65	-	
Maintenance of Buildings, Grounds & Equipment	234,870.03	306,576.65	(71,706.62)	735,783.96	-23%
Environmental Costs	-	-	-	-	
Utilities	253,956.73	362,514.15	(108,557.42)	870,033.96	-30%
Depreciation	585,348.30	605,321.85	(19,973.55)	1,452,772.44	-3%
Total Operation & Maintenance of Plant	1,324,237.23	1,444,285.55	(120,048.32)	3,466,285.32	-3%
Benefits and Other Fixed Charges					
Retirement & Fringe Benefits	1,026,687.94	1,208,964.70	(182,276.76)	2,901,515.28	-15%
Rental/Lease of Buildings, Grounds & Equipment	39,878.14	35,000.00	4,878.14	84,000.00	14%
Insurance (non-employee)	60,833.59	64,267.00	(3,433.41)	154,240.83	-5%
Total Benefits and Other Fixed Charges	1,127,399.67	1,308,231.70	(180,832.03)	3,139,756.11	-6%
Total Operating Expenses	9,319,498.31	10,150,945.92	(831,447.61)	24,610,123.07	-3%
Non-Operating Expenses:					
Interest Expense- Long Term Debt	235,228.98	286,133.15	(50,904.17)	686,719.56	-18%
MDFA Guaranty Fee/Letter of Credit Fee	-	1,250.00	(1,250.00)	3,000.00	-100%
Total Non-Operating Expenses	235,228.98	287,383.15	(52,154.17)	689,719.56	-8%
Non-Operating Revenue:					
Interest Income	1,478.95	1,250.00	228.95	3,000.00	18%
Total Non-Operating Revenue	1,478.95	1,250.00	228.95	3,000.00	8%
Total Expenses	9,554,727.29	10,438,329.07	(883,601.78)	25,299,842.63	-3%
Change in Net Position	1,469,754.72	183,862.53	1,285,892.19	193,417.21	665%

Abby Kelley Foster Charter Public School
Statement of Cash Flows (unaudited)
July 1, 2021 thru November 30, 2021

OPERATING ACTIVITIES

Change in Net Position		1,469,754.72
Adjustments to reconcile Net Income to net cash provided by Operations:		
Accounts Receivable	1	(817,684.55)
Prepaid Expenses	2	(21,211.21)
Accounts Payable	3	296,749.72
Fundraising Liabilities	6	19,214.79
Accrued Payroll Related Liabilities	4	184,028.41
Accrued Interest and Bond Costs	9	1,178,581.92
Accrued Environmental Expenses	7	(18,695.61)
Other Accrued Expenses	10	(2,032.50)
Total Adjustments to reconcile Net Income to Net Cash provided by operations:		<u>818,950.97</u>
Net cash provided by operating activities		<u>2,288,705.69</u>

INVESTING ACTIVITIES

Building Improvements	23	491,653.35
Buildings	27	0.00
Computers & Peripherals	15	28,016.10
Construction in Progress	24	(317,046.72)
FF&E	21	114,206.70
Land Improvements	30	4,113.20
Textbooks & Other Instructional	17	4,111.65
Net cash provided by investing activities		<u>325,054.28</u>

FINANCING ACTIVITIES

Principal Payments for Bond Payable	25	(1,783,854.04)
Amortization of Bond Costs		<u>0.00</u>
Net cash provided by financing activities		<u>(1,783,854.04)</u>

Net cash increase (decrease) for period (7/1/2021-11/30/2021)	829,905.93
Cash Balance @ Beginning of Period (7/1/2021)- unrestricted	<u>8,941,531.15</u>
Cash Balance @ End of Period (11/30/2021)- unrestricted	<u><u>9,771,437.08</u></u>

Abby Kelley Foster Charter Public School
Statement of Net Position
As of November 30, 2021

	As of Nov 30, 2021	Total As of Nov 30, 2020 (PY)	Change	% Change
ASSETS				
Current Assets				
Bank Accounts	9,771,437.08	8,399,212.87	1,372,224.21	16.34%
Accounts Receivable	3,466.66	61,461.05	-57,994.39	-94.36%
Other Current Assets	1,104,014.97	505,268.05	598,746.92	118.50%
Total Current Assets	\$ 10,878,918.71	\$ 8,965,941.97	\$ 1,912,976.74	21.34%
Fixed Assets	36,822,090.44	38,029,773.36	-1,207,682.92	-3.18%
Other Assets	0.00	0.00	0.00	
TOTAL ASSETS	\$ 47,701,009.15	\$ 46,995,715.33	\$ 705,293.82	1.50%
LIABILITIES AND EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable	451,355.38	408,626.86	42,728.52	10.46%
Credit Cards	8,501.09	240.00	8,261.09	3442.12%
Other Current Liabilities	3,443,089.92	2,618,379.93	824,709.99	31.50%
Total Current Liabilities	\$ 3,902,946.39	\$ 3,027,246.79	\$ 875,699.60	28.93%
Long-Term Liabilities	18,756,217.28	19,927,170.76	-1,170,953.48	-5.88%
Total Liabilities	\$ 22,659,163.67	\$ 22,954,417.55	-\$ 295,253.88	-1.29%
Equity	25,041,845.48	24,041,297.78	1,000,547.70	4.16%
TOTAL LIABILITIES AND EQUITY	\$ 47,701,009.15	\$ 46,995,715.33	\$ 705,293.82	1.50%

**Abby Kelley Foster Charter Public School
Middlesex Savings Bank
Covenant Compliance Certificate
For the Period Ending November 30, 2021 (unaudited)**

Debt Service Coverage Ratio: Tested Semi-Annually

CASH FLOW AVAILABLE FOR DEBT SERVICE:

Change in Net Position	\$ 1,469,755
<i>Plus:</i>	
Depreciation	\$ 642,101
Amortization	\$ -
Interest Expense	\$ 235,229
<i>Minus/Plus:</i>	
Unrealized Gains/(Losses) on Investments	
Extraordinary Gains/(Losses)	
Net Operating Cash Flow	<u>\$ 2,347,085</u>

DEBT SERVICE:

Interest Expense	\$ 235,229
Current Maturities of Long Term Debt (ytd)	<u>\$ 1,236,732</u>
Total Debt Service	<u>\$ 1,471,961</u>
 Required Ratio	 1.15
Actual Ratio (unaudited YTD)	1.59
Compliance	yes

Abby Kelley Foster Charter Public School
Transaction List by Vendor
November 2021

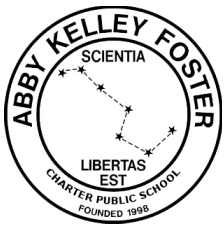
Date	Vendor	Amount
11/01/2021	AA Transportation	5,320.00
11/01/2021	AA Transportation	133,000.00
11/01/2021	Middlesex Savings Bank	71,390.82
11/01/2021	Middlesex Savings Bank	96,709.40
11/01/2021	Blue Cross Blue Shield of MA	-16,187.13
11/01/2021	Blue Cross Blue Shield of MA	-165,086.46
11/01/2021	Blue Cross Blue Shield of MA	-20,685.23
11/01/2021	Blue Cross Blue Shield of MA	-10,589.19
11/01/2021	Cogent	3,264.00
11/01/2021	Wells Fargo Financial Leasing	2,023.10
11/01/2021	Trane U.S., Inc.	963.00
11/01/2021	United Rentals	607.50
11/01/2021	Music & Arts	525.00
11/01/2021	Duva Distributors	135.35
11/01/2021	Frontline Technologies Group LLC	1,331.16
11/02/2021	Atlantic Charter Insurance Company	5,486.00
11/02/2021	Ellevation Education	7,850.00
11/02/2021	Learning A-Z	3,024.00
11/02/2021	Preferred Meal Systems, Inc.	2,857.49
11/02/2021	Preferred Meal Systems, Inc.	2,247.67
11/02/2021	Jimenez, Linetis	28.94
11/02/2021	TASC- FlexSystem	-4,993.00
11/02/2021	Penske Truck Leasing	923.40
11/02/2021	Best Plumbing Specialties, Inc	994.62
11/02/2021	BCBC	-1,799.88
11/03/2021	Gurney Water Treatment NE	382.50
11/03/2021	Gurney Water Treatment NE	180.25
11/03/2021	National Grid 38928-53023	6,509.83
11/03/2021	City of Worcester Police Dept	1,031.40
11/03/2021	City of Worcester Police Dept	206.28
11/03/2021	Fire Equipment Inc.	300.00
11/03/2021	Next Gen Supply Group	718.50
11/03/2021	Thurston Foods, Inc.	1,363.65
11/03/2021	Thurston Foods, Inc.	2,719.81
11/03/2021	Duva Distributors	54.90
11/03/2021	Apex Lighting Solutions, LLC	1,500.00
11/04/2021	National Grid 38928-53023	5,559.70
11/04/2021	Sal's Pizza	386.10
11/04/2021	Lowe's	931.10
11/04/2021	Preferred Meal Systems, Inc.	3,630.32
11/04/2021	Preferred Meal Systems, Inc.	4,326.54
11/04/2021	City Of Worcester Water/Sewer	20.91
11/04/2021	City Of Worcester Water/Sewer	1,093.50
11/04/2021	New England Ice Cream	171.82

11/04/2021	City Of Worcester Water/Sewer	729.00
11/04/2021	French River Ed. System	21,801.00
11/04/2021	City Of Worcester Water/Sewer	729.00
11/04/2021	City Of Worcester Water/Sewer	1.99
11/05/2021	Charles H. Stewart Co. Ltd	405.00
11/05/2021	Union Office Interiors	594.00
11/05/2021	Learn Well	407.00
11/05/2021	USAbLe Life	-11,449.67
11/06/2021	Staples	284.05
11/06/2021	Staples	142.01
11/06/2021	Staples	129.62
11/06/2021	Staples	24.49
11/06/2021	Staples	232.82
11/06/2021	Staples	13.49
11/06/2021	Staples	17.82
11/06/2021	Staples	32.16
11/06/2021	Hanover Insurance Co.	487.40
11/07/2021	Citizens Bank	11,971.75
11/08/2021	Addchieve	600.00
11/08/2021	National Grid 69923-82006	8,126.48
11/08/2021	Earthlink Business/Windstream	462.24
11/08/2021	TASC- FlexSystem	-3,784.98
11/08/2021	Geneus, Natacha	1,600.00
11/08/2021	Worcester Chamber of Commerce	225.00
11/08/2021	Pear Deck, Inc	2,000.96
11/09/2021	National Grid 38928-53023	5,410.90
11/09/2021	Next Gen Supply Group	1,286.48
11/09/2021	PrintResource	115.00
11/09/2021	Pellet.com Genesis Inc.	254.00
11/09/2021	Preferred Meal Systems, Inc.	5,686.18
11/09/2021	Preferred Meal Systems, Inc.	4,905.10
11/09/2021	Duva Distributors	217.30
11/09/2021	Nationwide Trust Company, FSB	-23,043.57
11/09/2021	HR Knowledge Inc.	-3,464.29
11/09/2021	Amazon	98.06
11/09/2021	Right Networks	76.29
11/09/2021	Penske Truck Leasing	923.40
11/10/2021	National Grid-6 New Bond	9,965.08
11/10/2021	Eversource (formally NSTAR-1639-Elem)	581.76
11/10/2021	Eversource (formerly NStar-1638- MS)	2,942.73
11/10/2021	City of Worcester Police Dept	1,237.68
11/10/2021	USAbLe Life	-6,907.87
11/11/2021	Liberty Mutual Insurance	7,734.20
11/11/2021	Vigneux, Michelle	24.56
11/12/2021	Gibney Sporting Goods	4,326.00
11/12/2021	New England Ice Cream	197.97
11/12/2021	Eversource (formally Nstar-2845- HS)	1,371.78
11/12/2021	Follett Content Solutions, LLC	12.99
11/12/2021	Next Gen Supply Group	1,863.09

11/12/2021	Next Gen Supply Group	781.90
11/12/2021	Next Gen Supply Group	951.39
11/12/2021	Learners Edge LLC	459.00
11/12/2021	EDS Mechanical Inc	1,193.03
11/12/2021	EDS Mechanical Inc	579.20
11/12/2021	EDS Mechanical Inc	735.00
11/13/2021	Matthew Way	97.00
11/13/2021	DePasse, Leo	72.00
11/13/2021	Luthman, Russell	97.00
11/13/2021	Sweeten, Timothy	97.00
11/13/2021	Watkins, Jason	97.00
11/13/2021	Carver, Sarah	200.00
11/13/2021	Brian Leblanc	97.00
11/15/2021	Ashdown Technologies	6.50
11/15/2021	Gopher	0.30
11/15/2021	Duva Distributors	194.77
11/15/2021	Torres, Priscila	375.00
11/15/2021	Torres, Priscila	125.22
11/16/2021	Cherry Road Technologies	3,287.40
11/16/2021	International Baccalaureate Americas	22,610.00
11/16/2021	Preferred Meal Systems, Inc.	2,377.01
11/16/2021	Preferred Meal Systems, Inc.	2,100.14
11/16/2021	Warhol, Kendra	400.00
11/16/2021	EDS Mechanical Inc	2,995.92
11/16/2021	EDS Mechanical Inc	2,303.95
11/16/2021	Centimark Corporation	1,530.00
11/16/2021	Blick Art Materials	52.49
11/16/2021	United Rentals	629.70
11/16/2021	EDS Mechanical Inc	1,025.71
11/16/2021	EDS Mechanical Inc	3,696.88
11/16/2021	High Meadows	250.00
11/16/2021	Telegram & Gazette	5.99
11/16/2021	Penske Truck Leasing	923.40
11/16/2021	Mirick O'Connell Attorneys at Law	545.00
11/16/2021	Mirick O'Connell Attorneys at Law	1,696.00
11/16/2021	Promise54	6,533.33
11/17/2021	Ransford Pest Control	118.00
11/17/2021	Ransford Pest Control	118.00
11/17/2021	Ransford Pest Control	118.00
11/17/2021	Lowe's	335.27
11/17/2021	Crystal Rock	190.34
11/17/2021	Verizon	113.88
11/17/2021	Babola, Todd	323.00
11/17/2021	Ramirez, Sara	48.48
11/17/2021	Stan Kaitbenski Inc.	11,045.00
11/17/2021	Heil, Lynn	153.03
11/17/2021	City of Worcester Police Dept	825.12
11/17/2021	MacGill, W. Nurse Supply Co.	130.57
11/18/2021	Sal's Pizza	386.10

11/18/2021	New England Ice Cream	176.46
11/18/2021	T-Mobile	3,002.45
11/18/2021	Preferred Meal Systems, Inc.	2,185.65
11/18/2021	Preferred Meal Systems, Inc.	1,413.12
11/18/2021	Amazon	359.95
11/18/2021	Central MA Collaborative	6,175.00
11/19/2021	T. Lee Associates	1,620.00
11/19/2021	Gabriel Beltran	65.26
11/19/2021	HR Knowledge Inc.	-3,414.18
11/19/2021	City Of Worcester Water/Sewer	90.00
11/20/2021	Staples	97.65
11/20/2021	Staples	112.97
11/20/2021	Staples	140.86
11/20/2021	UPS	111.15
11/20/2021	Iron Mountain	105.80
11/21/2021	Amazon	542.10
11/22/2021	Summit Forms	211.08
11/22/2021	Centimark Corporation	1,530.00
11/22/2021	TASC- FlexSystem	-3,765.75
11/22/2021	Amazon	58.00
11/23/2021	Lowe's	388.10
11/23/2021	Lowe's	118.00
11/23/2021	Lowe's	336.96
11/23/2021	Thompson - Liston Associates, Inc.	5,368.50
11/23/2021	New England Ice Cream	262.85
11/23/2021	Next Gen Supply Group	574.93
11/23/2021	Nationwide Trust Company, FSB	-23,548.29
11/23/2021	Preferred Meal Systems, Inc.	2,612.25
11/23/2021	Preferred Meal Systems, Inc.	1,878.14
11/23/2021	Amazon	10.00
11/23/2021	Penske Truck Leasing	923.40
11/24/2021	City of Worcester Police Dept	1,031.40
11/24/2021	Thurstons Foods, Inc.	3,935.09
11/24/2021	Carver, Sarah	200.00
11/24/2021	SHI International	44.85
11/24/2021	Netflix	13.99
11/24/2021	Amazon	25.53
11/24/2021	Joseph's Lock & Safe	113.00
11/25/2021	REPUBLIC SERVICES	3,714.18
11/25/2021	Intuit	79.69
11/25/2021	Intuit	37.19
11/27/2021	Peterson Oil	45.42
11/29/2021	New England Medical Billing	1,499.48
11/29/2021	Duva Distributors	314.70
11/29/2021	Lowe's	55.92
11/29/2021	Wells Fargo Financial Leasing	4,315.00
11/29/2021	Shaw's	104.75
11/29/2021	BJ's Wholesale	67.53
11/29/2021	Procurement Express	669.23

11/29/2021	MICCA	350.00
11/29/2021	Amazon	46.72
11/29/2021	French River Ed. System	21,206.00
11/30/2021	Center for Responsive Schools	199.00
11/30/2021	AA Transportation	410.00
11/30/2021	Didonna, Amy	360.00
11/30/2021	Facilities Management & Maintenance, Inc.	21,137.33
11/30/2021	Mansfield Paper Company, Inc.	482.58
11/30/2021	DoorDash, Inc.	250.00
11/30/2021	Amazon	1,002.00
11/30/2021	Charlton Oil Company	2,501.04
11/30/2021	Penske Truck Leasing	923.40
11/30/2021	OHI Engineering, Inc	1,040.00
11/30/2021	Preferred Meal Systems, Inc.	2,835.15
11/30/2021	Preferred Meal Systems, Inc.	1,902.87
11/30/2021	Shapiro Educational & Behavioral Consulta	3,675.00
11/30/2021	Central MA Collaborative	5,577.09
11/30/2021	YMCA of Central Massachusetts	635.25



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FACILITIES and FINANCE

1-21-2022

MS

We did an overhaul of the MS staff break room over December break. The room needed a face lift after multiple floods and older equipment. We had new walls installed, New kitchen cabinets and sink, and floors were refinished.

We installed new VCT tiles in the foyer of the IT area (BRM)

HS

The gym floor was lightly sanded and refinished over break.

There were two rooftop units that went down due to the cold. The main relays and circuit boards burnt out. One unit had the gas valve frozen. Both units are fixed and up and running.

The HS maintenance guy Dave Ford retired after 15 years. I moved the HS custodian into the Maintenance position due to their performance and hired a new building custodian.

COVID

We are chemically spraying all rooms and buildings daily, Staff are submitting PPE orders through the work order system and we are turning them back around within 2 hours.

BUBBLERS

2 Water bottle fill stations were installed in each of the buildings.

FLOOD

I have reached out to 2 companies to get additional quotes in addition to the 1 we have.

J. Brian Day Emergency services & Restoration: NO call back.

PaulDavis Restoration: Waiting on a quote they came out to do a SOW.

Cameras for MS 2022

The items described below are for the cameras at the middle school

- Panoramic
 - 4 cameras inside
 - 3 outside
 - 2 for HS warehouse
- Duals
 - 7 inside
 - 2 spare (blind spots)

Item	Unit	Total
*Server HP (Camera Server)	\$1,595.00	\$1,595.00
*UPS (power management for server)	\$661.52	\$661.52
*2 Hard Drives for storage	\$295.98	\$591.96
2 Switches for cameras	\$1,196.00	\$2,392.00
Switch license	\$67.00	\$134.00
*9 cameras dome	\$1,458.03	\$13,122.27
9 dual cameras	\$819.75	\$7,377.75
Mounting kits		\$1,342.04
Total		\$27,216.54

This quote does not include wiring or installation. (IT and facilities will coordinate to do it ourselves)

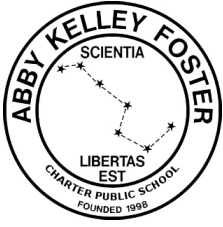
*Items have been already ordered (some of them already received)

Other Details

- Server allows 65 Cameras.
- [Cameras](#) we are trying to obtain (based on available stock)



Foundation/Organization	Amount Requested	Purpose	Status	Amount Founded	Notes
Mass Life Science Center	\$81,639.00		Approved	\$81,639.00	STEM @ MS and HS
United Way	\$1,500.00	Gift Cards for families for food	Approved	\$1,500.00	
DESE- Fund Code 651	\$39,906.00	Coordinated Relief for School Health	Approved	\$39,906.00	Nursing stipends, per diem nurses
Project Bread	\$5,000.00	Nutrition Services		\$5,000.00	Point of Sale software
				\$128,045.00	



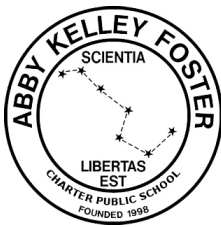
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Cover Sheet

From: Heidi Paluk & AnnMarie Little

Date: 01-21-22

Here is the updated enrollment policy which includes the amendment for the change in our regional footprint (changing Holden to Wachusett District) which is scheduled to be voted on by BESE on Tuesday, January 25.



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Enrollment Policy

GENERAL POLICY STATEMENT

Introduction

The Abby Kelley Foster Charter Public School is a classical liberal arts K-12 school, located in the Greendale neighborhood of Worcester. Abby Kelley Foster Charter Public School will accept applications for students entering Kindergarten through Grade 6. The school will backfill any vacancies that may occur in Kindergarten through grade 6. Abby Kelley Foster does not enroll new students in Grades 7-12.

Non-Discrimination Statement

Abby Kelley Foster does not discriminate on the basis of race, color, national origin, creed or religion, sex, ethnicity, sexual orientation, gender identity, homelessness, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor may charter schools set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases.

Student Recruitment and Retention

The School will develop and implement a student recruitment and retention plan in accordance with Massachusetts laws and regulations. [M.G.L. c. 71, § 89\(l\)](#); [603 CMR 1.06](#)

Enrollment Preference

Enrollment preference is first given to siblings, residents, or non-residents, of students who attend the school at the time an offer of admission is made, then to students residing in the towns designated in the charter: Auburn, Leicester, Millbury, Oxford, Shrewsbury, Sutton, Wachusett Regional School District, West Boylston, and Worcester. Abby Kelley Foster Charter Public School is open to all Massachusetts residents. Applicants are required to submit reasonable proof of residency and sibling status at the time of admission. The school's application process is not integrated with any school district.

All applicants will be notified in writing of the rights of students with diverse learning needs to attend Abby Kelley Foster and receive accommodations and support services, including students who may have disabilities, require special education, and/or are English language learners. Information regarding the availability of

services is included on the school's website, enrollment information, school handbook, special education policy manual, and English language learner policy manual.

The school does not charge an application fee for admission or use financial incentives to recruit students.

The school will not admit students in excess of the school's approved maximum enrollment.

The total number of students attending the school will not exceed the total number of students reported in the pre-enrollment submission to the Department in the previous spring.

Disclosure of Student Information

With few exceptions, information in a student's record will not be released to a third party without the written consent of the eligible students and/or a parent having physical custody of a student under the age of 18 years of age. Two notable exceptions are:

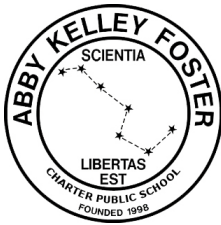
- Directory information includes a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight, and height of members of athletic teams, class, participation in official school extracurricular activities and sports, degrees, honors and awards, and post-high school plans.
- Upon request from military recruiters and/or representatives from postsecondary educational institutions, Abby Kelley Foster Charter Public School will provide the name, address, and telephone listing for all secondary students. Under federal law, local education agencies are required to provide military recruiters the same access to secondary school students as they provide to postsecondary institutions and prospective employers.
- Upon request, a charter school will provide the names and addresses of students enrolled to a third-party mail house for mailings unless a parent requests the school withhold their child's information.

If an eligible student and/or parent do not want directory information or recruiting information released, they must notify the Principal/assistant principal in writing within 5 days of an offer of admission. Otherwise, the information will be released without further notification. A parent and/or eligible student may specify that only certain types of directory information or recruitment information may be released and that parent or eligible student may rescind a release at any time during the school year by providing written notification to the principal/assistant principal.

Transportation

All students in kindergarten through grade 12 are eligible for transportation services. Information regarding bus transportation is available at the beginning of each school year on the school's website and in the elementary, middle, and high school main offices. Transportation services will be provided in accordance with the Transportation Technical Advisory 16-1.

Eligibility Criteria for Enrollment



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- The applicant must be a resident of Massachusetts to apply to enroll and to attend a Massachusetts charter school.

All applicants must provide the school upon admission provide proof of residency:

1. A Utility Bill (not water or cell phone) dated within the past 60 days
 2. A Deed, Mortgage Payment dated within the past 60 days, or Property Tax Bill dated within the last year
 3. A current Lease, Section 8 Agreement, or Landlord Affidavit
 4. A W2 form dated within the year or a Payroll Stub dated within the past 60 days
 5. A Bank or Credit Card Statement dated within the past 60 days
 6. A Letter from an Approved Government Agency* dated within the past 60 days
 7. *Approved government agencies: Departments of Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security, any communications on Commonwealth of Massachusetts Letterhead
- Under certain circumstances, such as homelessness, the school will waive the proof of residency requirement. The school will work with applicants who may be considered homeless on a case-by-case basis to determine their preference for admission based on their current or temporary residence.
 - Parents and applicants are not required to attend interviews or informational meetings as a condition of application, admission, and attendance.
 - The school does not administer achievement tests or predicate acceptance for admission on results from any test of ability or achievement as a condition of enrollment.
 - Students entering Kindergarten must be 5 years of age on or before August 31.
 - Students must successfully complete the grade prior to the grade for which they seek admission and provide documentation at the time of admission. If the student is unable to provide evidence of successful completion by the request deadline, then the offer of admission will be rescinded, and the student will be unenrolled.
 - The school's enrollment policy is available on the school website and with an enrollment application.
 - Any student who remains on the waitlist for the (current) school year must reapply for admission before the principal application deadline for the upcoming school year.
 - AKFCS prohibits the submission by parents and/or students of false statements and documents. In the event that a parent or student submits falsified statements or documents that impact upon a student's eligibility or ineligibility (for example, minimum age requirements for kindergarten admission or successfully completing prior grades), AKFCS will retract or rescind offers of admission, unenroll students, or terminate the enrollment of currently attending students. The notification of this determination will be made available in the parent/guardian's native language and ensure that they understand the enrollment consequence.

Application Process

Applications for enrollment are available annually beginning on or about October 15 with an application deadline of January 30. If the application deadline date falls on a weekend, the applications must be submitted on the previous Friday. Applications are submitted electronically through the school's online application system. If a parent or guardian does not have access to an electronic device, the application may be completed with the assistance of school personnel. Applications will not be accepted after the established deadline. The school must conclude its enrollment process no later than March 15 annually.

If the school receives more applications than seats available a public enrollment lottery is held. The school will publicize the time, date, and location of the public lottery at least one week in advance on the application, in the Worcester Telegram and Gazette, school newsletters, and school website. Public notice of all application deadlines is given at least one month in advance. Abby Kelley Foster requires all parents/guardians to complete and submit an application for each child requesting admission.

If the school does not fill all available seats in accordance with the process stated above, the school will hold a second application cycle until all available seats have been filled.

Description of the Lottery Procedures

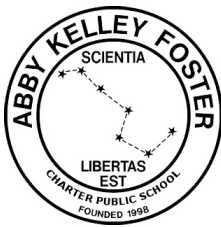
All parents/guardians must complete an application in order for a sibling, resident, and non-resident applicant to participate in the enrollment process.

Abby Kelley Foster will determine the number of spaces available based on the number of returning students and grade level capacity annually. If there are fewer spaces than eligible applicants, students shall be accepted for admission by a lottery process.

Abby Kelley Foster will set a date for a public enrollment lottery, with reasonable notice of at least one week before the lottery date. The lottery will be held in public in the school's auditorium. [603 CMR 1.06\(5\)\(6\)](#).

All applicants who submitted an application by the principal application deadline will be included in a single lottery for each grade. The lottery will be conducted electronically, and a neutral party shall verify that the process is fair and that the selection is random. The lottery shall determine the initial random rank order for each applicant. After the initial lottery rank order has been established, preferences for admission will be applied.

Siblings, residents or non-residents of students who attend the school at the time an offer of admission is made receive a preference for admission over non-siblings. Residents receive a preference for admission over non-residents. Reasonable proof of sibling (birth certificate, legal documentation) and residents status is required at the time an offer of admission is made.



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- **Siblings:** *Students, residents, or non-residents, who currently have siblings actually attending the charter school at the time an offer of admission is made. Siblings are children who share a common biological or legal parent through adoption.*
- **Residents:** *Students who live in the city or the town as defined by the school charter. Students residing in Auburn, Leicester, Millbury, Oxford, Shrewsbury, Sutton, Wachusett, West Boylston, and Worcester receive enrollment preference.*
- **Non-residents:** *Students who live in a city or town in Massachusetts that is not specified above.*

Charter schools must ensure they do not enroll too many students from a sending district and cause the student's sending district to exceed its net school spending cap as specified in G.L. c. 71, §89(i). If the enrollment of a student would cause the sending district to exceed its tuition cap, then the charter school must skip over the student and keep on the school's waiting list. 603 CMR 1.06(4)(d). A sibling of an enrolled student may enroll in the school regardless of the school district tuition cap. In such cases, the Commonwealth of Massachusetts shall provide the school with the tuition payment which is subject to appropriation. G.L. c. 71, §89(i).

The enrollment office will contact the parent/guardian by phone and/or email when their child has been selected in the lottery for an available seat. The parent has three business days to accept the offer of admission by phone or email. Once a parent/guardian has accepted the offer of admission following the initial lottery, the school may mail or a parent may meet with the admissions offices to complete the registration process. Registration packets will be mailed within seven school days. Applicants must complete the registration process within ten school days. The school will contact the parent/ guardian if the process has not been completed. Applicants failing to complete the registration process may be considered withdrawn from the admission process.

Students must begin attending Abby Kelley Foster Charter Public within ten (10) school days of their anticipated start dates.

Students not selected in the lottery for enrollment will be placed on the waitlist in the order the names were selected. Abby Kelley will take into consideration sibling and resident preference, both of which may change over time. It is important that parents/guardians provide up-to-date and accurate contact information, as this may affect the applicant's position on the waitlist. The school must exhaust the initial waitlist prior to holding additional lotteries.

If the school does not fill all available seats in accordance with the process stated above, the school will hold a second application cycle until all available seats have been filled. The process will be fair and open and reasonable public notice of at least one month prior to the application deadline will be provided.

As spaces become available during the school year, the school may repeat the enrollment process to fill openings and to meet the requirements of G. L. c. 70 s89(n) CMR 1.05(8).

Description of the Waitlist

Abby Kelley Foster will maintain an electronic waitlist by grade. The waitlist is determined in accordance to the procedures detailed under the lottery procedure.

If a student stops attending Abby Kelley Foster Charter Public School or declines an offer of admission the next student on the waitlist for that grade will be offered the vacant seat until it is filled.

No student will be added to the waitlist except through the lottery process. No student will be admitted ahead of other eligible students on the waitlist except in cases where enrollment preferences change or are described in 603 CMR 1.05 (10) (b).

Applicants will remain on the waitlist for the year in which the student applied for admission. Applicants who are not offered a seat or have declined an offer of admission during the school year are required to reapply during the next open enrollment period.

The school will maintain a waitlist only for the school year for which the students sought admission.

The school will maintain an accurate record of the waitlist which includes the student name, date of birth, residency (address), contact information (parent/guardian, phone, email).

When a student stops attending the school for any reason up to February 15th, the school will fill those vacant seats. Abby Kelley Foster will only fill vacant seats through February 15th annually. If the school is unable to fill the vacancy at the end of the school year, the seat will move into the subsequent grade level to be filled at the start of the upcoming school year.

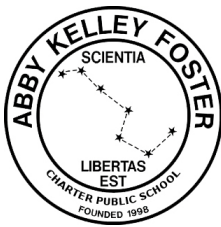
Students who have withdrawn from the school may reapply for future enrollment opportunities in accordance with the school's application process.

Students placed on the waitlist will be notified in writing of their waitlist number and the process for admitting students from the waitlist within 7 school days after the lottery is held. Parents or guardians will be contacted by phone and/or email as openings become available.

Parents/guardians must accept or decline an offer of admission from the waitlist verbally or in writing within 3 school days. If the parent/guardian is non-responsive to the school's offer of admission, the student will be considered withdrawn from the admission process.

Once a parent/guardian has accepted the offer of admission, the school will mail a registration form within 7 school days after the lottery. All applicants accepting admission from the waitlist during the school year must complete the registration process within 5 school days.

If an applicant's sibling, resident, or nonresident status changes at any time during the school year, the applicant's current waitlist status will be subject to change. The applicant's position on the waitlist will be adjusted based on their preference change and their initial random rank order. Parents/guardians should notify the school if any of this information changes.



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Application for Admission Requirements

Applications for admission in Kindergarten through Grade 6 are available electronically on the school's website during the designated enrollment dates. The application must be submitted by one parent/guardian and does not include a request for a student's social security number. The application includes the following required information:

- Student name (first, middle, last)
- Date of birth
- Cities/towns of residence
- Grade level
- Home address
- Telephone number
- Email address

In addition to the requirements stated above, the application includes the school's non-discrimination statement. Any and all information requested in the application such as language spoken at home or race/ethnicity is not intended and will not be used to discriminate.

The school will maintain electronic copies of the application information in the school's admissions database in accordance with 603 CMR 23.00. Applicants must contact the admissions office if they wish to have their information deleted from the database.

Academic Placement

Students must successfully complete the grade prior to the grade for which they seek admission. If the student is unable to provide evidence of successful completion by the request deadline, then the offer of admission will be rescinded and the student will be unenrolled.

All Kindergarten students are assessed through our first-year screening process.

Withdrawal/Transferring Students

Please refer to the student handbook and/or the school website www.akfcs.org regarding our withdrawal process.

Information Sessions

All potential families are invited to our information sessions. Information sessions are usually held from October to January. The schedule will be posted on the school's website. The sessions include an overview of our academic program, tour, and question and answer period with the school administration. The information session schedule is determined at the beginning of each school year.



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Board of Trustees Meeting Minutes

Wednesday, January 26, 2022, 6:30 p.m.- DIGITAL MEETING

<https://akfcs-org.zoom.us/j/95895663202?pwd=UWIKVGVUdWVlYTRYa0MwMTU2OUphZz09>

Webinar ID: 958 9566 3202 **Passcode:** 359514

By phone: +1 929 205 6099 **Webinar ID:** 958 9566 3202

The meeting was called to order by Celia J. Blue. The attendance was recorded as follows:

Board/Committee Members: Celia J. Blue, Patrick Royce, Shelly Yarnie, Bibiche Zagabe-Ndiku, Amy Vernon, Dr. Jie Park

Staff in attendance: Heidi Paluk, Alisha Carpino, Christopher Kursonis, Amelie Cabral, Brian Gero, Gabriel Beltran, Kelly Gould, Michael Grennon, Dr. Caroline Cole, AnnMarie Little, Lindsay Burns, Anne Clayborne, Kaitlyn Greenwood, Jessica Regan, Catherine Sanguinetti, Mandy Tetreault, Sara Ramirez, Michael Penney, Laura Houck, Michelle Vigneux, Jennifer Giusto, Amanda Durkin, Kristen Hersey, Kerry Fitzpatrick

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

Ms. Blue asked for a motion to accept the December 15, 2021 meeting minutes. Ms. Zagabee-Ndiku made the Motion, it was seconded by Mr. Royce. Ms. Blue performed a roll call to which Ms. Yarnie abstained as she was not present for the meeting. The remaining Board members approved the minutes from December 15, 2021.

Interim Executive Director Report

Ms. Paluk began the report by explaining the new changes that were happening with the current covid testing options. She explained that the Department of Health was now allowing schools to either continue with the test and stay pool testing or provide free tests to every staff member and student who signed up. Ms. Paluk explained that this was the better option for Abby Kelley and more sustainable for the school nurses. Ms. Paluk explained that symptomatic testing would still be done for anyone who required it. Vaccination overall in the K-12 district is about 50% according to Ms. Paluk.

Mid-year I Ready testing has been completed and results are now being analyzed while ACCESS testing for English Language learners is about 90% percent completed across the district. Ms. Paluk explained that Abby Kelley takes part in a national assessment called NAEP in which fourth and eighth graders are tested. Ms. Paluk also explained that ratification on an enhanced school system security

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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package vote would need to be taken as upgrades have been happening to the school's infrastructure and cameras were now being added and updated.

The salary scale and recruitment and retention committees have been meeting regularly and continue to work on diversifying the community and the salary scale. Ms. Paluk also explained that the math committee is set to begin soon and the curriculum coordinators have been working to correlate the data received from MCAS and IReady against the state standards.

The amendment to add Sterling, Rutland, and Paxton was presented to the Board of Education and approved according to Ms. Paluk, now adding the Wachusett District to our enrollment footprint. Ms. Paluk also explained that the recommendation from the Commissioner was to have a cap on the number of students coming in from this District. Enrollment cap is 40 students. Because of this new amendment and efficiencies in our process the application deadline has been extended until February 28, 2022.

Ms. Paluk explained that several grants were received, one of them being a cybersecurity grant, which will allow for staff to be trained in a direct manner such as receiving test phishing emails and that is scheduled to start in August. Ms. Paluk also explained that there is no monetary value to this grant.

Ms. Blue inquired about the implementation of the charter to which Ms. Paluk stated there were no other action items to be taken on it and that it was set to begin. Ms. Yarnie then inquired about the selection process which caused Abby Kelley to be chosen for the national assessment test to which Ms. Paluk stated there were no specific criteria used and this was based on random selection. Ms. Vernon inquired about the results process of this assessment and whether the school received results to which Ms. Paluk stated that some results would be received, however we don't know if they are per school or in the aggregate.

Committee Updates

Survey Results Presentation

Ms. Paluk began by stating that an assessment of the students was needed to establish a baseline therefore Panorama was purchased, which is a tool that would allow SEL-specific surveys to be conducted. Simultaneously, the DEI has been working on a survey for the staff, students, and parents about the culture of Abby Kelley and the feeling of belonging, therefore it was decided that Panorama would be used for both tests as it would provide a benchmark and national data as well. This allowed for the belonging questions to be integrated into the SEL survey in an attempt to avoid survey fatigue.

Dr. Cole began the presentation by providing context from the survey and insights into the data. Dr. Cole stated that when it came to how often the students were able to control their emotions when needed, teachers responded with a 77% favorable rating based on the teacher perception survey. Dr. Cole stated that the lowest rating was under the learning strategies questions which respond with a 48% favorable rating. Dr. Cole explained that her perception of this score is that the students are coming from



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a pandemic and many students had not yet been in school so they are now learning these strategies such as being in school, raising their hands, and developing independent school readiness skills.

Dr. Cole stated that the data collected was also used to identify students needing extra assistance such as readiness groups and social groups. Dr. Cole explained that the area of emotion regulation posed the greatest need based on the surveys and the guidance counselors. Dr. Cole explained that for the emotional regulation question, the students were asked about their ability to control their emotions and whether they were able to change their mood if it was not a good one, and for grades 3-5, 45% of students responded favorably, placing them in the 40th percentile. Dr. Cole also stated that for grades 6-12, 45% of students also answered favorably to the question, placing them in the 50th percentile when compares to the national average. Dr. Cole then stated that higher levels of anxiety and depression were seen in students.

Dr. Cole stated that she, along with the principles and guidance team has been using the data to be able to identify students that have more vulnerable social-emotional skills and address them. Dr. Cole explained that this could be in the form of attending a group based on a specific topic, focused short-term counseling sessions, or interventions for teachers to implement based on the situation. Dr. Cole also stated that professional development training was being created to provide support to the teachers in the classroom.

Dr. Cole stated that discussion groups started last night that were focused on emotional learning for parents as the family engagement was an important factor also. Dr. Cole explained that the student self-management skills questions were based on how well the students felt prepared for class, how well they followed instructions, and how well did they pay attention and the score was 66% favorable among the students. When comparing these results to the national results, Abby Kelley students fell into the 30th percentile on this topic which is the average range. Dr. Cole stated that for grades 3-12, 73% of the students from grades 6-12 answered favorably but the question was brought this score down was whether the students were able to remain calm with upset and angry.

Students were asked how possible it was for them to change by putting effort into a task such as behaving well in class, enjoying the subject they were studying, their level of intelligence, and how talented they may be at something in which 52% of students responded favorably. According to Dr. Cole, when compared nationally, both grades 3-5 and grades 6-12 rank in the 50th percentile. Dr. Cole explained that the growth mindset is being implemented as it allows for students to be able to overcome obstacles.

Dr. Cole then explained that the students were also given a survey to gauge their sense of belonging and how well they felt supported at Abby Kelley. In grades 3-5, 63% of students responded favorably to this question, which placed us in the 90th percentile, and in grades 6-12, we were in the 37th percentile. In grades 3-5, 74% of students felt that they received support from the adults and 69% of students stated that they felt as though they completely belong with the school community. In grades



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6-12, 50% of students responded that other students showed respect to them and 48% responded that they felt that they completely or quite belong.

Dr. Cole also explained that the score bringing the percentile down for grades 6-12 was about the students feeling of connection to the adults which scored 20%. Dr. Cole noted that the trend showed younger students scoring higher than the older students when it came to their sense of belonging and connectedness. Dr. Cole stated that the goal was to continue to build the Tier 1 supports to further build a sense of community within schools, continuing professional development, and implement family engagement.

Ms. Cabral then spoke on the sense of belonging survey that was done for the students. She began by explaining how the questions were scored and what the scores meant. Ms. Cabral then explained that if there's a demographic group that contains fewer than five individuals, it groups them under a confidentiality-protected group to allow for the smaller populations to have authenticity when sharing their feedback and thoughts without directly showing who they are. According to Ms. Cabral, parents and staff used open links for the survey in an effort to not have the survey tied to a specific individual.

Ms. Cabral stated that there was a 21% response rate from families and a 69% response rate from staff. Faculty and Staff were also asked about their sense of belonging and there was a 58% favorable response rate, placing Abby Kelley in the 30th percentile compared to other schools across the country. Ms. Cabral stated that questions on cultural awareness and how issues of race, ethnicity, and staff were discussed and confronted were asked which received a 58% favorable score, and questions based on perceptions on the overall social and learning climate of the school received a 53% positive response. Ms. Yarnie inquired about the surveys possibly being broken down by building to which Ms. Cabral stated that it could be as one of the questions asked about the building spent the most time in.

Families were asked about school safety within the school and how they felt about the procedures in place to ensure the physical and psychological safety of the students, which received an 85% favorable response rate. Questions were also asked about various training engagements and factors that could create challenges for families to interact or become involved with their child's school and that received an 83% favorable response for the overall theme. Questions about perceptions of the social learning climate received a 74% response rate while questions about school fit and how well the school matched the developmental needs of their child received a 68% response rating. Questions about readiness for learning received a 63% positive response rating.

Dr. Park inquired about the examples that would fall under the confidentiality protected category. Ms. Cabral stated that this could be someone who identifies as white or black and Latino or white, caucasian and Latino and because this group would have less than 5 members, confidentiality protected group is formed.



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Ms. Cabral explained that the survey results can be broken down in order to gain useful information from them such as the different grade levels responses. Ms. Cabral stated that perception questions were included in the survey sent out to parents and one of the questions was who the parents thought was primarily responsible for ensuring students have a good relationship with their peers to which 51% of families said parents, 25% of families said at school, 17% of families said primarily the students and 7% showed up as not applicable. The families were then asked about who they felt was responsible for making sure that the students have an adult to talk to and 71% of families stated primarily the school and 22% stated primarily the parents.

Families were also asked about who they felt was primarily responsible for helping children deal with their emotions appropriately and 84% of families stated the parents, 9% stated the school and 4% stated the child. The last question that was asked in the perception group was about communication and who they felt was primarily responsible for ensuring communication between the home and school, 53% said primarily the parents, and 40% stated that it was the responsibility of the school.

Ms. Cabral stated that they have begun meeting as a subcommittee in order to further analyze the data and that the findings would be presented at the February DEI committee meeting and would also be presented to the staff and families. Ms. Cabral then opened the floor for discussion and questions.

Dr. Park first began with a recommendation after noting the lower favorable rates in students in grades three through five that identify as biracial or multiracial and suggested paying more attention to as more children identify as multiracial/multiethnic and they may be dealing with complex identity issues. Ms. Vernon inquired about the interpretation of the data and how the teachers were counted. Dr. Cole explained that the teachers were taking the surveys based on their perceptions of their students. Ms. Vernon then inquired about the national comparison data and how the cohort was compiled. Ms. Cabral explained that the data is a collection that has been compiled over the years and she would reach out to Panorama to confirm how the database will change based on the last two years of the pandemic.

Ms. Vernon then inquired about the self-management questions and scores. Dr. Cole explained that with this question, 45% of the students in the national comparison was the 40th and 45th percentile for six through 12, but the national comparison was at the 50th percentile. While interesting to see these results, Dr. Cole stated that there are different ways to look at the question but there is no actual reason around the response. Ms. Blue inquired about the low response rates from families and whether there would be anything else done in terms of outreach to which Ms. Cabral stated that they would be working on outreach and incentives for the next survey. Ms. Zagabe-Ndiku inquired about the leadership and staff relationship question and whether this was a specific based question to which Ms. Cabral explained that it was based on the leadership in their respective building and not specific leaders.

Ms. Zagabe-Ndiku also inquired about the data collected from the questions and whether any behavioral correlation had been made yet to those questions. Ms. Cabral explained that the comments would provide more insight on behaviors that may be happening and recommendations could be created to provide support in strengthening the sense of belonging. Ms. Cabral also explained that the student survey would be taken again in the spring where a comparison on the sense of belonging question can be



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done. Dr. Park then suggested that the subcommittee looks at the survey itself as every survey uses constructs that it has to operationalize and that Panorama may be doing that with the term belonging.

DEI Committee

Ms. Yarnie began by stating that the last DEI meetings were focused on the scope of work for the committee and they discussed what success would like for the rest of the year for the DEI committee and the work that the subcommittee would be doing Yarnie also explained that they would be taking the information from the survey results and also from dialogue that has happened with faculty and staff and use that information to develop strong initiatives that are focused on DEI. Ms. Yarnie explained that the subcommittees have all been identified and a chair has been appointed for each committee.

Ms. Yarnie explained that the subcommittees would meet once a month and report the efforts during the monthly DEI committee meeting. Ms. Yarnie also wanted to highlight the Program Events Subcommittee, whose goal is to work alongside the three schools to enhance and strengthen current programming efforts that are currently underway to avoid duplication of efforts.

Education Committee

Ms. Vernon stated that the impact of COVID was a topic during the Education Committee meeting and wanted to publicly thank and recognize both the administrators and the teachers who have worked really tirelessly to keep Abby Kelley running. Ms. Vernon stated that she understood the challenges faced and extended her appreciation to everyone involved.

Facilities & Finance Committee

Mr. Royce stated that a more comprehensive look at the financials would be done at the meeting next month. Mr. Royce explained that additional quotes were being researched for the construction that would be done in the elementary school. Ms. Paluk then provided an update on Saint Gobain and WBDC as requested by Mr. Royce and stated that she would be setting up a meeting with a small group of people to discuss the future construction changes that will be happening with the sale of Saint Gobain.

Mr. Royce also informed the Board members that a vote was taken and approved for a \$26,000 security upgrade during the last meeting and ratification would be needed. Ms. Blue called for a motion to approve the \$26,000 security system upgrade. Ms. Zagabe-Ndiku made the motion and Ms. Yarnie seconded the motion. Ms. Blue performed the roll call and the Board approved the upgrade unanimously.



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Foundation Committee

Ms. Zagabe-Ndiku began by stating that communication was sent out to teachers informing them that the committee was now accepting grant applications. Ms. Zagabe-Ndiku also stated that the 8th annual golf tournament would be taking place on Monday, June 27, 2022, at the Highfield Golf and Country Club beginning at 10:00 a.m.

Search Committee Update

Dr. Park stated that 17 applications were received for the Executive Director position, of which 11 applications were deemed to be inappropriate by Promise54 for the role. The search committee reviewed the resumes, cover letters, and artifacts of five individuals. Dr. Park explained that the applicants were asked to submit a thing that guided their leadership and this allowed them to see who the applicants were. One-hour interviews with all of the applicants were completed using the competency rubric, which allowed for an analysis of their strengths as well as areas of concern.

Dr. Park stated that the search committee recommended the advancement of four candidates for a site visit and a schedule will be developed to handle this. It was determined that the site visits would be done before February Vacation and would be a full day engagement. Ms. Yarnie inquired about the site visit being part of the charge to which Mr. Royce explained that this was a customary step and standard practice to perform a site visit.

Monday, February 28, 2022, was determined to be the date where remote interviews with the Board of Trustees and candidates.

Executive Director Salary Range

Mr. Royce stated that after research was conducted on surrounding schools' salary ranges and after factoring other outliers in, the range that seemed both suitable and competitive was \$150,000. Mr. Royce stated that he would suggest a \$140,000 to \$155,000 which would put us in the median range. Ms. Zagabe-Ndiku inquired about the budgeting projection for the ED compensation to which Mr. Royce stated that it was in line with the current budget. It was noted that this was just the range and when the final decision was made on the candidate, they would incorporate all aspects to determine the final salary.

Ms. Blue made a motion to approve a salary range of \$145,000-\$155,000 for the Executive Director Position. Dr. Park made the motion and Mr. Royce seconded the motion.



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Ms. Blue called for a motion to adjourn the meeting. Mr. Royce made the motion and Ms. Zagabe-Ndiku seconded the motion. Ms. Blue performed the roll call and all Board members voted unanimously.

The meeting was adjourned at 9:15 p.m.

List of Documents Provided:

1. Survey Results
2. Facilities & Finance Committee
 - a. Facilities Report
 - b. IT Report
 - c. Financial Report
3. Education Committee
 - a. Student, Staff & Parents Survey Results