



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

## Board of Trustees Meeting Agenda- DIGITAL MEETING

Wednesday, February 23, 2022, 6:30 p.m.

<https://akfcs-org.zoom.us/j/98763531526?pwd=cGdPTW1iclllaGF6bkh6Sm9HZFNXdz09>

**Meeting ID:** 987 6353 1526 **Passcode:** 941880

**By phone:** US: +1 929 205 6099 **Meeting ID:** 987 6353 1526

**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 January 26, 2022
  - a. **Motion:** To accept the Meeting Minutes from January 26, 2022
- V. Interim Executive Director Report- Ms. Heidi Paluk
- VI. Committee Updates
  1. Education Committee- Ms. Amy Vernon
    - a. Healthy Sexuality Presentation- Ms. Meaghan Culkeen
  2. Facilities & Finance Committee- Mr. Patrick Royce
    - a. Mask Mandate
    - b. **Motion:** Mask Mandate
  3. Foundation Committee- Ms. Zagabe-Ndiku
    - a. Grant Approvals
    - b. 8th Annual Golf Tournament (Scheduled for Monday, June 27, 2022)
    - c. Change in organization tax status
  4. DEI Committee– Ms. Shelly Yarnie
  5. Executive Director Search Committee–Mr. Patrick Royce and Dr. Jie Park
  6. Governance
    - a. Faculty Seat on the Board–Mr. Patrick Royce



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

- VII. Timely Topics as identified by the Chair and/or ED
- VIII. Upcoming Board/Committee Meeting(s):
  - 1. Board of Trustees
    - a. February 28, 2022 (Executive Director Interviews/Announcement)
    - b. March 23, 2022
    - c. April 21, 2022 (Budget Presentation)
    - d. April 27, 2022
  - 2. Education Committee Meeting
    - a. March 11, 2022
    - b. April 8, 2022
  - 3. Facilities & Finance Committee Meeting
    - a. March 18, 2022
    - b. April 15, 2022
- IX. Adjournment

### List of Documents Provided:

- 1. Facilities & Finance Committee
  - Financial Report
  - Facilities Report
  - IT Report
- 2. Education Committee
  - Mid-year i-Ready Results
  - Healthy Sexuality Presentation
  - Academic Calendar



## 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 Minutes-DRAFT

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.*



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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 before implementation. 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



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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.





## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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.





## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

### **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.



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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.



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

## Education Committee Meeting Agenda-DIGITAL MEETING

**Friday, February 11, 2022, 8:00 a.m.**

<https://akfcs-org.zoom.us/j/95777160926?pwd=citrK2ZPendwNXIyZ2pOVkFHVFhCQT09>

**Meeting ID:** 957 7716 0926 **Passcode:** 847806

**By phone:** +1 929 205 6099 US (New York) **Meeting ID:** 957 7716 0926

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. [Review of the January 14, 2022, Meeting Minutes](#)
  - a. **Motion:** To approve the January 14, 2022, Meeting Minutes.
- IV. [Mid-year I-Ready Results-](#) Ms. Kristine Hersey, Ms. Jessica Regan, Mr. Rob Kerr
- V. [Healthy Sexuality \(Grades 4-7\)-](#) Ms. Meghan Culkeen, Ms. Jessica Regan
- VI. Update on SEL Data/Interventions- Dr. Caroline Cole
- VII. Middle School Principal Search- Ms. Heidi Paluk
- VIII. [Academic Calendar for the 2022-2023 Year-](#) Ms. Heidi Paluk
- IX. Upcoming Meeting(s):
  - a. Friday, March 11, 2022
  - b. Friday, April 8, 2022
  - c. Friday, May 13, 2022
- X. Adjournment



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

### 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, 1 & 2 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



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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 up in 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



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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.





## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

### *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.*



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

### *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 DESE. 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. An abundance of caution 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 staff 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 a 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.



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

## 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

## i-Ready Winter 2022 Data Report

### READING

*Fall to Winter comparison*

	On/Above Grade Level <b>FALL</b>	On/Above Grade Level <b>WINTER</b>	Fall to Winter Change	1 Grade Below <b>FALL</b>	1 Grade Below <b>WINTER</b>	Fall to Winter Change	2+ Grade levels below <b>FALL</b>	2+ Grade levels below <b>WINTER</b>	Fall to Winter Change
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4	<b>32%</b>	<b>48%</b>	<b>+16%</b>	<b>44%</b>	<b>35%</b>	<b>-9%</b>	<b>24%</b>	<b>17%</b>	<b>-7%</b>
Grade 5	<b>27%</b>	<b>39%</b>	<b>+12%</b>	<b>32%</b>	<b>31%</b>	<b>-1%</b>	<b>30%</b>	<b>29%</b>	<b>-1%</b>
Grade 6	<b>25%</b>	<b>32%</b>	<b>+7%</b>	<b>29%</b>	<b>30%</b>	<b>+1%</b>	<b>46%</b>	<b>39%</b>	<b>-7%</b>
Grade 7	<b>39%</b>	<b>48%</b>	<b>+9%</b>	<b>19%</b>	<b>26%</b>	<b>+7%</b>	<b>43%</b>	<b>26%</b>	<b>-17%</b>
Grade 8	<b>45%</b>	<b>55%</b>	<b>+10%</b>	<b>17%</b>	<b>15%</b>	<b>-2%</b>	<b>38%</b>	<b>28%</b>	<b>-10%</b>

**MATH***Fall to Winter comparison*

	On/Above Grade Level <b>FALL</b>	On/Above Grade Level <b>WINTER</b>	Fall to Winter Change	1 Grade Below <b>FALL</b>	1 Grade Below <b>WINTER</b>	Fall to Winter Change	2+ Grade levels below <b>FALL</b>	2+ Grade levels below <b>WINTER</b>	Fall to Winter Change
Kindergarten	18%	60%	+42%	83%	40%	-43%			
Grade 1	5%	26%	+21%	77%	65%	-12%	18%	9%	-9%
Grade 2	9%	32%	+23%	52%	55%	+3%	39%	14%	-25%
Grade 3	8%	38%	+30%	56%	50%	-6%	36%	11%	-25%
Grade 4	14%	25%	+11%	49%	51%	+2%	37%	24%	-13%
Grade 5	8%	23%	+15%	46%	45%	-1%	46%	32%	-14%
Grade 6	17%	19%	+2%	32%	44%	+12%	51%	37%	-14%
Grade 7	17%	29%	+12%	43%	46%	+3%	41%	25%	-16%
Grade 8	20%	37%	+17%	36%	36%	NC	44%	26%	-18%

# Health Curriculum Outline, SY21-22

## Goals for health this year:

1. Understand how to optimize and maintain good health
2. Decrease stigma and enhance help-seeking efficacy
3. Apply a variety of coping skills to their lives
4. Develop strong, healthy, and respectful relationships with peers and adults
5. Formulate an identity that is multifaceted, confident and focused on growth

## [Framework Link](#)

### 4th Grade

**Month:** September/October

**Unit:** Introduction to Mental Health

**Frameworks:**

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

**Topics:**

Good deeds, recognizing emotions, coping skills, decision making

**Month:** October/November

**Unit:** Family Life

**Frameworks:**

Family Life

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being



5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

6.1 Describe different types of families, addressing membership and social influences, and the functions of family members

6.2 Describe factors, such as character traits of individuals and life events, that can strengthen families As a class, design a bulletin board collage on the many different things adults know and are able to do. Discuss why a person with these skills, experiences, talents, and information would be a good person to talk to when you have a problem or have experienced a success

6. Identify whom to talk with about family problems and successes

7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups

7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others

6.4 Identify what parents do to provide a safe, healthy environment for their children

**Topics:** Family dynamics, communication, askable adults, friendship, coping skills

**Month:** November/December

**Unit:** Mutual Respect

**Frameworks:**

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

1.2 Identify behaviors and environmental factors that influence functioning of body systems

12.4 Identify resources used by individuals to manage their daily lives (such as time and money)

14.3 List practices and products that make living safer

2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)

11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes

1.3 Identify appropriate accommodations and aids for people with physical disabilities

7.4 Describe the concepts of prejudice and discrimination

**Topics:** emotional safety, prejudice/discrimination and allyship, inclusion and equity, empathy and humility, coping skills

**Month:** January/February

**Unit:** Ending Stigma

**Frameworks:**

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

9.4 Distinguish among safe, unsafe, and inappropriate touch

9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety Students role-play ways to deal with bullying, teasing, and name-calling, and how to get away from threatening strangers

11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups

14.3 List practices and products that make living safer

**Topics:** Mental health stigma, fight/flight or freeze, consent, peer pressure, coping skills

**Month:** February/ March

**Unit:** Eating, Moving and Feeling Good

**Frameworks:**

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

2.4 Identify physical and psychological changes that result from participation in a variety of physical activities

2.5 Explain the benefits of physical fitness to good health and increased active lifestyle

12.5 Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects

3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows

3.3 Recognize hunger and satiety cues and how to make food decisions based upon these cues

2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance

2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams

2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills

2.7 Demonstrate responsible personal and social conduct used in physical activity settings

3.6 Describe personal hygiene and safety measures used in preparing foods

**Topics:** Exercise, nutrition, food safety, self image

**Month:** March/April

**Unit:** Healthy Sexuality

**Frameworks:**

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

4.1 Identify the components, functions, and processes of the reproductive system

4.2 Identify the physical changes as related to the reproductive system during puberty

9.4 Distinguish among safe, unsafe, and inappropriate touch

9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety Students role-play ways to deal with bullying, teasing, and name-calling, and how to get away from threatening strangers

**Topics:** puberty, safe touch, anatomy

**Month:** Safety First

**Unit:** April/May

**Frameworks:**

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

8.1 Describe how the body fights germs and disease naturally and with medicines and immunization

- 8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness
- 8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and washing clothes)
- 9.1 List rules for fire safety, weapons safety, bus safety, and seatbelt use where applicable, such as at home, school, community, and play, and explain why the rules are important
- 9.2 Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency
- 9.3 Describe personal responsibility for reducing hazards and avoiding accidents
- 9.6 Follow universal precautions for all first aid involving any blood and other body fluids
- 9.7 Apply appropriate first aid for cuts and bruises, including observing universal precautions

**Topics:** germs, viruses, first aid, safety protocols

**Month:** June

**Unit:** Healthy for the summer!

**Frameworks:**

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 1.1 Name the external and internal parts of the body and the body systems
- 1.4 Distinguish the characteristics of living and non-living organisms
- 8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing)

**Topics:** the human body and it's systems

## 5th Grade

**Month:** September/October

**Unit:** Introduction to Mental Health

**Frameworks:**

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships
- 5.4 Describe the effects of leadership skills on the promotion of teamwork
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

**Topics:** character traits, goals, coping skills, decision making

**Month:** October/November

**Unit:** Family Life

**Frameworks:**

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 6.3 Identify whom to talk with about family problems and successes
- 7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups
- 7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school
- 7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others
- 7.4 Describe the concepts of prejudice and discrimination

**Topics:** emotional safety, prejudice/discrimination, inclusion and equity, empathy, coping skills

**Month:** November/December

**Unit:** Mutual Respect

**Frameworks:**

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 1.2 Identify behaviors and environmental factors that influence functioning of body systems
- 12.4 Identify resources used by individuals to manage their daily lives (such as time and money)
- 14.3 List practices and products that make living safer
- 2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)
- 11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes
- 1.3 Identify appropriate accommodations and aids for people with physical disabilities
- 7.4 Describe the concepts of prejudice and discrimination
- 11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another

**Topics:** communication, friendship, families, prejudice/discrimination, bullying, coping skills

**Month:** January/February

**Unit:** Ending Stigma

**Frameworks:**

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 9.4 Distinguish among safe, unsafe, and inappropriate touch
- 9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety Students role-play ways to deal with bullying, teasing, and name-calling, and how to get away from threatening strangers
- 11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitude
- 11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships
- 14.3 List practices and products that make living safer

**Topics:** mental health stigma, stressors, consent, peer pressure, coping skills

**Month:** February/ March



**Unit:** Eating, Moving and Feeling Good

**Frameworks:** .

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
  - 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
  - 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
  - 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
  - 2.4 Identify physical and psychological changes that result from participation in a variety of physical activities
  - 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle
  - 12.5 Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects
  - 3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks
  - 3.4 Identify heredity, diet, and physical activity as key factors in body shape and size
  - 3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups
  - 12.3 Identify advertising techniques
  - 3.6 Describe personal hygiene and safety measures used in preparing foods
- Topics:** Exercise, nutrition and self concept

**Month:** March/April

**Unit:** Healthy Sexuality (*consent form will go out prior and there will be family nights*)

**Frameworks:**

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 4.1 Identify the components, functions, and processes of the reproductive system
- 4.2 Identify the physical changes as related to the reproductive system during puberty
- 4.3 Define sexual orientation using the correct terminology
- 4.4 Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus
- 9.4 Distinguish among safe, unsafe, and inappropriate touch
- 9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for safety

11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships

**Topics:** anatomy and reproduction, gender roles, puberty

**Month:** Safety First

**Unit:** April/May

**Frameworks:**

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

10.1 Identify and distinguish between substances that are safe and unsafe to be taken by mouth

10.2 Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems

10.3 Describe how tobacco and prolonged exposure to cigarette smoke affects the body  
Through the study of Healthy Decisions students will

10.4 Identify whom to seek help from for a possible poisoning or overdose

**Topics:** Substances abuse prevention

**Month:** June

**Unit:** Healthy for the summer!

**Frameworks:**

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

1.1 Name the external and internal parts of the body and the body systems

1.4 Distinguish the characteristics of living and non-living organisms

8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing)

**Topics:** the human body and it's systems

# 6th Grade

**Month:** September/October

**Unit:** Introduction to Mental Health

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem

**Topics:** Constructive vs. destructive, growth mindset, emotional health, support systems, coping skills

**Month:** October/November

**Unit:** Family Life

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 6.8 Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences
- 7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication
- 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure
- 7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole
- 7.8 Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct

**Topics:** Family life cycle, family functions, communication/peer pressure, askable adults, coping skills

**Month:** November/December

**Unit:** Mutual Respect

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 1.9 Apply skills that increase immediate peak functioning of body systems
- 11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention
- 12.6 Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health
- 14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health
- 8.12 Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep
- 11.7 Define intolerance and explain how it can contribute to violence
- 2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed In teams, students identify and try various ways for players of different abilities to participate fully
- 8.8 Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community

**Topics:** Emotional safety, prejudice/discrimination, inclusion and equity, empathy, coping skills

**Month:** January/February

**Unit:** Ending Stigma

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 4.10 Identify sexual discrimination and harassment
- 9.10 Recognize sexual abuse and child abuse and how to get help
- 11.6 Apply skills that increase immediate peak functioning of body systems

**Topics:** mental health stigma, trauma response, consent, harassment, coping skills

**Month:** February/ March

**Unit:** Eating, Moving and Feeling Good

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others
- 2.9 Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency
- 2.10 Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow
- 2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness
- 2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension
- 3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span
- 3.12 Explain factors associated with a safe food supply (food handling, production, food storage, and preparation techniques)

**Topics:** Exercise, nutrition and self concept

**Month:** March/April

**Unit:** Healthy Sexuality

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 4.1 Identify the components, functions, and processes of the reproductive system
- 4.3 Define sexual orientation using the correct terminology
- 4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty
- 4.6 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior
- 4.7 Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions)

**Topics:** anatomy and reproduction, gender and sexuality, boundaries and values

**Month:** Safety First

**Unit:** April/May

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 9.8 Describe actions and behaviors to protect oneself when alone at home or in the community or caring for small children
- 9.9 List safety rules for recreational activities, including the use of helmets, pads, and the proper use of equipment
- 9.11 Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest
- 9.12 Apply appropriate first aid for bleeding, choking, and burns
- 14.5 Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors

**Topics:** Social media, safety protocols, first aid

**Month:** June

**Unit:** Healthy for the summer!

**Frameworks:**

- 8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases
- 8.6 Describe the importance of early detection in preventing the progression of disease
- 8.7 Explain the need to follow prescribed health care procedures given by parents and health care providers
- 8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness
- 8.10 Describe the relationship between overexposure to the sun and skin cancer
- 8.11 List the factors contributing to tooth decay, diseases of the mouth, and preventive measures

**Topics:** Healthy skin, healthy teeth, hygiene

## 7th Grade

**Month:** September/October

**Unit:** Introduction to Mental Health

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development



- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 5.8 Identify the causes and effects of depression and how to seek help.
- 5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem

**Topics:** growth mindset, emotional health, phobia, support systems, coping skills

**Month:** October/November

**Unit:** Family Life

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 6.8 Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences
- 7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication
- 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure
- 7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole
- 7.8 Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct

**Topics:** communication, changing relationships, peer pressure, healthy relationships, coping skills

**Month:** November/December

**Unit:** Mutual Respect

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning

- 5.10 Describe the contribution of a personal support system to good mental health
- 1.9 Apply skills that increase immediate peak functioning of body systems
- 11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention
- 12.6 Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health
- 14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health
- 8.12 Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep
- 11.7 Define intolerance and explain how it can contribute to violence

**Topics:** Emotional safety, prejudice/discrimination, inclusion and equity, empathy, coping skills

**Month:** January/February

**Unit:** Ending Stigma

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 4.10 Identify sexual discrimination and harassment
- 9.10 Recognize sexual abuse and child abuse and how to get help
- 11.6 Identify the social and emotional consequences of harassment

**Topics:** mental health stigma, trauma response, consent, harassment, coping skills

**Month:** February/ March

**Unit:** Eating, Moving and Feeling Good

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 2.14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance
- 2.16 Describe the purpose and benefits of sports, games, and dance in modern society
- 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food
- 3.11 Analyze dietary intake and eating patterns
- 3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders

**Topics:** Exercise, nutrition and self concept

**Month:** March/April

**Unit:** Healthy Sexuality

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 4.1 Identify the components, functions, and processes of the reproductive system
- 4.3 4.3 Define sexual orientation using the correct terminology
- 4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty
- 4.6 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior
- 4.7 Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions)
- 4.8 Describe behaviors and methods for pregnancy prevention, including abstinence
- 4.9 Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented
- 7.9 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior

**Topics:**Anatomy and Reproduction, gender and sexuality, STIs , Abstinence and prevention

**Month:** Safety First

**Unit:** April/May

**Frameworks:**

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 10.5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation
- 10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow
- 10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs

- 10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers
- 11.5 Identify reasons why some people choose to join gangs and understand how gangs undermine community and lead to violence
- 11.9 Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts
- 11.10 Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups
- 14.5 Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors

**Topics:** Substance Abuse Prevention, Violence prevention

**Month:** June

**Unit:** Healthy for the summer!

**Frameworks:**

- 1.6 Identify the stages of the human life cycle (from prenatal through late adulthood)
- 1.7 Explain the function of human body systems and how body systems work together
- 1.10 Define genes and the concept of heredity

**Topics:** The human body and its systems

## Resource

(always changing- latest resources)

Title	Publication year	Edition	Publisher	Address
Health, Wellness, and physical fitness	2001		Mark Twain Media, Inc.	Quincy, IL
It's perfectly normal : changing bodies, growing up, sex and sexual health	2014			
Trauma-Informed Social-Emotional Toolbox for Children and Adolescents	2020			
The human body : super science activities	2009		Teacher Created Resources	Westminster, CA
Health and Wellness	2008		Macmillan/McGraw-Hill	New York, NY
Teen health : course 1. Student ed	2009		McGraw Hill/Glencoe	
Teen health : course 2. Student ed	2009		McGraw	

			Hill/Glencoe	
Teen health Course 3	2009		Glencoe/McGraw-Hill	Woodland Hills, California
Anxiety workbook for kids	2016			
Bake it till you make it : breaking bread, building resilience	2019			
Yoga Games for Children	2011		Hunter House	New York
Planet Health	2001		Human Kinetics	Champaign, IL
How to talk so teens will listen & listen so teens will talk	2010			
The teaching transgender toolkit	2017			
The Feelings Book	2002		Pleasant Company Publications	Middleton, Wisconsin
Teaching Safer Sex	2012	3rd	The Center For Family Life Education	Morristown, NJ
Still quiet place	2014			
The Care & Keeping of You	1998		Pleasant Company Publishing	WI
Our Bodies, Ourselves	2005		Touchstone	New York, NY
Creative self-care and coping skills for teens and tweens	2019			
Mental Health and High School Curriculum Guide	2018	2nd	Washington state	
Human Anatomy Coloring Book	1982		Dover Publications, Inc.	New York, NY

# Abby Kelley Foster Charter Public School

## 2022-2023 School Calendar

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

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

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

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

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

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

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




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




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

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

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

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

	School Closed
	Early Release Day
	Parent Teacher Conferences

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

22-23 Aug	Planning/Development Days (All Staff)
24-Aug	First Day of School- Students in grade <b>4,8, &amp; 9 ONLY</b>
25-Aug	First Day of School for remaining students <b>1-12</b>
2-Sep	No School--Closed
5-Sep	Labor Day - No School
7-Sep	First Day of School for Kindergarten
21-Sep	Professional Development -- Early Release
7-Oct	No School--Closed
10-Oct	Columbus/Indigenous Peoples' Day- No School
26-Oct	Professional Development -- Early Release
11-Nov	Veteran's Day- No School
21-Nov	Parent Teacher Conferences- Early Release
22-Nov	Parent Teacher Conferences- Early Release

23-25 Nov	Thanksgiving Break- No School
23-Dec	Winter Holiday Break- No School
3-Jan	Return to School
16-Jan	Martin Luther King Jr. Day- No School
8-Feb	Professional Development -- Early Release
20-Feb	President's Day (School vacation)
15-Mar	Early Release ( <b>Elem. only</b> ) Parent Teacher Conferences
16-Mar	Early Release ( <b>Elem. Only</b> ) Parent Teacher Conferences
29-Mar	Early Release
17-Apr	Spring Break -No School
17-May	Early Release ( <b>1-3 Only, No school for K</b> ) K Screening
26-May	Early Release
29-May	Memorial Day - No School
16-Jun	Last Day of School- Early Release
19-Jun	Juneteenth- Holiday Observed-No School

23-25 Nov	Thanksgiving Break- No School
23-Dec	Winter Holiday Break- No School
3-Jan	Return to School
16-Jan	Martin Luther King Jr. Day- No School
8-Feb	Professional Development -- Early Release
20-Feb	President's Day (School vacation)
15-Mar	Early Release ( <b>Elem. only</b> ) Parent Teacher Conferences
16-Mar	Early Release ( <b>Elem. Only</b> ) Parent Teacher Conferences
29-Mar	Early Release
17-Apr	Spring Break -No School
17-May	Early Release ( <b>1-3 Only, No school for K</b> ) K Screening
26-May	Early Release
29-May	Memorial Day - No School
16-Jun	Last Day of School- Early Release
19-Jun	Juneteenth- Holiday Observed-No School

VERSION 3: Edited 2/8/22 -**DRAFT**



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

## Education Committee Meeting Minutes-DRAFT

Friday, February 11, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/95777160926?pwd=citrK2ZPendwNXIyZ2pOVkFHVFhCQT09>

**Meeting ID:** 957 7716 0926 **Passcode:** 847806

**By phone:** +1 929 205 6099 US (New York) **Meeting ID:** 957 7716 0926

The meeting was called to order by Amy Vernon. The attendance was recorded as follows:

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

**Staff in attendance:** Heidi Paluk, Michelle Vigneux, AnnMarie Little, Jessica Regan, Meaghan Culkeen, Robert Kerr, Jennifer Giusto, Dr. Caroline Cole, Christopher Kursonis, Kelly Gould, Kristine Hersey, Amelie Cabral

The Committee reviewed the Meeting Minutes from the January 14, 2022 meeting. Ms. Vernon asked for a motion to approve the January 14, 2022 meeting minutes. The motion was made by Ms. Yarnie and seconded by Ms. Vernon.

### Mid-Year I-Ready Results

Ms. Regan began the presentation by explaining that the information in the packet is new information that will better help understand the needs of our students. She explained the differences between grade levels and the students who fell 2 grades or more behind and stated that the number of students averaging in that category is about 10%. Ms. Regan stated that this regression was due to the summer break which is expected and the past two years of the pandemic. A majority of students fell in the 1 grade level below category and this number ranges from 15%-56% of students. Ms. Regan explained that this information shows that there is a correlation between the I-Ready reading scores and MCAS scores. Ms. Regan also explained that when comparing past scores to this current one, the numbers have decreased, showing an increase in students meeting grade-level expectations.

Ms. Regan explained that the number of students that are two grades level or more below in Math has been decreasing at a higher rate than reading as there is more room for improvement in mathematics than there is in reading. A majority of the students are now showing as one grade level below, showing improvement. There has also been a tremendous improvement for the students that are meeting grade-level expectations and kindergarten has seen a 42% gain. Grade six currently has the lowest percentage of students in the district on



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

grade level but they have come the farthest. The curriculum coordinators explained that the math and reading implementation programs are shown to be successful in the advancement of the students. Ms. Regan also explained that they have brought on a math coach that is assisting with making sure students have a smooth transition between grades three and four. Ms. Regan explained that they are in the process of obtaining new curriculum information and are currently researching three options at the moment. Ms. Vernon inquired about receiving comparison data on past winter scores to which Ms. Regan stated she would gather that information.

Ms. Yarnie inquired about the capacity limit being reached with the Mass Academy Tutoring program and whether there was any further interest to which Ms. Regan stated that there was a waiting list as this tutoring was being done on a one-to-one basis and the students meet with the same tutor consistently to build rapport.

### **Healthy Sexuality (Grades 4-7)**

Ms. Culkeen began her presentation by explaining that the main priority for this course was to promote health and help students develop a strong, healthy relationship with both adults and peers. She explained that she wanted to make sure we were providing scientifically accurate, medically sound information about human sexuality, puberty bodies, and reproduction. The most important goal, according to Ms. Culkeen was to help young people exercise informed responsibility to be able to make choices based on data that they have based on the understanding of what is good and healthy and also remember their values and boundaries.

Ms. Culkeen explained that she is an advocate of transparency with our communities and having parents understand what is happening within the healthy sexuality unit. She also explained that what we understand and what we believe regarding this topic is culturally based, is faith-based, and family-based, so the language that parents will be provided will be age-appropriate and medically accurate information and is culturally responsive and does not promote a specific religion or belief system. Ms. Culkeen stated that the hope is that it encourages communication with guardians and empowers students to make informed decisions about their health. Ms. Culkeen explained that she would also make a personal commitment to communicate to every family member who signed a refusal form because many families just don't feel that they have enough information and a phone call can be enough to ease fears.

Ms. Culkeen also explained that she would likely be hosting 1 family zoom night per grade level as the content in every grade is different and this will allow parents to be able to have more of an overview and also reach out directly with questions. Ms. Culkeen also explained that evidence suggested that sexual health, education quality, and comprehensive sexual health education could improve academic success, prevent dating violence and bullying, help youth delay sexual activities, and develop healthy relationships. It also promotes empathy, according to Ms. Culkeen as shown in a national survey where, 59.1% of LGBTQ students reported feeling unsafe in school because of their sexual orientation and 42.5% because of their gender expression, so with comprehensive sexuality education, we're able to have conversations to help normalize and understand the science behind sexual orientation and behind sexuality.





## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

Ms. Yarnie provided feedback on the presentation and offered her assistance to Ms. Culkeen if needed. Ms. Yarnie noted the importance of teaching students about preventing disease and promoting good health and also teaching mental, physical, mental, and oral health. Dr. Park also provided insight and information on the refusal forms and suggestions on talking points for parents. Ms. Culkeen stated that she would be developing a strategy to implement the health programs after considering suggestions from the Committee and updating them.

### **Middle School Principal Search**

Ms. Paluk began by informing everyone that the Middle School Principal is no longer at Abby Kelley and Mr. Brian Gero would be taking over as acting principal until the end of the school year and Ms. Regan and Ms. Thomas would be assisting him. A form has been created for anyone who may express interest in the search committee and a job position description is being formed to assist with the search. Ms. Paluk stated that they were hoping to hire someone by July 1, 2022.

### **Academic calendar**

A draft of the 2022-2023 calendar was presented for review. Ms. Paluk also explained that there is still some internal reflection being done on the calendar but did provide a copy for the committee members to have while they work on finalizing it.

Ms. Vernon asked for a motion to adjourn the meeting. Dr. Park provided the motion and Ms. Yarnie seconded.

The meeting was adjourned at 9:35 a.m.



# Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

## Facilities and Finance Committee Meeting Agenda

**Friday, February 18, 2022, 8:00 a.m. DIGITAL MEETING**

<https://akfcs-org.zoom.us/j/99598537554?pwd=cWFDUC9hQ2VlejZKc2RpUmhjTWZlZWZ09>

**Meeting ID:** 995 9853 7554 **Passcode:** 798010

**By phone:** +1 929 205 6099 US (New York) **Meeting ID:** 995 9853 7554

- I. Call to Order- Mr. Patrick Royce, Chair
- II. Introductions/Attendance Recorded
- III. Review of the January 21, 2022, Meeting Minutes
  - a. **Motion:** To approve the January 21, 2022, Meeting Minutes
- IV. Financial Reports- Ms. Alisha Carpino
  - a. Salary Committee
  - b. Financials
- V. Facilities- Mr. Michael Grennon
  - a. Middle School Flood Repairs
- VI. IT- Mr. Gabriel Beltran
- VII. SG/WBC- Ms. Heidi Paluk
- VIII. Topics at the discretion of the Committee Chair
- IX. Upcoming Facilities & Finance Committee Meetings
  - a. Friday, March 18, 2022
  - b. Friday, April 15, 2022
- X. Adjournment



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

### Facilities and Finance Committee Meeting Minutes-DRAFT

**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

The meeting was called to order by Mr. Patrick Royce at 8:02 a.m. The attendance was recorded as follows:

**Board/Committee Members:** Patrick Royce, Bibiche Zagabe-Ndiku, Celia J. Blue

**Staff in attendance:** Michelle Vigneux, Gabriel Beltran, Alisha Carpino, Heidi Paluk, Mike Grennon

Mr. Royce opened the meeting at 8:02 a.m. Mr. Royce asked the Committee to review the Meeting Minutes from December 17, 2021. Upon their review, Mr. Royce asked for a motion to approve the minutes from the December 17, 2021, Facilities and Finance Meetings. Ms. Zagabe-Ndiku made the motion, it was seconded by Mr. Royce. The committee unanimously approved the minutes.

### **Financial Reports**

Ms. Carpino began by informing the committee there was a 1.2% decrease in the tuition funding which she had planned accordingly for so we will still be above budget even with that. Transportation costs are also below the budgeted numbers due to the days that the school was closed and the limited amount of transportation that has happened because there is a pause of field trips and other activities that the bus would have been used for. Ms. Carpino also stated that when it comes to the federal grant funding, the actual amount continues to be above the budgeted number and this is because we have received more funding than expected.

Abby Kelley was approved for two new grants, \$5000.00 from Project Bread, which will allow for the purchase of a Point of Sale system for the nutrition department, and \$40,000 which will support the nurses.

Ms. Carpino informed the committee that she did receive notice of funding in the amount of \$94,000 from the Erate funding and this will cover Chromebooks and laptops that were purchased at the beginning of the



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

year. Mr. Royce inquired about the technology grants that were received because of Covid and whether the fund was used for different purchase lots. Ms. Carpino explained that this was to reimburse the Chromebooks that were purchased at the beginning of August and another request will be placed in for next year. Ms. Carpino explained that during the 2020-2021 FY, Abby Kelley received \$125,000 that covered Chromebooks also and this is separate from that.

Salaries continue to be under budget and there are 3 full-time positions and 1 part-time position that is currently open. Ms. Carpino also stated that the health insurance cost has not changed and was renewed at 3% and the debt to coverage ratio is 1.59% compared to the prior rate of 1.15%.

Ms. Zagabe-Ndiku requested clarification on the grant that was received for the Chromebooks to which Ms. Paluk explained that many of the previous Chromebooks were old and damaged so new ones were ordered and this reimbursement is to offset that.

Ms. Carpino provided an update on the salary committee and stated that they would be meeting next Tuesday to complete the task of updating the salary scale and she will then be able to discuss it with Ms. Paluk to determine the budgetary needs and to create a new salary structure. Ms. Carpino stated that she is hoping to have this new salary structure in place by the end of February or the beginning of March 2022. This has been a committee that has been meeting for 3 months and has been conducting research such as comparing salaries with other schools and determining what is needed to be able to build trends going forward. Once the salary scale has been created, it will be presented to the Facilities and Finance Committee and the Board of Trustees for review. Ms. Carpino also explained that there is a desire to have something in place to review the salary every three years.

Ms. Carpino states that the rollout and pay changes, if approved by the Board of Trustees committee in April at the budget vote, would be seen in the next school year .

### **Facilities**

Mr. Grennon began by stating that over the holiday break, some projects such as the middle school staff room were completed along with the walls and cabinets as well as the BRM area and the gym floor in the high school. Mr. Grennon also stated that water bubblers were replaced with water fill stations for water bottles.

*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.*



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

Facilities continue to spray the schools due to Covid every day. Mr. Royce inquired about whether the sterilization process has changed and Mr. Grennon explained that they have been spraying every day and as the surge decreases, the spraying will be decreased to 1-2 times per week.

Mr. Royce then inquired about the fields and the status of those repairs that needed to be done. Mr. Grennon explained that the company that conducted the study has requested to meet at the end of January and he is trying to coordinate a time where everyone can meet. Mr. Grennon also explained that he has reached out to two other companies to provide quotes for the repairs that are needed in the elementary school flood. One company is working to send over a quote within the next few days.

Mr. Grennon explained that the insurance company requested more than one quote be submitted and once those are received, they can move forward with the restoration. Ms. Caprino explained that insurance checks for the middle and elementary schools have been received from the claims that were put and those monies now sit in escrow, which is about \$350,000 total. She explained that the monies have to be used for the flood-related damages. Ms. Carpino explained that the reason for the two quotes being submitted was to have the best chance of receiving monies from a supplemental scenario. The middle school cafeteria has not had any work done as it is still usable and they are waiting to see what changes may occur with the building.

Ms. Paluk explained that for the area in the elementary school that has been demolished, ServiceMaster provided a bill of about \$280,000 but based on the itemized bill that was received, some of the charges should not have been there such as the cleaning of the beams on the ceiling which was not impacted by a flood. Because of this, the insurance company will not pay for that work. The insurance broker is attempting to negotiate and bring the bill down as there was no contract and some of the work was not done with our knowledge.

Ms. Paluk then informed the committee that the hope is for the work to be done by August. Ms. Zagabe-Ndiku inquired about who was to be overseeing ServiceMaster to which Mr. Grennon stated that while it was the job of his department, he did not observe some of the work that is in question being completed. Ms. Zagabe-Ndiku also stated that moving forward, we should be more diligent in knowing exactly the work being done by vendors and be clear as to the work that is to be done.



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

Ms. Blue requested of Mr. Grennon a more thorough report moving forward as there are many factors and information that need to be shared such as costs of demolition and rebuild of the elementary school and middle school.

### SG/WBDC

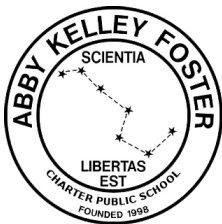
Ms. Paluk informed the committee that WBDC requested information sent by the school attorney and Saint Gobain attorney. However, there is nothing new to report. Ms. Paluk also stated that a non-disclosure agreement was signed and there has been some discussion about that. Ms. Paluk stated that she will be informing WBDC that this will be a topic of discussion at the next Board of Trustees Committee meeting.

### Security

Mr. Beltran discussed the plan for the camera installations at the middle school and informed the committee that some of the cameras have come in and they are working on obtaining more. Mr. Beltran stated that they are hoping to have the cameras up and activated by February 7, 2022, in the middle school and Mr. Grennon will be doing the wiring. Ms. Zagabe-Ndiku inquired about the high school and was informed that there is a number of cameras there and they are working to add cameras to other areas of the school that may need it but the focus currently is on the middle school at this point as there are no cameras in the building. Mr. Beltran also explained that several quotes were requested and comparisons were made to determine the best course of action. Each building administrator will have access to their cameras and the IT department will control who can have access as it is going to be a local account.

Mr. Royce called for a motion to approve up to \$26,000 for security updates. The motion was made by Ms. Blue and seconded by Ms. Zagabe-Ndiku. Mr. Royce performed a roll call and the motion was approved unanimously.

Mr. Royce called for a motion to adjourn the meeting. Ms. Blue made the motion and Ms. Zagabe-Ndiku seconded the motion. The meeting was adjourned at 9:10 a.m.



## ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL

10 New Bond Street Worcester, MA 01606

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

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

February 18, 2022

Notes to Draft Financial Statements dated January 31, 2022:

Attached are unaudited financial statements for the 7-month period ending January 31, 2022.

Following are explanations of various budget items and variances:

**Revenue from State Sources-** The actual for our tuition and transportation payments is \$46,319 lower than the budgeted amount. This is due to not yet having received our regional transportation payment. We have also 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 111,913. 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 are waiting on responses for a couple competitive federal grants related to staff social emotional initiatives and curriculum.

**Staffing Costs-** Salaries continue to remain under budget. At the end of November total salaries are under budget by \$96,687 or 1%. We currently have four full time positions open with two in the process of being filled.

**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 9% under the seven-month budgeted amount.

**Financing-** The FY22 Debt Service Coverage Ratio is 1.66:1, compared to a required ratio of 1.15:1.

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

	Actual	Budgeted		Budgeted	
	July 1, 2021- Jan 31, 2022	July 1, 2021- Jan 31, 2022	YTD Budget Variance as of Jan 31, 2021	Total Fiscal Year 2022	YTD Budget Variance Percentage
<b>Operating Revenues:</b>					
Revenue from State Sources	12,823,951.00	12,870,270.98	(46,319.98)	22,063,321.68	0%
State Grants	12,500.01	-	12,500.01	-	
Revenue from Federal Sources	1,678,616.45	1,511,963.81	166,652.64	2,591,937.96	11%
Meal Program Revenues	481,154.56	379,166.69	101,987.87	650,000.04	27%
AKFCS Educational Foundation Funding	1,076.25	11,666.69	(10,590.44)	20,000.04	-91%
E-Rate Reimbursement	-	17,500.00	(17,500.00)	30,000.00	-100%
Other Revenues	41,254.18	78,750.07	(37,495.89)	135,000.12	-48%
Total Revenue	15,038,552.45	14,869,318.24	169,234.21	25,490,259.84	1%
<b>Operating Expenses:</b>					
<b>Administration:</b>					
Salaries- Leadership & Administration	496,957.74	518,776.79	(21,819.05)	889,331.64	-4%
Contracted Services- District	87,102.85	129,360.00	(42,257.15)	221,760.00	-33%
Contracted Services- Legal	27,973.31	43,750.00	(15,776.69)	75,000.00	-36%
Information Management & Technology	225,203.44	84,000.04	141,203.40	144,000.04	168%
Recruitment & Advertising	14,831.91	13,125.04	1,706.87	22,500.04	13%
Other Administrative Expenses	69,013.24	330,761.01	(261,747.77)	567,018.76	-79%
Depreciation	7,087.50	50,276.45	(43,188.95)	86,188.20	-86%
Total Administration	928,169.99	1,170,049.33	(241,879.34)	2,005,798.68	-12%
<b>Instructional Services:</b>					
Salaries- Instructional	6,535,101.83	6,823,874.65	(288,772.82)	11,698,070.88	-4%
Contracted Services- Instructional	137,187.99	134,224.93	2,963.06	230,099.88	2%
Professional Development	23,511.91	82,075.07	(58,563.16)	140,700.12	-71%
Supplies & Materials	229,374.48	157,329.55	72,044.93	269,707.88	46%
International Baccalaureate Program	45,532.82	28,832.23	16,700.59	49,426.68	58%
Depreciation	72,366.28	96,698.00	(24,331.72)	165,768.00	-25%
Total Instructional Services	7,043,075.31	7,323,034.43	(279,959.12)	12,553,773.44	-2%
<b>Pupil Services-Other</b>					
Salaries- Other Student Services	639,079.49	396,475.45	242,604.04	679,672.20	61%
Student Transportation	679,432.57	791,345.45	(111,912.88)	1,356,592.20	-14%
Food Services	317,635.25	270,438.14	47,197.11	463,608.24	17%
Nursing Supplies	835.10	3,500.07	(2,664.97)	6,000.12	-76%
Athletic Programs	93,495.67	118,408.85	(24,913.18)	202,986.60	-21%
Translations	9,204.55	17,500.00	(8,295.45)	30,000.00	-47%
Other Student Services	27,827.29	411,629.26	(383,801.97)	705,650.16	-93%
Total Pupil Services	1,767,509.92	2,009,297.22	(241,787.30)	3,444,509.52	-7%
<b>Operation and Maintenance of Plant:</b>					
Salaries	209,123.30	237,822.06	(28,698.76)	407,694.96	-12%
Contracted Cleaning Costs	147,961.31	-	147,961.31	-	
Maintenance of Buildings, Grounds & Equipment	347,354.36	429,207.31	(81,852.95)	735,783.96	-19%
Environmental Costs	-	-	-	-	
Utilities	476,549.66	507,519.81	(30,970.15)	870,033.96	-6%
Depreciation	819,487.62	847,450.59	(27,962.97)	1,452,772.44	-3%
Total Operation & Maintenance of Plant	2,000,476.25	2,021,999.77	(21,523.52)	3,466,285.32	-1%
<b>Benefits and Other Fixed Charges</b>					
Retirement & Fringe Benefits	1,418,558.61	1,692,550.58	(273,991.97)	2,901,515.28	-16%
Rental/Lease of Buildings, Grounds & Equipment	48,010.50	49,000.00	(989.50)	84,000.00	-2%
Insurance (non-employee)	91,175.93	89,973.80	1,202.13	154,240.83	1%
Total Benefits and Other Fixed Charges	1,557,745.04	1,831,524.38	(273,779.34)	3,139,756.11	-9%
Total Operating Expenses	13,296,976.51	14,355,905.13	(1,058,928.62)	24,610,123.07	-4%
<b>Non-Operating Expenses:</b>					
Interest Expense- Long Term Debt	349,958.49	400,586.41	(50,627.92)	686,719.56	-13%
MDFA Guaranty Fee/Letter of Credit Fee	-	1,750.00	(1,750.00)	3,000.00	-100%
Total Non-Operating Expenses	349,958.49	402,336.41	(52,377.92)	689,719.56	-8%
<b>Non-Operating Revenue:</b>					
Interest Income	2,104.27	1,750.00	354.27	3,000.00	20%
Total Non-Operating Revenue	2,104.27	1,750.00	354.27	3,000.00	12%
Total Expenses	13,646,935.00	14,758,241.54	(1,111,306.54)	25,299,842.63	-4%
Change in Net Position	1,393,721.72	112,826.70	1,280,895.02	193,417.21	662%



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

**OPERATING ACTIVITIES**

Change in Net Position	1,393,721.72
Adjustments to reconcile Net Income to net cash provided by Operations:	
Accounts Receivable	(670,320.03)
Prepaid Expenses	(34,499.30)
Accounts Payable	110,439.66
Fundraising Liabilities	30,202.23
Accrued Payroll Related Liabilities	(106,110.76)
Accrued Interest and Bond Costs	1,185,764.17
Accrued Environmental Expenses	(19,015.61)
Other Accrued Expenses	(2,582.25)
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	<u>493,878.11</u>
Net cash provided by operating activities	1,887,599.83

**INVESTING ACTIVITIES**

Building Improvements	688,314.69
Buildings	0.00
Computers & Peripherals	39,222.54
Construction in Progress	(203,562.56)
FF&E	159,889.38
Land Improvements	5,758.48
Textbooks & Other Instructional	5,756.31
Net cash provided by investing activities	<u>695,378.84</u>

**FINANCING ACTIVITIES**

Principal Payments for Bond Payable	(2,012,507.22)
Amortization of Bond Costs	0.00
Net cash provided by financing activities	<u>(2,012,507.22)</u>

Net cash increase (decrease) for period (7/1/2021-11/30/2021)	570,471.45
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>9,512,002.60</u></u>

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

	As of Jan 31, 2022	Total As of Jan 31, 2021 (PY)	Change	% Change
<b>ASSETS</b>				
Current Assets				
Bank Accounts	9,512,002.60	8,337,009.67	1,174,992.93	14.09%
Accounts Receivable	3,466.66	59,061.05	-55,594.39	-94.13%
Other Current Assets	969,938.54	657,544.86	312,393.68	47.51%
<b>Total Current Assets</b>	<b>\$ 10,485,407.80</b>	<b>\$ 9,053,615.58</b>	<b>\$ 1,431,792.22</b>	<b>15.81%</b>
Fixed Assets	36,451,765.88	37,834,013.46	-1,382,247.58	-3.65%
Other Assets	0.00	0.00	0.00	
<b>TOTAL ASSETS</b>	<b>\$ 46,937,173.68</b>	<b>\$ 46,887,629.04</b>	<b>\$ 49,544.64</b>	<b>0.11%</b>
<b>LIABILITIES AND EQUITY</b>				
Liabilities				
Current Liabilities				
Accounts Payable	260,340.00	485,208.11	-224,868.11	-46.34%
Credit Cards	5,589.67	240.00	5,349.67	2229.03%
Other Current Liabilities	3,178,232.19	2,641,544.18	536,688.01	20.32%
<b>Total Current Liabilities</b>	<b>\$ 3,444,161.86</b>	<b>\$ 3,126,992.29</b>	<b>\$ 317,169.57</b>	<b>10.14%</b>
Long-Term Liabilities	18,527,244.10	19,694,911.41	-1,167,667.31	-5.93%
<b>Total Liabilities</b>	<b>\$ 21,971,405.96</b>	<b>\$ 22,821,903.70</b>	<b>-\$ 850,497.74</b>	<b>-3.73%</b>
Equity	24,965,767.72	24,065,725.34	900,042.38	3.74%
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$ 46,937,173.68</b>	<b>\$ 46,887,629.04</b>	<b>\$ 49,544.64</b>	<b>0.11%</b>

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

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

**CASH FLOW AVAILABLE FOR DEBT SERVICE:**

Change in Net Position	\$ 1,393,722
<i>Plus:</i>	
Depreciation	\$ 898,941
Amortization	\$ -
Interest Expense	\$ 349,958
<i>Minus/Plus:</i>	
Unrealized Gains/(Losses) on Investments	
Extraordinary Gains/(Losses)	
Net Operating Cash Flow	<u>\$ 2,642,622</u>

**DEBT SERVICE:**

Interest Expense	\$ 349,958
Current Maturities of Long Term Debt (ytd)	<u>\$ 1,243,914</u>
Total Debt Service	\$ 1,593,873
 Required Ratio	 <b>1.15</b>
Actual Ratio (unaudited YTD)	<b>1.66</b>
Compliance	<b>yes</b>

**Abby Kelley Foster Charter Public School**  
**Check Detail**  
**December 2021 - January 2022**

Date	Transaction Type	Name	Memo/Description	Amount
12/01/2021	Bill Payment (Check)	Next Gen Supply Group	Inv #279070-01A	-1,286.48
12/01/2021	Expense	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-9,312.89
12/01/2021	Expense	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-123,556.66
12/01/2021	Expense	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-13,695.85
12/01/2021	Expense	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-11,140.49
12/01/2021	Bill Payment (Check)	Middlesex Savings Bank	# 164157466Nov2021	-71,390.82
12/01/2021	Bill Payment (Check)	Middlesex Savings Bank	# 164157127Nov2021	-96,709.40
12/02/2021	Expense	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING a16af71cbd0558	-4,993.00
12/02/2021	Expense	Blue Cross Blue Shield of MA	External Withdrawal EBPA LLC - External Withdrawal EBPA LLC - INS PREM	-1,485.87
12/03/2021	Expense	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-4,984.45
12/03/2021	Expense	Nationwide Trust Company, FSB	External Withdrawal NW TRUST TRU External Withdrawal NW TRUST TRUST COLLECTIONS - CONTR	-23,550.18
12/03/2021	Expense	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING b815fb25d475b2	-3,765.75
12/06/2021	Bill Payment (Check)	Crystal Rock	Acct #11174381270102 - Inv #1270102 111721	-190.34
12/06/2021	Bill Payment (Check)	Follett Content Solutions, LLC	Inv #370048F	-12.99
12/07/2021	Bill Payment (Check)	Centimark Corporation	Multiple invoices	-3,060.00
12/07/2021	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPDS193945 - Multiple invoices	-1,856.52
12/07/2021	Bill Payment (Check)	Duva Distributors	Multiple invoices	-917.02
12/07/2021	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-20,173.59
12/07/2021	Bill Payment (Check)	Ransford Pest Control	Multiple invoices	-354.00
12/07/2021	Bill Payment (Check)	Babola, Todd	Inv #FY22 PD	-323.00
12/07/2021	Bill Payment (Check)	Blick Art Materials	Acct #181886 - Inv #7467934	-52.49
12/07/2021	Bill Payment (Check)	Brian Leblanc	Inv #11/13 Football	-97.00
12/07/2021	Bill Payment (Check)	Carver, Sarah	Inv #11/13 Football	-200.00
12/07/2021	Bill Payment (Check)	Cherry Road Technologies	Inv #ACC-SINV-2021-00326	-3,287.40
12/07/2021	Bill Payment (Check)	Davis Advertising	Inv #6136	-3,000.00
12/07/2021	Bill Payment (Check)	DePasse, Leo	Inv #11/13 Football	-72.00
12/07/2021	Bill Payment (Check)	Earthlink Business/Windstream	Inv #74297116	-462.24
12/07/2021	Bill Payment (Check)	Eversource (formally Nstar-2845- HS)	Inv #28458270023Nov21	-1,371.78
12/07/2021	Bill Payment (Check)	Heil, Lynn	Inv #Spelling Books	-153.03
12/07/2021	Bill Payment (Check)	Jimenez, Linetis	Inv #Kitchen Supplies	-28.94
12/07/2021	Bill Payment (Check)	Learn Well	Inv #INV82906	-407.00
12/07/2021	Bill Payment (Check)	Learners Edge LLC	Inv #1355164	-459.00
12/07/2021	Bill Payment (Check)	Luthman, Russell	Inv #11/13 Football	-97.00
12/07/2021	Bill Payment (Check)	MacGill, W. Nurse Supply Co.	Inv #IN0776700	-130.57
12/07/2021	Bill Payment (Check)	Matthew Way	Inv #11/13 Football	-97.00
12/07/2021	Bill Payment (Check)	Ramirez, Sara	Inv #Ice Packs	-48.48
12/07/2021	Bill Payment (Check)	Sal's Pizza	Inv #0114386	-386.10
12/07/2021	Bill Payment (Check)	Stan Kaitbenski Inc.	Inv #11/17/2021	-11,045.00
12/07/2021	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3493095210	-112.97
12/07/2021	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3493095209	-140.86
12/07/2021	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3493095214	-97.65
12/07/2021	Bill Payment (Check)	Summit Forms	Inv #211008-009	-211.08
12/07/2021	Bill Payment (Check)	Sweeten, Timothy	Inv #11/13 Football	-97.00
12/07/2021	Bill Payment (Check)	T. Lee Associates	Inv #11192021	-1,620.00
12/07/2021	Bill Payment (Check)	Thurston Foods, Inc.	Acct #19950 - Inv #1048742	-3,935.09
12/07/2021	Bill Payment (Check)	Verizon	Inv #351413268000197	-113.88
12/07/2021	Bill Payment (Check)	Warhol, Kendra	Inv #FY22 PD	-400.00
12/07/2021	Bill Payment (Check)	Watkins, Jason	Inv #11/13 Football	-97.00
12/07/2021	Bill Payment (Check)	Next Gen Supply Group	Multiple invoices	-4,171.31
12/07/2021	Bill Payment (Check)	New England Medical Billing	Inv #ABBYK2106	-1,499.48
12/07/2021	Bill Payment (Check)	New England Ice Cream	Multiple invoices (details on stub)	-809.10
12/07/2021	Bill Payment (Check)	Carver, Sarah	Inv #11/24 Football	-200.00
12/07/2021	Bill Payment (Check)	Gabriel Beltran	Inv #11/19/2021	-65.26
12/07/2021	Bill Payment (Check)	EDS Mechanical Inc	Multiple invoices (details on stub)-- bill.com Check Number: 58824851 - bill.com Check Number: 58824851	-5,299.87
12/07/2021	Bill Payment (Check)	High Meadows	Inv #1437 Deposit 5/18/22-- bill.com Check Number: 58847366 - bill.com Check Number: 58847366	-250.00
12/07/2021	Expense		Gift Card Purchase Reference Num Gift Card Purchase Reference Number 5000022971 Store:3360	-11,500.00
12/07/2021	Expense	TD Bank	Gift Card Shipping Fee 500002297 Gift Card Shipping Fee 5000022971	-25.00
12/07/2021	Expense	USABLE Life	External Withdrawal USABLE LIFE External Withdrawal USABLE LIFE - PREM PAYMT	-5,810.03
12/08/2021	Expense		DEP RETURN FEE	-20.00
12/08/2021	Expense	Macimus C	DEP RETURN CHARGEBACK	-72.00
12/09/2021	Bill Payment (Check)	Center for Responsive Schools	Inv #INV48623	-199.00
12/09/2021	Bill Payment (Check)	UPS	Acct #2830ER - Inv #00002830ER471	-111.15
12/09/2021	Bill Payment (Check)	REPUBLIC SERVICES	Acct #309540019731 - Inv #0954-002047536	-3,714.18
12/09/2021	Expense	USABLE Life	External Withdrawal USABLE LIFE External Withdrawal USABLE LIFE - PREM PAYMT	-8,309.10
12/10/2021	Bill Payment (Check)	Torres, Priscila	Multiple invoices	-500.22
12/10/2021	Bill Payment (Check)	Didonna, Amy	Inv #Oct & Nov 20	-360.00
12/10/2021	Bill Payment (Check)	Frontline Technologies Group LLC	Inv #INVESP13316	-1,331.16
12/10/2021	Bill Payment (Check)	Geneus, Natacha	Inv #FY22 PD	-1,600.00
12/10/2021	Bill Payment (Check)	iPROMOTEu.com	Inv #1920845NP6	-3,840.00
12/10/2021	Bill Payment (Check)	Lesley University Center for Math Achieve	Inv #CMA 1815-12012103	-1,590.91

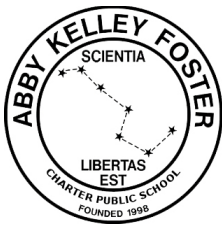
12/10/2021	Bill Payment (Check)	Marshall Memo LLC	Inv #Dec2021 - Dec 2022	-140.00
12/10/2021	Bill Payment (Check)	MICCA	Inv #Nuovo Strings II	-350.00
12/10/2021	Bill Payment (Check)	Roy, Sarah	Inv #FY22 PD	-379.00
12/10/2021	Bill Payment (Check)	United Rentals	Inv #200296078-001	-629.70
12/10/2021	Bill Payment (Check)	Vigneux, Michelle	Inv #Clean Up Day	-24.56
12/10/2021	Bill Payment (Check)	AA Transportation	Multiple invoices	-138,730.00
12/10/2021	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-8,089.16
12/10/2021	Bill Payment (Check)	Wells Fargo Financial Leasing	Multiple invoices (details on stub)	-6,540.41
12/10/2021	Bill Payment (Check)	Atlantic Charter Insurance Company	Inv #333220	-5,486.00
12/10/2021	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPDS193945 - Inv #WPDS196812	-412.56
12/10/2021	Bill Payment (Check)	Good As Gold Coffee Systems Inc.	Inv #389180	-974.95
12/10/2021	Bill Payment (Check)	Gordon Foodservice	Inv #215013582	-422.75
12/10/2021	Bill Payment (Check)	International Baccalaureate Americas	Acct #S004965 - Inv #12142104	-275.00
12/10/2021	Bill Payment (Check)	Mansfield Paper Company, Inc.	Acct #2355 - Inv #444098	-482.58
12/10/2021	Bill Payment (Check)	New England Ice Cream	Inv #5512133608	-504.11
12/10/2021	Bill Payment (Check)	Ransford Pest Control	Inv #432657	-118.00
12/10/2021	Bill Payment (Check)	Sal's Pizza	Inv #0115089	-343.20
12/10/2021	Bill Payment (Check)	SHI International	Acct #1128388 - Inv #B14408762	-44.85
12/10/2021	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3494415984	-117.56
12/10/2021	Bill Payment (Check)	EDS Mechanical Inc	Multiple invoices (details on stub)	-7,229.82
12/10/2021	Bill Payment (Check)	Facilities Management & Maintenance, Inc.	Inv #37326	-21,137.33
12/10/2021	Bill Payment (Check)	Thompson - Liston Associates, Inc.	Inv #202191123001	-5,368.50
12/10/2021	Bill Payment (Check)	Citizens Bank	Inv #5530950000014104Dec21	-10,293.03
12/10/2021	Expense	M.T.R.S.	External Withdrawal MTRS - P External Withdrawal MTRS - Payment REF*AA*11202102160	-89,625.17
12/14/2021	Bill Payment (Check)	Melissa Couepel	Inv #11/1- 12/10	-202.18
12/17/2021	Expense	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-3,535.64
12/17/2021	Expense	Nationwide Trust Company, FSB	External Withdrawal NW TRUST TRU External Withdrawal NW TRUST TRUST COLLECTIONS - CONTR	-24,099.21
12/20/2021	Bill Payment (Check)	City of Worcester Inspectional Services		-1,050.00
12/20/2021	Expense	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING 5288ecc8256aa8	-4,540.75
12/21/2021	Bill Payment (Check)	Mirick O'Connell Attorneys at Law	Multiple invoices	-2,241.00
12/21/2021	Bill Payment (Check)	T-Mobile	Acct #970542208 - Inv #970542208Nov21	-3,002.45
12/22/2021	Bill Payment (Check)	Ascentria Community Services, Inc	Acct #AKFCS - Multiple invoices (details on stub)	-3,661.30
12/22/2021	Bill Payment (Check)	City Of Worcester Water/Sewer	Multiple invoices (details on stub)	-2,308.36
12/22/2021	Bill Payment (Check)	Duva Distributors	Multiple invoices	-254.20
12/22/2021	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-14,718.23
12/22/2021	Bill Payment (Check)	Best Plumbing Specialties, Inc	Inv #6062484	-994.62
12/22/2021	Bill Payment (Check)	Central MA Collaborative	Inv #9531	-6,175.00
12/22/2021	Bill Payment (Check)	Charlton Oil Company	Inv #84041	-2,501.04
12/22/2021	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPD000C47 - Inv #WPDS196999	-1,031.40
12/22/2021	Bill Payment (Check)	DoorDash, Inc.	Inv #430429	-250.00
12/22/2021	Bill Payment (Check)	EDS Mechanical Inc	Inv #11715	-7,016.10
12/22/2021	Bill Payment (Check)	Explore Learning	Inv #4658873	-1,280.42
12/22/2021	Bill Payment (Check)	French River Ed. System	Inv #11423	-21,801.00
12/22/2021	Bill Payment (Check)	Gordon Foodservice	Inv #215202728	-302.60
12/22/2021	Bill Payment (Check)	Graf, Alex	Inv #12/10 Basketball V	-90.00
12/22/2021	Bill Payment (Check)	Hampton, Tamara	Inv #12/9/2021	-29.97
12/22/2021	Bill Payment (Check)	Joseph's Lock & Safe	Inv #10529	-113.00
12/22/2021	Bill Payment (Check)	Joubert, Melissa	Inv #Nurse Office	-58.33
12/22/2021	Bill Payment (Check)	Kursonis, Christopher	Inv #ASCD Membership FY22	-89.00
12/22/2021	Bill Payment (Check)	Libby, Brian	Inv #12/13 Basketball V	-90.00
12/22/2021	Bill Payment (Check)	Liberty MA Portfolio Fee LLC	Acct #600419881 - Inv #W&S 8/16-11/15/2021	-2,065.50
12/22/2021	Bill Payment (Check)	Liberty Mutual Insurance	Inv #14128852	-7,734.20
12/22/2021	Bill Payment (Check)	Literacy Resources, LLC	Inv #177208	-87.99
12/22/2021	Bill Payment (Check)	Maid-Rite Specialty Foods, LLC	Inv #28318051	-214.76
12/22/2021	Bill Payment (Check)	McCarthy, Ryan	Inv #12/13 Basketball V	-90.00
12/22/2021	Bill Payment (Check)	Mid-State Welding	Inv #4944	-20,600.00
12/22/2021	Bill Payment (Check)	MSAA (Mass School Administrators' Assoc	Inv #0022360-IN	-645.00
12/22/2021	Bill Payment (Check)	National Grid 38928-53023	Inv #38928-53023Dec21	-5,943.39
12/22/2021	Bill Payment (Check)	National Grid 69923-82006	Inv #69923-82006Dec21	-8,615.45
12/22/2021	Bill Payment (Check)	New England Ice Cream	Inv #5512134304	-397.39
12/22/2021	Bill Payment (Check)	Oftring, Daniel	Inv #12/10 Basketball JV	-66.00
12/22/2021	Bill Payment (Check)	OHI Engineering, Inc	Inv #6913	-1,040.00
12/22/2021	Bill Payment (Check)	PrintResource	Inv #217303	-610.00
12/22/2021	Bill Payment (Check)	Quadiant Financial USA, Inc	Acct #7900044050672835 - Inv #7900044050672835Dec21	-399.99
12/22/2021	Bill Payment (Check)	Rachel Jewell	Inv #FY22 PD	-400.00
12/22/2021	Bill Payment (Check)	Really Good Stuff, Inc	Inv #7833535	-25.98
12/22/2021	Bill Payment (Check)	Slader Lyell	Inv #12/10 Basketball JV	-66.00
12/22/2021	Bill Payment (Check)	Spahl, Eric	Inv #12-10 Basketball V	-90.00
12/22/2021	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3494889746	-142.00
12/22/2021	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #8064541248	-329.99
12/22/2021	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3494889743	-202.62
12/22/2021	Bill Payment (Check)	Thurston Foods, Inc.	Acct #19950 - Inv #1055045	-1,854.00
12/22/2021	Bill Payment (Check)	Trane U.S., Inc.	Inv #312227706	-963.00
12/22/2021	Bill Payment (Check)	Mirick O'Connell Attorneys at Law	Inv #525280	-525.00
12/23/2021	Bill Payment (Check)	National Grid-6 New Bond	Acct # 3922905023 - Inv #3922905023Oct8Nov8	-33,613.85
12/23/2021	Bill Payment (Check)	Next Gen Supply Group	Multiple invoices	-1,120.71

12/23/2021	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-17,540.57
12/23/2021	Bill Payment (Check)	Ransford Pest Control	Multiple invoices	-354.00
12/23/2021	Bill Payment (Check)	Ascentria Community Services, Inc	Acct #AKFCS - Inv #22727	-130.00
12/23/2021	Bill Payment (Check)	Ashdown Technologies	Inv #118660	-6.50
12/23/2021	Bill Payment (Check)	Central MA Collaborative	Inv #9655	-5,577.09
12/23/2021	Bill Payment (Check)	Cherry Road Technologies	Inv #ACC-SINV-2021-00646	-3,310.14
12/23/2021	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPDS193945 - Inv #WPDS197089	-1,031.40
12/23/2021	Bill Payment (Check)	Cogent	Inv #ABBYKELLO0001Dec21	-3,264.00
12/23/2021	Bill Payment (Check)	College Board, The	Acct #39966 - Inv #ES00103979	-900.00
12/23/2021	Bill Payment (Check)	DePasse, Leo	Inv #12/15 Basketball	-90.00
12/23/2021	Bill Payment (Check)	Duva Distributors	Inv #20035924	-138.44
12/23/2021	Bill Payment (Check)	Earthlink Business/Windstream	Inv #74387885	-488.51
12/23/2021	Bill Payment (Check)	French River Ed. System	Inv #11480	-21,206.00
12/23/2021	Bill Payment (Check)	Generation Genius, Inc	Inv #GG114076	-1,295.00
12/23/2021	Bill Payment (Check)	George Naumes	Inv #12/15 Basketball JV	-66.00
12/23/2021	Bill Payment (Check)	Gopher	Inv #IN122998	-160.94
12/23/2021	Bill Payment (Check)	Kush, Peter	Inv #12/15 Basketball JV	-66.00
12/23/2021	Bill Payment (Check)	Martin, Daniel	Inv #12/13 Basketball DH	-132.00
12/23/2021	Bill Payment (Check)	Melissa Couepel	Voided - Inv #12/13/21-12/17/21	0.00
12/23/2021	Bill Payment (Check)	National Grid-6 New Bond	Acct #3922905023 - Inv #3922905023Nov8Dec8	-18,770.22
12/23/2021	Bill Payment (Check)	New England Ice Cream	Inv #5512135009	-294.36
12/23/2021	Bill Payment (Check)	Noteflight.com	Inv #462211	-99.00
12/23/2021	Bill Payment (Check)	Promise54	Inv #INV0858	-6,533.33
12/23/2021	Bill Payment (Check)	Rubin and Rudman, LLP	Inv #601481	-525.00
12/23/2021	Bill Payment (Check)	Shapiro Educational & Behavioral Consulta	Inv #Nov 2021	-3,675.00
12/23/2021	Bill Payment (Check)	SNA of Mass	Inv #200003845	-330.00
12/23/2021	Bill Payment (Check)	T. Lee Associates	Inv #12292021	-1,620.00
12/23/2021	Bill Payment (Check)	Teixeira, Joe	Inv #12/13 Basketball DH	-132.00
12/23/2021	Bill Payment (Check)	Verizon	Inv #351413268000197Dec21	-113.88
12/23/2021	Bill Payment (Check)	WCEPS	Inv #40944	-713.00
12/24/2021	Bill Payment (Check)	Hanover Insurance Co.	Acct # 1502972751-001-000 - Inv #1502972751001000Dec2	-487.40
12/28/2021	Bill Payment (Check)	Flaghouse	Inv #P088692001026	-56.84
12/30/2021	Bill Payment (Check)	Allison Smith	Inv #IB Test Refund	-100.00
12/30/2021	Expense	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-4,077.79
12/30/2021	Expense	Nationwide Trust Company, FSB	External Withdrawal NW TRUST TRU External Withdrawal NW TRUST TRUST COLLECTIONS - CONTR	-22,724.55
12/31/2021	Expense	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING	-9,146.25
01/01/2022	Expense	Middlesex Savings Bank	Service Charge Assessed	-60.41
01/03/2022	Expense	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-11,256.48
01/03/2022	Expense	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-13,660.48
01/03/2022	Expense	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-11,140.49
01/03/2022	Expense	Blue Cross Blue Shield of MA	External Withdrawal BCBS MASS BC External Withdrawal BCBS MASS BCBSMA - PREMIUM REF*BFP	-148,897.50
01/03/2022	Bill Payment (Check)	Middlesex Savings Bank	# 164157466Dec2021	-71,390.82
01/03/2022	Bill Payment (Check)	Middlesex Savings Bank	# 164157127Dec2021	-96,709.40
01/04/2022	Expense	Blue Cross Blue Shield of MA	External Withdrawal EBPA LLC - External Withdrawal EBPA LLC - INS PREM	-1,534.89
01/05/2022	Expense	USABLE Life	External Withdrawal USABLE LIFE External Withdrawal USABLE LIFE - PREM PAYMT	-5,839.93
01/07/2022	Bill Payment (Check)	Sa's Pizza	Inv #0115973	-343.20
01/07/2022	Expense	M.T.R.S.	External Withdrawal MTRS - P External Withdrawal MTRS - Payment REF*AA*12202102586	-133,367.47
01/11/2022	Bill Payment (Check)	Sherwin Williams Sturbridge	Inv #0288-7	-530.09
01/13/2022	Expense	USABLE Life	External Withdrawal USABLE LIFE External Withdrawal USABLE LIFE - PREM PAYMT	-11,647.56
01/14/2022	Bill Payment (Check)	Melissa Couepel	Inv #12/13/21-12/17/21	-45.95
01/14/2022	Bill Payment (Check)	Fire Equipment Inc.	Multiple invoices	-835.00
01/14/2022	Bill Payment (Check)	Crystal Rock	Acct #11174381270102 - Inv #1270102 121521	-190.34
01/14/2022	Bill Payment (Check)	Follett Content Solutions, LLC	Inv #403439F	-480.63
01/14/2022	Bill Payment (Check)	MacGill, W. Nurse Supply Co.	Inv #INO780202	-260.50
01/14/2022	Bill Payment (Check)	REPUBLIC SERVICES	Acct #309540019731 - Inv #0954-002057437	-4,394.59
01/14/2022	Bill Payment (Check)	Scholastic Inc.	Acct #1606020 - Inv #35459885	-750.00
01/14/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3495819232	-153.00
01/18/2022	Bill Payment (Check)	AA Transportation	Multiple invoices	-10,510.26
01/18/2022	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPD0000C47 - Multiple invoices WPDS197195 & WPDS197317	-2,243.29
01/18/2022	Bill Payment (Check)	Next Gen Supply Group	Multiple invoices	-2,412.30
01/18/2022	Bill Payment (Check)	ACL/NJCL National Latin Exam	Inv #2022 Latin Exam Fees	-321.00
01/18/2022	Bill Payment (Check)	Ascentria Community Services, Inc	Voided - Acct #AKFCS - Inv #1121-T20	0.00
01/18/2022	Bill Payment (Check)	Atlantic Charter Insurance Company	Inv #334158	-5,486.00
01/18/2022	Bill Payment (Check)	Bright White Paper Co	Inv #9478	-558.00
01/18/2022	Bill Payment (Check)	C&C Temp Control, Inc.	Inv #1-63932-1	-4,588.00
01/18/2022	Bill Payment (Check)	Cabral, Amelie Beth	Inv #PY22 PD	-300.00
01/18/2022	Bill Payment (Check)	Charlton Oil Company	Inv #1286114	-1,709.03
01/18/2022	Bill Payment (Check)	Citizens Bank	Inv #5530950000014104Jan22	-17,769.12
01/18/2022	Bill Payment (Check)	Eversource (formally NSTAR-1639-Elm)	Acct #16399370010 - Inv #16399370010Nov9-Dec8	-1,319.16
01/18/2022	Bill Payment (Check)	Eversource (formally Nstar-2845- HS)	Inv #28458270023Dec21	-36,291.13
01/18/2022	Bill Payment (Check)	Eversource (formerly NStar-1638- MS)	Acct #16382880025 - Inv #1638 880025Nov9-Dec8	-4,545.21
01/18/2022	Bill Payment (Check)	Facilities Management & Maintenance, Inc.	Inv #37681	-21,137.33
01/18/2022	Bill Payment (Check)	GateHouse New England	Inv #1000010922Nov21	-345.00
01/18/2022	Bill Payment (Check)	J.W.Pepper	Inv #363927689	-40.00
01/18/2022	Bill Payment (Check)	Kotsopoulos, Nicholas	Inv #12/15 Basketball	-90.00
01/18/2022	Bill Payment (Check)	LaFlash, Jamie	Inv #FY22 PD	-400.00

01/18/2022	Bill Payment (Check)	Liberty Mutual Insurance	Inv #14155209	-7,734.20
01/18/2022	Bill Payment (Check)	National Grid 38928-53023	Inv #38928-53023Jan22	-5,572.31
01/18/2022	Bill Payment (Check)	National Grid 69923-82006	Inv #6992382006Jan22	-8,203.10
01/18/2022	Bill Payment (Check)	National Grid-6 New Bond	Acct #3922905023 - Inv #3922905023Dec8Jan10	-17,693.44
01/18/2022	Bill Payment (Check)	NCTM National Council Of Teachers Of Math	Inv #3089759	-45.45
01/18/2022	Bill Payment (Check)	Nevco Sports, LLC	Inv #000197352	-1,246.52
01/18/2022	Bill Payment (Check)	New England Ice Cream	Inv #5512136408	-395.54
01/18/2022	Bill Payment (Check)	New England Sports Floors	Inv #Gymnasium Floor	-1,600.00
01/18/2022	Bill Payment (Check)	Jeffrey Niedjadlik	Inv #12/20 Basketball JV	-66.00
01/18/2022	Bill Payment (Check)	Northern Speech Services	Inv #1314321	-263.03
01/18/2022	Bill Payment (Check)	Parsons Kellogg, LLC	Inv #PSIN237851	-2,229.93
01/18/2022	Bill Payment (Check)	Paulhus, Jeff	Inv #12/20 Basketball JV	-66.00
01/18/2022	Bill Payment (Check)	Pear Deck, Inc	Inv #INV46120	-2,000.96
01/18/2022	Bill Payment (Check)	Poulton Associates, Inc.	Inv #CNCIP455970-2022	-2,300.51
01/18/2022	Bill Payment (Check)	Powell, Reed	Inv #12/20 Basketball	-90.00
01/18/2022	Bill Payment (Check)	Rachel Jewell	Inv #Literacy Night	-65.36
01/18/2022	Bill Payment (Check)	Sherwin Williams Sturbridge	Inv #0687-8	-105.05
01/18/2022	Bill Payment (Check)	Williams, John	Inv #12/20 Basketball	-90.00
01/18/2022	Bill Payment (Check)	YMCA of Central Massachusetts	Inv #CM10010	-635.25
01/18/2022	Bill Payment (Check)	T Mobile	Inv #970721002Dec2021	-374.67
01/18/2022	Expense	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING a82654fb612c6d	-4,099.40
01/19/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-2,783.50
01/19/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Inv #CDIM/1241249 & CCR0024457	-3,203.27
01/19/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Inv #CDIM/1244099 & CCR0024548	-4,082.94
01/19/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Inv #CDIM/1249691	-2,756.63
01/19/2022	Expense	Nationwide Trust Company, FSB	External Withdrawal NW TRUST TRU External Withdrawal NW TRUST TRUST COLLECTIONS - CONTR	-25,587.88
01/19/2022	Expense	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-7,071.61
01/19/2022	Expense	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-250.00
01/20/2022	Bill Payment (Check)	Thurston Foods, Inc.	Acct #19950 - Inv #1061467	-5,597.80
01/24/2022	Bill Payment (Check)	Bellingham Athletics	Inv #Hawks Invitational	-100.00
01/24/2022	Bill Payment (Check)	WSHS CBC	Inv #Cheer Competition	-125.00
01/24/2022	Bill Payment (Check)	SHRHS Cheerleaders	Inv #Winter Invitational	-120.00
01/24/2022	Bill Payment (Check)	Crystal Rock	Acct #11174381270102 - Inv #1270102 011222	-190.34
01/24/2022	Bill Payment (Check)	Hanover Insurance Co.	Acct #1502972751-001-000 - Inv #1502972751001000Jan22	-487.40
01/24/2022	Bill Payment (Check)	Roto Rooter Services	Inv #80-22344431	-622.00
01/24/2022	Bill Payment (Check)	SHI International	Acct #1128388 - Inv #B14564082	-13,920.40
01/24/2022	Bill Payment (Check)	Trane U.S., Inc.	Inv #312297617	-963.00
01/24/2022	Bill Payment (Check)	Varitronics, LLC	Inv #PSI-137144	-1,041.42
01/24/2022	Bill Payment (Check)	Varsity Spirit Fashion	Inv #12683461	-4,636.00
01/24/2022	Bill Payment (Check)	Mirick O'Connell Attorneys at Law	Inv #527555	-870.00
01/24/2022	Bill Payment (Check)	Worthington Direct	Inv #INV380636ABB005	-6,136.78
01/25/2022	Bill Payment (Check)	AA Transportation	Multiple invoices	-126,552.90
01/25/2022	Bill Payment (Check)	Bienvenido Nieves	Multiple invoices (details on stub)	-132.00
01/25/2022	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPDS193945 - Multiple invoices	-1,031.40
01/25/2022	Bill Payment (Check)	City Of Worcester Water/Sewer	- Multiple invoices (details on stub)	-2,834.37
01/25/2022	Bill Payment (Check)	Duva Distributors	Multiple invoices	-334.20
01/25/2022	Bill Payment (Check)	EDS Mechanical Inc	Multiple invoices (details on stub)	-5,143.95
01/25/2022	Bill Payment (Check)	Nick Hennigle	Multiple invoices (details on stub)	-132.00
01/25/2022	Bill Payment (Check)	Ransford Pest Control	Multiple invoices	-775.00
01/25/2022	Bill Payment (Check)	T Mobile	Multiple invoices (details on stub)	-749.25
01/25/2022	Bill Payment (Check)	Wells Fargo Financial Leasing	Multiple invoices (details on stub)	-6,135.79
01/25/2022	Bill Payment (Check)	Ashdown Technologies	Inv #118769	-6.50
01/25/2022	Bill Payment (Check)	Benoit Language Services, Inc.	Inv #101714	-275.00
01/25/2022	Bill Payment (Check)	C&C Temp Control, Inc.	Inv #1-66664-1	-485.00
01/25/2022	Bill Payment (Check)	Chair City Blueboard LLC	Inv #December 20 2021	-1,600.00
01/25/2022	Bill Payment (Check)	Cogent	Inv #ABBYKELL00001Jan22	-3,264.00
01/25/2022	Bill Payment (Check)	Creagh, Frank	Inv #Football Assignor	-219.00
01/25/2022	Bill Payment (Check)	Cusson, Bob	Inv #1/5/2022 Basketball	-90.00
01/25/2022	Bill Payment (Check)	Didonna, Amy	Inv #2022	-7,340.00
01/25/2022	Bill Payment (Check)	Earthlink Business/Windstream	Inv #74467038	-465.70
01/25/2022	Bill Payment (Check)	F&D Truck Company Inc.	Inv #4312	-9,560.46
01/25/2022	Bill Payment (Check)	Food for Schools	Inv #2665	-1,080.00
01/25/2022	Bill Payment (Check)	Frontline Technologies Group LLC	Inv ##INVESP13472	-1,010.20
01/25/2022	Bill Payment (Check)	GateHouse New England	Inv #1000010922Dec22	-160.00
01/25/2022	Bill Payment (Check)	George Naumes	Inv #1/12/2022 Basketball	-90.00
01/25/2022	Bill Payment (Check)	Gordon Foodservice	Inv #215632374	-894.50
01/25/2022	Bill Payment (Check)	Jeffrey Niedjadlik	Inv #1/13/2022 Basketall	-90.00
01/25/2022	Bill Payment (Check)	ManageBac Inc.	Inv #INV-15920	-5,050.00
01/25/2022	Bill Payment (Check)	McCarthy, Tom	Inv #1/5/2022 Basketball	-90.00
01/25/2022	Bill Payment (Check)	Melissa Couepel	Inv #12/20-1/14/2021	-82.71
01/25/2022	Bill Payment (Check)	Merge Labs, Inc	Inv #AKF1221-01	-995.00
01/25/2022	Bill Payment (Check)	North Oxford Mills	Inv #N0010997	-970.75
01/25/2022	Bill Payment (Check)	OHI Engineering, Inc	Inv #6951	-320.00
01/25/2022	Bill Payment (Check)	Peter Saucier	Inv #1/10/2022 Basketball	-66.00
01/25/2022	Bill Payment (Check)	Prifti, Nicholas	Inv #1/13/2022 Baksetball	-90.00
01/25/2022	Bill Payment (Check)	Ridick, Jim	Inv #1/5/2022 Baksetball	-66.00

01/25/2022	Bill Payment (Check)	Sal's Pizza	Inv #0116881	-343.20
01/25/2022	Bill Payment (Check)	Sanders, Bobby	Inv #1/12/2022 Basketball	-66.00
01/25/2022	Bill Payment (Check)	Shapiro Educational & Behavioral Consulta	Inv #AK12215	-1,687.50
01/25/2022	Bill Payment (Check)	Spahl, Eric	Inv #1/12/2022 Basketball	-90.00
01/25/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3496998753	-40.58
01/25/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3497479112	-32.29
01/25/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3497479121	-46.07
01/25/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3497479114	-1,439.60
01/25/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3497479118	-114.29
01/25/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3497479117	-719.80
01/25/2022	Bill Payment (Check)	Storm Valery	Inv #1/10/2022 Basketball	-66.00
01/25/2022	Bill Payment (Check)	YMCA of Central Massachusetts	Inv #CM10011	-549.75
01/25/2022	Bill Payment (Check)	New England Ice Cream	Multiple invoices (details on stub)	-682.65
01/25/2022	Bill Payment (Check)	National Glass Works Inc.	Inv #3-9964	-755.00
01/25/2022	Bill Payment (Check)	New England Medical Billing	Inv #ABBYK2109	-1,515.79
01/25/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-18,554.04
01/28/2022	Expense	TASC- FlexSystem	External Withdrawal TASC TASC - External Withdrawal TASC TASC - FUNDING 8ad5f816127c39	-4,099.40
01/28/2022	Expense	Nationwide Trust Company, FSB	External Withdrawal NW TRUST TRU External Withdrawal NW TRUST TRUST COLLECTIONS - CONTR	-26,047.97
01/28/2022	Expense	HR Knowledge Inc.	External Withdrawal HR KNOWLEDGE External Withdrawal HR KNOWLEDGE DEB - PAYROLL	-4,908.44
01/31/2022	Bill Payment (Check)	EDS Mechanical Inc	Multiple invoices (details on stub)	-5,440.54
01/31/2022	Bill Payment (Check)	Next Gen Supply Group	Multiple invoices	-11,235.71
01/31/2022	Bill Payment (Check)	Otis Elevator	Multiple invoices (details on stub)	-24,320.48
01/31/2022	Bill Payment (Check)	Preferred Meal Systems, Inc.	Multiple invoices	-5,579.65
01/31/2022	Bill Payment (Check)	SHI International	Acct #1128388 - Multiple invoices	-14,731.68
01/31/2022	Bill Payment (Check)	Thurston Foods, Inc.	Acct #19950 - Multiple invoices	-1,950.99
01/31/2022	Bill Payment (Check)	AA Transportation	Inv #87997	-1,615.00
01/31/2022	Bill Payment (Check)	American Bankers Insurance Co. of Florida	Inv #60102063872021	-18,228.00
01/31/2022	Bill Payment (Check)	Anderson, Wayne	Inv #1/21 Basketball	-90.00
01/31/2022	Bill Payment (Check)	Armiger, Danielle	Inv #FY22 PD	-400.00
01/31/2022	Bill Payment (Check)	Central MA Collaborative	Inv #9782	-3,510.45
01/31/2022	Bill Payment (Check)	City of Worcester Police Dept	Acct #WPD0000C47 - Inv #WPDS197561	-825.12
01/31/2022	Bill Payment (Check)	Duva Distributors	Inv #20036447	-160.48
01/31/2022	Bill Payment (Check)	Epstein, Matthew	Inv #PY22 PD	-400.00
01/31/2022	Bill Payment (Check)	Fire Equipment Inc.	Inv #SIN153999	-182.00
01/31/2022	Bill Payment (Check)	Gibney Sporting Goods	Inv #17383	-837.50
01/31/2022	Bill Payment (Check)	Graf, Alex	Inv #1/19/22 - Basketball	-90.00
01/31/2022	Bill Payment (Check)	Melissa Couepel	Inv #1/17-1/21/2022	-27.57
01/31/2022	Bill Payment (Check)	New England Ice Cream	Inv #5512202712	-572.66
01/31/2022	Bill Payment (Check)	Nick Buoniconti	Inv #1/21 Basketball	-90.00
01/31/2022	Bill Payment (Check)	Patrick McKay	Inv #1/19/22-Basketball	-66.00
01/31/2022	Bill Payment (Check)	Regan, Jessica	Inv #Frames	-80.36
01/31/2022	Bill Payment (Check)	Ridick, Jim	Inv #1/19/22-Baksetball	-66.00
01/31/2022	Bill Payment (Check)	Roto Rooter Services	Inv #80-22355073	-622.00
01/31/2022	Bill Payment (Check)	Roy, Sarah	Inv #Deep Space	-269.00
01/31/2022	Bill Payment (Check)	Sal's Pizza	Inv #0117679	-343.20
01/31/2022	Bill Payment (Check)	Slader Lyell	Inv #1/19/22 - Baksetball	-90.00
01/31/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3497962591	-44.99
01/31/2022	Bill Payment (Check)	Staples	Acct #1625462BOS - Inv #3497962589	-284.24
01/31/2022	Bill Payment (Check)	T. Lee Associates	Inv #12292022	-1,620.00
01/31/2022	Bill Payment (Check)	Torres, Priscila	Inv #Ululele Tuners	-181.86
01/31/2022	Bill Payment (Check)	Verizon	Inv #351413268000197Jan22	-113.88
01/31/2022	Bill Payment (Check)	MacGill, W. Nurse Supply Co.	Multiple invoices	-287.84
01/31/2022	Bill Payment (Check)	Mansfield Paper Company, Inc.	Acct # 2355 - Inv #450020	-769.55
01/31/2022	Bill Payment (Check)	French River Ed. System	Inv #11522	-29,439.00
01/31/2022	Expense	Middlesex Savings Bank	Service Charge Assessed	-60.82





ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL  
10 New Bond Street Worcester, MA 01606  
Phone: (508) 854-8400 Fax: (508) 854-8484  
[www.akfcs.org](http://www.akfcs.org)

## **FACILITIES and FINANCE**

**2-18-2022**

### **ES FLOOD**

We are getting ready to move forward with the Elem. repairs. I received two quotes from companies that specialize with this type of repair. After receiving the quotes it was determined that the best option is to move forward with Blusky. The difference between the two quotes is \$52,743.81.

Paul Davis quoted us a cost of \$332,896.67

BluSky quoted us a cost of \$280,152.86

I spoke to Blusky on Monday to set up a meeting with Heidi, Alisha and myself to discuss the logistics and timelines. I am waiting for them to confirm a time and date that will work for everyone. This project is going to move into the summer before the completion but will be ready before the start of school.

### **ES ELECTRIC**

The main transformer and electrical panel will be replaced over February break. These were the two items that were not replaced during the electrical switch over.

# IT Updates 2/2021

- Last Month more common Issues
  - 299 Resolved tasks
  - Top 3 categories
    - Chromebooks (Break fix)
    - Wi-Fi (Issues after installation)
    - Support (accounts, projectors and printing)
- Infrastructure
  - 24 Cameras were installed at the MS
    - New Server Installed
    - 20 HS Cameras will be online next week
  - Network upgrade Project
    - Wiring will be completed over the break.
  - Server and Network Planning
    - District needs
    - IT Projects
- Other Projects / tasks / completed
  - Recycling and decommissioned of devices we received \$1,980.00 back
  - 134 New Chromebooks deployed to all 3rd Graders
    - Planning deployment for 2nd Grade next
  - Inventory assessment and immediate needs
    - Teachers Laptops
    - Spare Projectors



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

### Facilities and Finance Committee Meeting Minutes- DRAFT

**Friday, February 18, 2022, 8:00 a.m. DIGITAL MEETING**

<https://akfcs-org.zoom.us/j/99598537554?pwd=cWFDUC9hQ2VlejZKc2RpUmhjTWZlZ0Zz09>

**Meeting ID:** 995 9853 7554 **Passcode:** 798010

**By phone:** +1 929 205 6099 US (New York) **Meeting ID:** 995 9853 7554

The meeting was called to order by Mr. Patrick Royce, Treasurer. The attendance was recorded as follows:

**Board/Committee Members:** Bibiche Zagabe-Ndiku, Patrick Royce

**Board/Committee Members Not Present:** Celia J. Blue

**Staff in attendance:** Heidi Paluk, Michael Grennon, Alisha Carpino, Michelle Vigneux, Gabriel Beltran

Mr. Royce opened the meeting at 8:02 a.m. Mr. Royce asked the Committee to review the Meeting Minutes from January 21, 2022. Upon their review, Mr. Royce asked for a motion to approve the minutes from January 21, 2022, Facilities & Finance Meetings. Ms. Zagabe-Ndiku made the motion, it was seconded by Mr. Royce. The committee unanimously approved the minutes.

### Salary Committee

Ms. Carpino began by stating that the salary scale work has been completed and they were now working on creating a policy surrounding the salary scale budget and working to put a document in place. The plan is that 2 representatives from the salary scale will be presenting to Heidi and Alisha and the Finance committee next month and the BOT. The budget will be presented in April with this piece in it. Ms. Carpino stated that it went from 25 years to 15 years and provides everyone with a \$6,000 increase at each step which will allow for us to be competitive with Worcester. Mr. Royce inquired about the total increase to the budget to which Ms. Carpino stated that it was a million-dollar increase. Mr. Royce also inquired about the steps taken to set up the



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

salary scale and how the increase was determined and Ms. Carpino explained that a projection was created before deciding on the amount. Ms. Zagabe-Ndiku inquired about whether an increase in revenue would be determined to sustain the million-dollar revenue to which Ms. Carpino stated that there was and stated that she will draft documents to show precisely how this will be done in the presentation next month. Ms. Carpino explained that the salary scale conversation began in 2019 and did not go further than that and the last time the salary was updated was in 2014. Ms. Carpino also explained that everyone would get a 3.5% increase every year allowing for some competition for the staff as we currently have a low salary scale.

Ms. Carpino explained that the interest rate is up for renewal next year and we offered the option to renew now at 3.35%. Ms. Carpino explained that this meant that if the rate next year was lower, we would not be able to use that as we are locked in. She also explained that if it is higher, we would be safe from that increase. There would also be a prepayment penalty of three years and they are currently looking at which direction to go. Ms. Carpino and Mr. Royce decided to continue to look into what this meant before making a decision. Ms. Zagabe-Ndiku inquired about the renewal date to which Mr. Royce stated it would be 2023.

Ms. Carpino provided an update on financials and began by stating that our actual revenue was \$46,000 below the budgeted amount and a large portion of this was due to not yet receiving the regional transportation payment which will not be received until the end of the year, totaling about \$50,000. Ms. Carpino also stated that 1.2% of the tuition was lost but this was budgeted even higher than the current loss. Transportation is below budget and is underspent with sports travel and field trips but we should see transportation pick up in the spring. Ms. Carpino stated that we have also received a significant amount of grants which caused the increase in that category and we have also put in for competitive grants. Ms. Carpino stated that a literacy grant that was applied for was received for \$200,000. Salaries continue to be under budget by 1% and there are not many open positions; 4 full-time positions are currently open and two of those positions are in the process of being filled.

Benefits will continue to stay under budget as it was overbudgeted originally and the debt-to-service coverage ratio continues to be at 1.66% with a required ratio of 1.15%. Ms. Carpino also stated that she has been meeting with ADP and is waiting for a full plan on pricing and she does plan on making a presentation as



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

they offer more support than HR knowledge and if the change is made, it will be reflected in the budget for next year.

### **Facilities**

Mr. Grennon began by explaining that both quotes have now come in for the work that is to be done in the ES, one for \$332,896 and \$280,152, with the lower price being Blue Sky. Mr. Grennon states that he is now waiting for a response on the best time to schedule a meeting to discuss the findings with Ms. Carpino and Ms. Paluk. Mr. Royce inquired about whether there would be mitigation work done to which Ms. Paluk stated that this cost did not include that.

Mr. Grennon explained that the main transformer in the ES was also being changed as it failed and it will be replaced next Tuesday. Mr. Grennon also explained that the break room is currently being worked on and they are looking to replace the roof in the MS as this is the cause of the constant leak. Mr. Royce also inquired about the trucking company that we use and about why we were being billed for 90 hours as this seemed excessive. Mr. Grennon explained that this falls along the same amount as last year.

Ms. Carpino also explained that liberty has raised their prices \$35,000-\$40,000/year. Mr. Royce inquired about whether we were informed of the markup we would experience from the donation and whether we can discuss it to which Ms. Carpino stated that she would reach out and ask for any details related to the snow removal.

### **IT**

Mr. Beltran began by explaining that last month's IT request dealt with more common issues with the top request having to deal with Chromebooks and Wifi. 24 cameras were installed at the Middle School and a new server was also installed and 20 High school cameras will be online next week. Mr. Beltran also spoke on the current status of the network upgrade project and stated that the wiring for this will be done over the February break. He explained that there are still cameras that need to be changed as they are old and lose power intermittently.

Mr. Beltran also explained that with the recycling and decommissioning of devices, we received \$1,980.00 back. He also explained that 134 new Chromebooks were given to all 3rd graders and they are



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

planning deployment for 2nd Grade next. They are also making sure that the servers can support the needs of the district. Mr. Beltran explained that there is a current need for teacher laptops and spare projectors.

### SG/WBC

Mr. Royce stated that he would reach out to the necessary parties to have an additional meeting and there would be no update at the moment.

### Topics at the Discretion of the Committee Chair

Ms. Paluk stated that at the BOT meeting next week, she would like to have a sense from the Board of how to proceed as DESE has eliminated masks as of February 28, 2022. The decision is now in the hands of the local school but as of yet, the local Board of Health in Worcester has not removed the mask restriction yet so nothing can be done until they vote to keep or remove the restriction on March 7, 2022. The BOT would then need to decide the best course of action. Ms. Paluk stated that she did ask parents to provide feedback and has received split comments. Ms. Paluk stated that the recommendation she would have is to make the masks optional but address the peer pressure that may arise from whatever decision the student/staff takes and know that we reserve the right to place masks back if cases were to rise.

Ms. Paluk then spoke on comments received about the BOT meeting in person as restrictions are lifted. Ms. Paluk explained that at this moment, there is an expectation that we are to provide the same level of accessibility as we have done over the last two years, meaning that if we were to return in person, the meetings would have to be broadcasted and a production team would need to be hired and we would have to buy equipment. This was not done before the pandemic and this does not appear to be an option at the moment, and the open meeting law that allows for only zoom meetings is set to expire April 1, 2022. Ms. Paluk stated that Mr. Beltran would look into costs for potentially having to take this route and would send the information to the Committee and Mr. Royce would speak to this at the next Board meeting this month.

Mr. Royce asked for a motion to adjourn the meeting. Ms. Zagabe-Ndiku provided the motion and was seconded by Mr. Royce. The meeting was adjourned at 9:47 a.m.



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

*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.*

TO: Board of Trustees  
FR: Heidi Paluk  
RE: Mask Mandate  
DT: February 20, 2022

On February 9, 2022, the Governor and the Commissioner of Education informed the Commonwealth of Massachusetts that they will NOT be renewing the mask mandate in schools, which expires on February 28, 2022.

Local school boards will need to decide what is the right solution for their school by taking into account the number of students/staff who are vaccinated, the facility accommodations, the community CoVID rates, and the voices of the families, students, and staff.

Although the Commonwealth voted to lift the mandate, the Worcester Board of Health has their own mandate in place for all students K-12 in public, charter, private and parochial schools. The Worcester Board of Health is scheduled to meet and discuss rescinding the mandate on March 7. The earliest they may vote to rescind the mask mandate would be midnight of March 8, 2022, although it could be later than this date as well.

Given that AKFCS can't lift the mandate earlier than the Worcester Board of Health, Masks WILL BE required to return to school on February 28 as we can not make any changes until AFTER Worcester Board of Health meets on March 7.

Abby Kelley Board of Trustees may decide their vote will take effect on/after March 7, depending what the Board of Health does.

**Recommendation:** AKFCS should continue with the mask mandate through March 13, 2022 at the earliest. Beginning no earlier than Monday, March 14, masks can be optional for all staff, students, and visitors to Abby Kelley Foster Charter School. Masks would still be required on ALL bus transportation to/from school including for sports per federal law as well as for the 5 additional days after a positive CoVid quarantine (which is for 5 days), unless while eating or drinking. Families who wish for their student to wear a mask must have that conversation at home as school officials and/or teachers can not enforce family specific restrictions. Masks should be worn by an individual who is experiencing any cold-like symptom such as stuffy nose, cough, sore throat, even if they have tested negative.

This recommendation is predicated on the assumption that as an academic community, we want the best for each other. We know that social distancing, mask wearing, hand washing, and sanitizing are widely recognized "tools" in the efforts to reduce virus transmission. Although we are making masks optional, we do ask our staff/students and visitors to exercise common sense and community decency to help limit the spread by taking personal accountability in staying home if they are ill, and in wearing masks when they return to school even if they are CoVID negative.



And just as important, we ask all families to have a conversation with their student(s) about the choice that fellow students and staff/teachers have to wear (or not wear) a mask. Teasing, bullying, or inappropriate comments about another's individual choice in mask wearing will not be tolerated at Abby Kelley.

As of late January, we had 47% of our students vaccinated.

Gr 12- 71%  
Gr 11- 70%  
Gr 10- 72%  
Gr 9- 73%  
Gr 8- 58%  
Gr 7- 52%  
Gr 6- 44%  
Gr 5- 36%  
Gr 4- 34%  
Gr 3- 36%  
Gr 2- 23%  
Gr-1 26%  
K-18%

High school -344 students  
Middle School - 207 students  
Elementary School -123 students  
Total = 674 students

K -12 %== 47%

#### **Comments from Staff and Families regarding lifting the mask mandate**

I solicited comments from staff and families: Approximately 60 people responded with those who wanted masks eliminated equating to  $\frac{1}{3}$ , those who wanted it to be optional=  $\frac{1}{3}$ , and those who wanted to keep it for the safety of all including those with family members at home =  $\frac{1}{3}$ .

#### **Comments included:**

While I understand that the city of Worcester's Board of Health has ultimate control of the decision (however, I do not understand why seeing how Dr. Hirsch, the mayor, the superintendent of Worcester Public Schools, and other elected officials held a St Patrick's day event unmasked yet the CHILDREN performing for them Irish Step Dancing were the only ones

masked, please see Worcester County St Patrick's Day Facebook page for reference) will the Abby Kelley Board of Trustees ultimately vote to get rid of masks when allowed to do so?

I for one am pretty tired of elected officials telling us what we can do with our own children while they go ahead and do the opposite. If the masks are for safety as Dr. Hirsch, who heads the Worcester BOH says, I find it so interesting that he didn't need to be masked but is holding it longer for our children to be masked. That is just not OK with me.

You will see in my last email on the 11th, the masks have been detrimental to many students.

I really hope that the Board of Trustees will make the right decision and allow it to be parent's choice as the governor, Commissioner of Education, and is rumored to be coming from the CDC in the upcoming week.

It's far past time for our kids to have normalcy back.

---

I'm glad to hear that we will not make any changes until after March 7th. I'm ok with moving in the direction of giving families the option but I was concerned about it happening right after break because we all know that's when we typically see an uptick in cases to begin with; so to not be doing contact tracing, pool testing, or wearing masks right then makes me leary! I'd much rather keep the masks for the first two weeks back if possible. Just my two cents!

---

In my opinion this mask mandate needs to end. Kids aren't high risk and there's a 99% survival rate!!! The younger kids are struggling at a young age with language because they can't see half of peoples faces. Kids need to read lips to learn to pronounce words. Kids need to interact with each other and see people SMILE! It's been too long and these kids need to breathe some freedom!

---

I know that you must be bombarded with folks on both sides of the issue. I can only speak for my class and myself when I say that I believe we should NOT have masks.

This year, we have had all the children in person in rows in a line with little to no interaction between each other. This has been so hard for the students in my room. The students that need to see the emotions of other students on their faces for social cues cannot see them. They cannot see when they have hurt someone's feelings by gauging their body language along with facial expressions.

They do not see each other's faces so they do not get to know one another.

Also, for the children in my room who have speech issues, this has been tough to acquire the correct language as it cannot be heard. they have had trouble hearing letters and sounds.

They have been apart at their desks so there is no cooperative learning that has gone on. They have not learned to depend on one another for help and support.

They are being told all the time, in different special classes, that they are being a bad friend if they do not have their masks on so if they happen to slip down- they feel like they have somehow let others down.

We give the kids masks every day to wear however many of them come in with no masks. We oftentimes change their home mask because it is dirty or worn. They are then wearing that dirty or worn mask home on the bus.

Many children complain of tasting paper in their mouths and gagging on it. I have one child who becomes lightheaded by lunch because of the mask and then does not eat lunch. He takes his mask off at recess but is reluctant to put it back on as he feels badly with it on.

I follow science as does everyone else. I have seen the numbers falling and I have seen many other school districts decide this is not for them. The mask mandate has been as effective as it is going to be and there are so many other options available.

Whatever the outcome of the board's decision, I will follow but as an educator, I do not see the reasoning behind continuing to have masks in school.

---

As a nurse, I just wanted to share my thoughts since you were collecting feedback on the mask mandate. Research shows that masks are effective in reducing the transmission of COVID-19.

We will be supportive of the ultimate decision that is made, but wanted to endorse mask wearing in schools, or at least the choice to have our child wear a mask while in school.

---

I think masks are critical for keeping communicable diseases from spreading (both COVID and other illnesses). There are lots of data demonstrating mask efficacy.

---

We want to include our input with respect to parental perspectives on masking. We're all for continuing masking. On a very personal level, [REDACTED] asthma and general respiratory response issues have been almost non-existent since masking - an ironic benefit of the pandemic for him. That being said, [REDACTED] company had a general "masks are optional" policy that was implemented last Monday. As of today, based on some specific outbreaks within their vendors, they modified the mandate. "Based on the current COVID case levels in MA and CT, and experiential cases within our industry, effective immediately any gathering of more than two people in an office or conference room does require the participants to wear masks. A box of masks is in place in all offices. Employees are asked to comply with this mandate in order to minimize the risk of a COVID breakout within the organization." This is a model that should continue to be considered for AKF. We feel like our student population and parents comply and our vaccination levels support continued masking based on attending basketball games, you

may be hearing otherwise. We asked Cxxx and he stated that he'd prefer not to wear a mask anymore; however he understands and will comply with what is best for all of his fellow students and teachers - and that's [REDACTED] being [REDACTED] ! We want to express continued support for a mask policy that ensures our students and teachers stay safe until this pandemic has transitioned into a fully recognized endemic by our scientific community.

We truly appreciate your leadership through these unimaginable times!

---

We understand that Covid has effected many and we take that into account. However, we feel that it should be a choice of wearing a mask, it should not be forced upon our children. Our children have the right to breath freely and receive oxygen without being hindered. We have taken all precautions necessary and yet children are producing positive COVID results. As we know, children are resilient and we believe segregation on who is Covid vaccinated and who is not should not be present. Even with mask mandates we still have seen cases plummet. Fauci himself responded "I'm not really quite sure" when asked why the increase has occurred. He declined to even consider the fact that perhaps mask are not effective at controlling the spread of the coronavirus. In other words, the theory that universal masking stops a virus is becoming non-faslsifiable. We should focus on education, hand washing (hygiene), and working through this together.

---

I am writing regarding the Commissioner of Education and Govenor's release of the mask restrictions in public schools. As an educator and parent, I have seen first-hand the impacts of the restrictions from the pandemic on our children and students. I fully support the and encourage the removal of the masks. Our students and children have suffered greatly throughout the pandemic. Our young students have been held back from learning speech patterns, facial expressions, social cues etc. Our older students have missed out on proms and other social events. ALL students have been isolated and it has had detrimental results. Not only are our students behind academically, but more importantly, socially.

I have read the commentary from both sides in media and social media. One of the largest arguments is it can't happen after February vacation. People ARE living again. They will travel, see others, and have gatherings. This will happen whether its vacation time or not. We cannot keep making excuses and pushing back while our kids suffer. While I know that Abby Kelley is a non union teacher association, myself and many other teachers have largely been disgusted with the actions of the MTA under the leadership of Merrie Najimy. I personally feel like they haven't put forth children's best needs and have been detrimental to their learning and well being. Additionally, the union under her leaderships speaks for us without speaking to us and seeking our input. They continuously call for remote learning and masking saying it is unsafe to be in the school. I personally got into teaching to work WITH students, and I see that remote learning doesn't work and the masks have made major impediments.

My own daughter has had a terrible year. (Her teacher and guidance counselor have been AMAZING working with her and super supportive). She was so confident before the pandemic. NOTHING bothered her. This year, she has been subjected to extreme bullying, isolation and

has had terrible anxiety and panic attacks. Simple things will set her off. She spilled her cereal the other day and was so embarrassed she left class and cried for an hour. She has told me things that students have said to her that are so bad, I cannot even write them. What some students said to her as recently as yesterday are terrible and need to be reported.

Unfortunately, as I am sure you know very well, the state puts tremendous pressure on our administrators, teachers, and students to be nothing more than DATA points so that are schools can get coveted high AYP ratings. The trade off is a loss of social emotional progress as we have seen. Many of our efforts go into ONE test that we will be judged on by the state, the newspapers, social media etc. I can tell you personally that my fondest memories from school come from Halloween parades, Spring Wiffle Ball tournaments during a special second recess, Valentine's parties that the room mothers put so much effort in. Many extras like this are frowned upon and removed because they may offend some or waste "MCAS prep time." I can assure you that even with all these extras during school, I was able to get a stellar education and succeed in life. I may not remember a particular math lesson, but I definitely remember celebrating winning the "World Series" wiffle ball tournament and celebrating with my friends and teammates in 5th grade!!

If anything, I hope the pandemic has taught us is that our time with friends, family and good times should be cherished. Our kids deserve so much more than to be data points judged by MCAS, IReady etc. The other day on social media I saw a data table posted maybe about Iready? on one of the Abby Kelley accounts. We need to stop this. I know that data charts are all the talk in educational leadership journals but I believe they do much more harm than good. It can be a deter for kids that fall behind and can encourage an unhealthy pattern of perfectionism in overachievers. I much prefer the posts of the happy kids sledding in gym (kudos to Ms. Warhol). Yes, I absolutely want them to get a solid quality education and be ready for the world. But I also want them to be happy and have some great social interactions and fun times in school as well. Our kids deserve to be maskless and to end the restrictions.

I understand that the pandemic has not hit all families equally. Some have lost family members or friends. Some have lost their businesses or jobs. I understand that some may feel safer to mask and I think we should honor and respect that. However, we have to start driving on a 2-way street. The masks have been very difficult and isolating for some and they are ready to put them away. We should honor and respect that as well. That's why I think Abby Kelley's best route would be to make the masks optional. It will be impossible to please everyone with the final decision however, at least this will put the choice on the parents as I think it should be.

The pandemic has taken us to a level where we use "safety" almost as a buzzword. Last Monday it was negative 6 out. Both my kids texted me from their respective busses that the windows were down and the seats were covered with snow. While I understand that this is Covid Protocol. How is that "safe" at all? -6, windows down, snow covered seats? I think we need to recognize that some of the regulations that have been put into place lack common sense and are the exact opposite of safe.

I leave with the tragedy of WPI. 7 suicides since September. They had one of the strictest pandemic set of regulations that put an additional burden of stress and burnout on their students. We are seeing record cases of mental health situations and lack of doctors and medical professionals or even facilities to treat them. We need to do better. We are failing our kids.

---

You asked for input on ending the mask mandate. Please end it!

If the governor and the state officials are saying that it is as safe as it is going to get, I think we should listen to them. If for no other reason that I would like to see the children's faces.

As one of the oldest members, if not THE oldest member of the staff, I want to move on. My sister-in-law recently died of a strep infection after isolating from COVID- what a waste of two years of missing contact with family and friends, it reminded me that we can't beat death, there is a risk no matter what we do. We have done our best to control this virus and now it is time to end the mask precautions, it is not doing anything but making us miserable.

The state is saying end the mandate- please do it.

Life has risks- and we need immunity from the diseases and viruses that are not COVID. If members of the faculty, staff and student body want to wear a mask- let them. It is their choice, but it is not mine.

And finally, what I consider the most important reason, the students for their mental and physical wellbeing need to interact normally.

---

I wanted to first thank you for asking for feedback on the mask mandate topic and express how I appreciate your transparency and openness toward staff opinion. In addition, I wanted to share my thoughts. While I am excited to "return to normalcy" I am hesitant for the masks to come off as under five vaccines are not out yet and even if they were, the vaccination series is not complete. Where my son was premature and has had some minor health issues as a result of his prematurity I am nervous to be exposed and I am sure many other staff members are in the same position with their own small children.

Being back to school in person has been so rewarding and the students have been so responsible and great with their mask wearing and at least at the high-school level I do not believe the masks have been a detriment to our learning or communication, although I know that is different for the littles, making this a difficult decision.

---

I would love to NOT wear masks after break! I have not gotten Covid, but the majority of my class and coworkers have. I do not feel worried about it and I feel like we are currently in a place where Covid is not super contagious. I think it would benefit the learning of all students. Their academics, especially phonemic awareness and phonics that are heavily supported by mouth

position have definitely taken a big hit because of the mask mandate. I would love to see how much improvement can be made over the remaining 4 months of school.

Thanks for valuing our thoughts and opinions

---

Thank you for welcoming parent and staff input regarding the lifting of the mask mandate. Initially, I appreciated that we were required to wear them, for the protection of all! Besides social distancing and isolation, it was a way we could be “armed” so-to-speak, against this “war” against Covid. Personally, my parents live in an in-law with me for 1/2 of the year and my dad’s health is compromised. We have also lost several loved ones after they had Covid. We were scared, like so many other people, and waiting eagerly to receive the vaccine and subsequent booster shot.

Now we have a vaccination; we have another way to protect ourselves from dying from this virus. Enough time has past yielding more data that we can analyze regarding the effectiveness of the vaccination in protecting us against being seriously ill or dying from the virus. I am optimistic that we are coming out of this horrible pandemic and at this point today, I would feel safe teaching at the ES without masks. I also appreciate that I have the choice to wear one or not.

I think it will take a long time for us all to heal from the trauma of this experience. The emotional and psychological effects are deep for many. I hear many different perspectives and respect everyone’s experience and voice. I feel like lifting the mask mandate is a step in the right direction to providing some normalcy, especially for our children/students that have been negatively effected in a variety of ways.

Thank you for taking the time to read this.

---

Since the start of this school year, we have seen alot of numbers of Covid cases, but we thank God there hasn’t been any fatalities. Most people, young and old, have contracted the virus once or even reinfected, whether vaccinated or not, and it’s been mild to moderate symptoms and they recover. It’s not a pandemic anymore, it’s endemic and we have to live with it. People have contracted the virus even when adhering to protocols coz there are times it’s impossible to do so like when dining. I can’t imagine in schools where kids are often socializing and sometimes forget to observe the rules coz let’s face it, they are kids, they are really trying but it’s been hard.

The virus doesn’t choose whether you are vaccinated or not, anyone can spread the virus or get it. Even though unvaccinated, most kids already have acquired natural immunity from the virus itself which is more superior than innate.

My point is, masks or no masks, vaccinated or unvaccinated, let all students be allowed to go to school.

---

Just sharing another thought on the mask mandate. I love the idea of kids being able to take their masks off and see each other smile again, and feel some normalcy. With that being said, I do think they should continue to wear them coming back after February Vacation, when everyone is traveling and mixing all together. Wait, see if cases don't spike after that week, and if they don't, I am all for masks coming off for the children and myself. Lol Also, if cases don't go up after Feb vacation, I think that is a very good sign for everyone. We may finally be at the steepest decline in quite sometime. Just thought I'd give another prospective!! Thanks for everything you do and for always keeping us informed. Have a good night.

---

In my opinion this mask mandate needs to end. Kids aren't high risk and there's a 99% survival rate!!! The younger kids are struggling at a young age with language because they can't see half of peoples faces. Kids need to read lips to learn to pronounce words. Kids need to interact with each other and see people SMILE! It's been too long and these kids need to breathe some freedom!

---

I saw in your email tonight that parents had given you their thoughts on the lifting of the mask mandate for the schools. So I thought I would add my two cents.

I would like to see masks be optional for teachers and students who are up to date with their vaccinations. Those that are unvaccinated, I feel, should continue to have to wear them in the buildings.

Thanks for listening!

---

I understand that yesterday, our Governor/Commissioner of Education informed the Commonwealth of Massachusetts that they would not be renewing the mask mandate in schools, which is to expire on February 28, 2022.

My concern is during the February and April vacation when the children return to school. I just think it's a bit premature to stop the mandate just yet. And as always, thank you for always keeping us informed.

Have a great evening

---

Hi Heidi! My feedback is that we should not extend the masking requirement at AKF past February 28.

---

Will teachers be allowed to ask a student to put one on at all or will that violate their choices? For instance, I teach multiple small groups of 20-30 mins each day. I will continue to wear my mask but my students are closer than 3 feet of each other and myself. If all students are unmasked and one starts coughing, is it acceptable to offer them a mask to wear while we finish our group session?



If a student comes back to school after getting covid for 5 days, I understand they should wear a mask for 5 additional days. How will this be communicated? For staff like myself who do not have a homeroom, will we know who in our small groups should wear a mask or who we take outside for recess should be wearing one?

Since we have the take home kits we no longer do contact tracing in school. If masks are removed and students get covid, will this still be the rule?

Would consideration be made to keep the mask mandate until people who traveled for February vacation could seek PCR testing if they wish? I know after vacations is when there tend to be spikes in cases.

I am wondering if cases start to rise in Massachusetts again if masks would be required again or not.

I am not asking for an answer right away. I just figured that these are the concerns I have on my mind and would like clarification on if or when you decided to remove the school mask mandate.

---

Thank you for the information. The decision is not actually a decision. Not all parents may like it but it is necessary to continue requiring all students and staff to wear a mask. A few weeks ago Emma brought covid home from the school. She did not keep her mask on during outdoor play like I told her and requested the school make sure she did. She was really sick but only for 2 days. She gave it to me I have asthma and it nearly put me in the hospital. The only reason I didn't go is that there was no one else to watch Emma. It took 2 weeks to be able to breathe again and longer for the ribs I broke coughing to heal. A lot of your students live with or are watched on weekends by family that is immunocompromised so not only does unmasking risk the health and safety of your students and staff but also the lives of their families. Lifting the requirement is not about public safety but simply Baker no longer wanting to deal with the political backlash so he is making it your responsibility. I have quite a few words for what Baker is intelligent, logical and compassionate not on that list.

---

I just wanted to reach out and just voice my opinion on the matter. I 100% agree with the ending of the mask mandates in school. I believe from this point forward it should be up to the discretion of the parents of the child whether the mask should or should not be worn during school. As a parent who volunteers in my son's kindergarten class and can see first hand at how these kids handle the mask situation in the little time I am there, I really feel like it would be so beneficial for them to not have to wear them, also for the teachers to not have to constantly say keep your mask up etc. The teachers do such an amazing job at explaining and having them keep them on and the kids have been so resilient to it all, but I just think it is time. I also want to mention that the numbers were still rising even when masks were being worn. Thank you for allowing parents to reach out to you !

---

Thank you for this information. I feel strongly that it is time to remove the mask mandate. Wearing a mask should be completely optional for all students and staff.

---

My personal opinion is that the CDC is right. Lifting the mask mandate after school vacation during which contact is most likely to have been at an all time high, is premature. The one thing we know is that the mask has literally saved lives by preventing the spread of COVID! If it is decided to lift the mask requirement, I hope those individuals who would feel safer wearing a mask will be able to do so.

---

I just saw your email and both [REDACTED] and I feel masks should be lifted as a mandatory stipulation. This pandemic has lasted for ever. We were not fans of getting vaccinated but did to conform with policy. We have been breathing our own carbon dioxide for two years. We also have stopped spraying everyday because it didn't do what it was supposed to do. We feel that mask should be an individual decision as to where and when to wear the mask. And it is the responsibility of the parents to say my child is to wear a mask or not. I really don't think we will ever destroy or be immune to this virus. It will eventually be the flu most likely. Whatever decision is made we will honor and conform to what is mandated.

---

Good morning. I am a covid nurse & I would consider enforcing the mask mandate in school. If we do not do that I strongly believe the numbers will just rise again.

---

Please, please, please keep the mask mandate for as long as you can! I am sure you will get a lot of feedback from both sides, and I get that masks are not popular with everyone. At least waiting until the weather is nicer and all the windows can be open would be helpful. Or waiting until we hit a certain vaccination rate.

Regardless of what happens, thank you for being an advocate for safety and risk prevention, as always!

---

I am for mask, I don't think it harms any of the children including mine. My son [REDACTED], 6th grade, is a straight A student athlete and [REDACTED] 2nd grade is doing well too. I understand that people want to move past wearing mask and the reasoning is "Covid isn't going anywhere" well yes it's not, so why wouldn't we do the bare minimum of wearing a mask when we know it's especially hard to socially distance at school.

Additionally there were so many cases after Christmas break. Same will likely happen after February vacation as well, everyone should test before they come back from break. (This reminds me, have Covid test been sent home? We haven't received any)

At this point they are all as used to mask as wearing their uniforms. Maybe when it gets warmer out and windows can stay open and they can have more time outside, then the removal of mask could be considered. I am going to advise my boys to wear mask even if they don't have too but I know if they see their friends not wearing a mask it is less likely they will.

Well thanks 🙏 and good luck with whatever you and the board decide. It's a difficult decision yet again.

---

I beg you to please end the mandate.

---

I strongly support the decision of the Governor and the Commissioner of Education to end the mask mandate. Throughout the last two years, we have trusted their scientifically backed decisions that are endorsed by professionals in the medical field, and this should be no different. It is disheartening to think that we have been masked since 2020 and that it could possibly continue after the state has ended their mandate. Governor Baker reiterated that at this point, masking students has a negative consequence. At the elementary level, I see this firsthand. I'm not sure if the benefits of masks outweigh the consequences. As you know, we experienced a significant post-holiday surge, and all students were masked at the time. I saw this happen in my own classroom and I personally am very diligent about reminding students to wear their masks properly and consistently.

The issue of young students wearing and using masks as they are intended is also an issue. While we can remind students to pull up their mask, keep their nose covered, etc., the fact remains that they are kids and not medical professionals. Therefore, little can be done to stop them from touching/contaminating their mask, reusing contaminated masks, or breaking them. With the availability of the vaccine and at-home tests, masks have become an unneeded barrier for students.

Most importantly, we have an effective vaccine readily available to all of our students and staff. Whether or not they take advantage of it or subject themselves to a risk is ultimately a personal choice at this point. Individuals and families may have strong feelings about the vaccine, but the science is clear: they are effective and, as you know, this has been strongly supported by the medical field. I agree that families and staff should be able to continue to wear masks if they feel comfortable doing so, but this should be a decision left up to them. The end of a mask mandate at Abby Kelley would not ban masks for anyone who wishes to continue wearing them, but just allow for those who feel comfortable removing them to do so. For those of us who have been diligently following protocols, accepted the challenge of continuing to teach in-person throughout the entire pandemic, and have taken advantage of the vaccine, we deserve this opportunity. It has been a LONG road, and it would be nice to give our school community the gift of finally being able to truly teach and learn "face to face". I hope that you will take this letter into consideration when making your decision for our community.

---

My opinion about masks is that I would love to see the mandate be lifted for my child.  
I hope you have a pleasant day!

---

I am not sure why the Governor made this decision as a more infectious case of Omicron is going around. I for one would definitely be for keeping the masks on the kiddos. They're used to it by now and we all know schools/daycares etc are the biggest places where germs thrive and

get passed around. Also if you think about all the places these kids hang around together, like the bus, their classrooms etc, these are not big open places but small, enclosed ones. My other concern is, kids tend to run in pack mentalities and do what other kids are doing. So even if you guys say, we'll take the mandate away but kids can still wear masks if they want to, I don't think they would continue to if other kids were not wearing them. Thank you so much for taking our opinions into consideration!! 🙏

---

I have some thoughts/ ideas on the mask mandate. If there is hesitancy to completely remove masks from school, I was thinking of something that could hopefully be a good balance to please the majority of the school population, while also keeping safety a concern and still giving everyone a break from their masks. Students and staff are at least 3 feet apart from each other the majority of the day. What if masks were not required while 3 feet or more apart? Masks could be required during partner work, indoor recess, small group instruction, etc. While students and teachers are partaking in whole group instruction and independent work, while 3 feet apart, students would not have to wear masks. This is just an idea I had that I thought I would share. :)

---

I feel the children need some normalcy, it's been a long time coming, I hope they will decide to get rid of the mask's

---

I think giving a choice is ok, however, I think families would have to understand that AKF teachers and staff can't "police" which students are supposed to wear a mask (by parent request) and who does not. My initial thought was if parent A said their child has to wear their mask and child A takes their mask off at once they get to school, the teachers should not be held accountable in the event the parents are upset their child took their mask off.

I think if parents /students want to wear a mask, they should be allowed to do so without negative reactions.

I also think we would still have to have PPE on hand and someone would have to hand out masks each afternoon before the students get onto the bus. I don't see parents supplying masks for the bus ride to/home. regularly. I also don't think we can put this on AA since we have students getting off buses in the morning without masks on.

---

I think optional masks is a good idea.... and parents would appreciate that. The only thing I would worry about given our current climate is that students might use it as a "tool" to pick on each other or make fun of someone if they did choose to wear a mask... but I might just be overthinking that one.

---

Sounds a little unnerving, especially after a break. Then again, some normalcy would be a nice change.

If we lift the masks, parents can't expect us, or the staff to mask their students if they request. That would need to be a family conversation, and expectation. It would take so much time to run through a list of which families want their kids to continue masking, policing that, passing that list to specials teachers, IA's, Recess coverage, and to subs. It's just a lot to ask of all the staff, when they are trying to teach. Right now, it's masks for everyone, no exceptions.

---

This is a tough decision for all involved. I see both sides of the coin here. For me I feel because @ the high school level we are at a different situation of vaccine rates, etc. (each school will have its differences in terms of how to make it work). I feel like we could take them away, at least at my level , but it would cause problems for the other schools, so I guess it's an all or up to you situation.

Again people can still choose to wear them but we need to make sure like Heidi said no one gets ridiculed for it.

To have some normalcy would be great especially for everyone district wide and our own kiddos.

---

I personally feel like keeping the masks makes sense. Especially in the younger grades, the vaccine numbers are pretty low. I think that removing masks would end up increasing the numbers a lot.

Also, with the newest quarantine guidelines, anyone who was positive will have to have strict mask use for 5 days after quarantine is done, which the teachers would have to monitor. It hasn't been an issue before with everyone masked, but it could become problematic.

---

Masks should be optional for staff and students.

---

I wanted to share that I am very much looking forward to seeing my student's faces. I truly believe that allowing families and staff to decide what is best for them based on their individual circumstances would be the best choice moving forward. Thanks for the opportunity to share our thoughts on this!

---

Thank you for the information. I believe masking should be a personal decision. This would be a good compromise. If people would like to remain masked they can. I personally believe masking children is detrimental to their development, especially language development. I think unless they are working in groups or pairs students in close proximity they should be allowed to remove their masks.

Thank you for taking my thoughts into consideration.

---

I would ask that administrators and the board make their decision based on the number of positive covid cases in our community and the percentage of staff and students fully vaccinated. I believe we as a community have done a wonderful job keeping the health and safety of our community a priority, and believe we will continue to do so whether that is with or without masks.

---

Thank you for the update. Heidi, I appreciate the opportunity to voice my endorsement to not renew the mask mandate at AKFS.

---

I'd feel fine if my kid in 2nd grade would keep using the mask until the end of the school year.

---

I applaud you for all of your hard work and dedication during the pandemic. You came in at a very difficult time and I have supported your every decision along the way. Thank you for your terrific communication. I rely on the emails from you.

As for my opinion on masks....its time to be done! I have 2 children in the elementary school (both vaccinated, still got covid but didn't get sick). They are missing out so desperately on the facial cues from peers and teachers. These are the most influential years of their education and sadly they are missing out. I run a long term care nursing facility in Boston so my opinion does come from a well educated place and not politics! I will certainly go into further detail to support my reasoning but I am convinced you have already heard it all.

---

Thank you for sending this information to us. I believe it's time to unmask our children. I do not support the continuation of a mask mandate. Wearing a mask should be up to each individual to decide.

---

Thank you for the information. Please consider the some of the children keeping the mask on, as some may have family members who are not vaccinated.

---

If we continue daily cases of positive COVID wearing a mask, I believe it will be safe to continue wearing mask to protect teachers and students.

Keep also in mind that many student may have at their household elderly family members that are are risk.

Keeping the uses of masks will be safe.



# 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 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.*



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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. (????? I don't know what this means??) 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





## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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.



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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.



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

### **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.



## Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

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

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.