



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 Agenda

Friday, April 8, 2022. 8:00 a.m.

<https://akfcs-org.zoom.us/j/95838992253?pwd=VEg1d1ZpalMwa2dzcXFreVBwRVM5UT09>

Meeting ID: 958 3899 2253 **Passcode:** 195670

By phone: +1 929 205 6099 **Meeting ID:** 958 3899 2253

- I. Call to Order- Ms. Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the March 11, 2022, Meeting Minutes
 - a. **Motion:** To approve the March 11, 2022, Meeting Minutes.
- IV. Seal of Biliteracy - Ms. Amelie Cabral
- V. MS Principal Search Update- Ms. Heidi Paluk
- VI. Health Curriculum Grades 4-7 Update- Ms. Jessica Regan
- VII. SEL and the needs of our students - Dr. Caroline Cole
- VIII. Mission Feedback/Revisions- Ms. Heidi Paluk
- IX. Upcoming Meetings:
 - a. Friday, May 13, 2022
 - b. Friday, June 10, 2022

APPROVED

04.04.2022 3:22 pm
City of Worcester,
MA



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<https://akfcs-org.zoom.us/j/91966458588?pwd=TIM4SHF6cnFOTCs1c1VhaVJ5WGltQT09>

Meeting ID: 919 6645 8588 **Passcode:** 164652

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 919 6645 8588

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the February 11, 2022, Meeting Minutes
 - a. **Motion:** To approve the February 11, 2022, Meeting Minutes.
- IV. SEL Update
- V. Middle School Principal Search
 - a. Search Committee & Timeline
- VI. Approval of 22-23 Academic Calendar- Ms. Heidi Paluk
- VII. Healthy Sexuality
 - a. Communications Plan
- VIII. Charter Renewal
 - a. Mission Revision
- IX. Upcoming Meeting(s):
 - a. Friday, April 8, 2022
 - b. Friday, May 13, 2022



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Education Committee Meeting Minutes-DRAFT

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The meeting was called to order by Ms. Amy Vernon at 9:05 a.m. The attendance was recorded and attached.

The Committee reviewed the Meeting Minutes from the February 11, 2022 meeting. One minor edit was noted by Ms. Yarnie and “mental” was noted twice. The error was corrected. Ms. Vernon asked for a motion to approve the February 11, 2022 meeting minutes. The motion was made by Ms. Yarnie and seconded by Ms. Vernon.

SEL Update

Dr. Cole began by stating that while many students have adjusted to being back in school, there are still students that are struggling. The Panorama survey would be lined up towards those issues towards the end of the year to help and see if the interventions have been effective. Dr. Cole also stated that they began to look at next years and what needs to be addressed and the interventions that need to be developed to meet those needs. Dr. Cole noted that a parent discussion series was done with Mr. Jim Dunn over four weeks on social-emotional functioning and they were looking to produce something similar to a podcast and put the information online so that parents and teachers would be able to watch it.

Ms. Paluk stated that they were now trying to build systems as well as deliver services in ways that are considered new to focus more on the students and be intentional as opposed to reactionary and waiting for the student to erupt. It was also noted by Ms. Paluk that there would be a District-wide PD on March 30, 2022, focusing on DEI and SEL by Mr. Robert Jones.

Healthy Sexuality- Communications Plan

Ms. Regan began by explaining that two family nights were planned for 2 hours each. It would be provided by grade levels in 30-minute increments in which 10 minutes would be dedicated to the course information and the remaining 20 minutes for questions and answers. Ms. Regan also noted that there would be a google form for questions that were not answered due to time or questions that were private and they would get to the questions on time. A webinar format would be used and different times would be offered to accommodate families as many families are anticipated to attend.



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Ms. Culkeen stated that for students that would not be participating, work would be created in google classroom reinforcing topics the student already touched on. It was also noted that all means of communication would be utilized to reach out to parents about the lessons and make sure they send back their forms. Ms. Yarnie inquired about whether more content would need to be provided in the letter to which Ms. Regan stated that it would not as the letter would be going out with the opt form which has more details and the curriculum per grade level. This information would also be provided in multiple languages and it would be labeled as an information sheet. Ms. Yarnie also inquired about the possibility of providing another date to capture all of our families to which it was noted that they would look at schedules to ensure that the sessions are widely available.

Ms. Little reminded everyone that there is information in the handbook and sex education and the criteria for parent notifications and noted that wording can be included to inform parents to refer to the student handbook regarding parent notification. Ms. Culkeen reiterated the fact that respect is one of the most important values that she does push before starting this lesson. Working with the guidance counselors would also allow for assistance in wording so that it is the most effective for the students where some topics may be challenging or triggering for them. It was also noted that if a parent opted out from the health class for one year, they can join in another year and they would still be contacting families that chose to opt-out to provide reassurance.

Ms. Paluk inquired about adding a line for parents to inform them that if their child is participating, there is no need to do anything and if you don't want your child to participate, sign the form. Parents who choose not to attend the session would still receive the digital communications that would be presented and they are not mandatory. It was also noted that a FAQ sheet would be created for common questions that families may have. Ms. Regan also notified the committee members that they were waiting to hear back from a consultant that would assist Ms. Culkeen with the content area and provide their expertise and support.

Middle School Principal Search

A letter was distributed to families as well as staff soliciting interest in serving on the search committee that would be composed of Ms. Paluk, Ms. Regan, and 9 individuals. Several resumes were received and first-round interviews would be set up once they were reviewed. The semifinalist would be brought to the search committee for 2 interviews totaling an hour each on zoom and Monday night, they would deliberate and set up a visit for the remaining candidates. Ms. Paluk stated that she hoped to make an offer before April vacation.

Approval of 2022-2021 Academic Calendar

Ms. Paluk began by explaining that the consensus among staff was the desire to feel well prepared to go into next year with a new curriculum and the only way to ensure that was to provide PD at the beginning of the year, going from 2 to 3 days and building some additional days throughout the year. In the past, Friday, September 2nd has been a full day off but the recommendation was to make that day a ½ day to get to 145 days before June 16, 2022. It was noted that a memo would be added to the calendar to explain how snow days work and how it affects the last day of school.



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Charter Renewal

During the site visit from DESE last May, it was determined that an update needed to be made on the Abby Kelley mission statement. The new mission statement took into consideration the suggestions that came out of the IB accreditation a few years ago to make Abby Kelley a more global perspective on all of the learning across the Board and the more pointed areas of concern according to DESE. Areas of concern were the use of “great works of Western Civilization”, the use of parents as opposed to families, and the use of children as opposed to students. These changes would allow for a more encompassing mission statement of the diverse body at Abby Kelley. Other changes were made to add a broader perspective as opposed to a narrow descriptor.

The mission statement would have to be sent in no later than April so that it can be sent to the commissioner for approval as a charter renewal cannot be written without this piece completed. Ms. Paluk stated that she would send out a quick survey to parents explaining the changes and asking for their input on the mission statement revision. It was also noted that a Board of Trustees vote would need to be taken at the March Board meeting so the survey would be sent out to families before that. Ms. Vernon inquired about the use of the word “primary” and whether or not it diminished the role of the school. Ms. Zagabe-Ndiku then also inquired about how the term came into the mission statement and the historical knowledge behind it. Ms. Yarnie also suggested using the survey being sent out to families to gather information.

Ms. Vernon called for a motion to adjourn the meeting. Ms. Yarnie made the motion and it was seconded by Ms. Vernon. The meeting was adjourned at 9:15 a.m.

Name (Original Name)	User Email	Join Time	Duration (Minutes)
Naira Joseph	njoseph@akfcs.org	3/11/2022 7:40	98
Jennifer Giusto		3/11/2022 7:56	45
Chris Kursonis	ckursonis@akfcs.org	3/11/2022 7:56	81
Michelle Vigneux		3/11/2022 7:56	82
Amelie Cabral	acabral@akfcs.org	3/11/2022 7:56	81
Heidi Paluk	hpaluk@akfcs.org	3/11/2022 7:57	80
khersey@akfcs.org	khersey@akfcs.org	3/11/2022 7:57	26
Jessica Regan (jessica Regan)	jregan@akfcs.org	3/11/2022 7:57	80
Mr. Kerr	rkerr@akfcs.org	3/11/2022 7:58	80
Shelly Yarnie		3/11/2022 7:59	79
Amy Vernon		3/11/2022 7:59	78
Kelly Gould		3/11/2022 8:01	77
AnnMarie Little		3/11/2022 8:01	76
Carrie Cole		3/11/2022 8:02	76
Bibiche Zagabe-Ndiku		3/11/2022 8:05	73
Ms. Culkeen (Health)		3/11/2022 8:09	40
khersey@akfcs.org	khersey@akfcs.org	3/11/2022 8:21	56
Jennifer Giusto	jgiusto@akfcs.org	3/11/2022 8:41	37

What is the Seal of Biliteracy?

The State Seal of Biliteracy is an award provided by state approved districts that recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation.

DESE's vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual. The State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

AKF Updates:

This is Abby Kelley's second year of participating in a Seal of Biliteracy program and we will be awarding the Seal of Biliteracy to four students upon graduation!

Jailimar Montanez:

Jailimar has been an AKF student since first grade and is a native Spanish and English speaker. See the video below for more on why Jailimar chose to pursue the Seal of Biliteracy.

[Jailimar's Video](#)

Dominic Denert:

Dominic has been an AKF student since Kindergarten and is a native Polish and English speaker. Dominic is our first Seal of Biliteracy with Distinction recipient. This means Dominic scored in the advanced range on the ELA MCAS as well as the Polish language assessment. See Dominic's testimonial below on why he chose to pursue the Seal of Biliteracy.

"Hello, my name is Dominic. I am in 12th grade and received the Polish certification for my Seal of Biliteracy during the spring of 2020, and am waiting to complete the English certification during Senior Year when I am able to take the MCAS that was missed during the pandemic. Growing up, my parents were both immigrants from Poland and therefore I was influenced quite a lot by Polish culture. In fact, I even went to a Polish School on the weekend for the first 9 years of school. I chose to pursue the Seal of Biliteracy because it presented an opportunity for me to make use of what I had already learned growing up and helped reignite my interest in it in order to get scholarships toward my future."

Adam Jacher:

Adam has been an AKF student since Kindergarten and has developed an interest in the Spanish language. After graduation Adam hopes to spend time traveling. A testimonial from Adam is unavailable at this time.

Yadalisse Norford:

Yadalisse has been an AKF student since Kindergarten and is a native Spanish and English speaker. A testimonial from Yadalisse is unavailable at this time.

Why Pursue the Seal of Biliteracy:

- The Seal of Biliteracy celebrates cultural diversity!
- The Seal of Biliteracy supports Abby Kelley's mission as it promotes academic excellence as well as skills needed to be a global citizen.
- The Massachusetts State Seal of Biliteracy provides colleges and universities with a method to recognize and give credit to applicants for attainment of high level skills in languages.

Currently nine public institutions of higher learning in Massachusetts provide language on their websites to provide credits for prior learning for students who have earned the Seal of Biliteracy. Those institutions include:

- Bridgewater State University
- Bunker Hill Community College
- Cape Cod Community College
- Massachusetts Bay Community College
- Middlesex Community College
- Mount Wachusett Community College
- North Shore Community College
- Northern Essex Community College
- Salem State University

Seal of Biliteracy Next Steps:

- I am working to grow our Seal of Biliteracy program.
 - Connecting with IB Foreign Language teachers
 - Working with ES and MS to spread the word of this program and opportunity
 - Communication with students and families whose native or home language includes Twi to determine what barriers may prevent them from pursuing the Seal of Biliteracy.
 - Communication with DESE
- Currently recruiting students for the 2022-2023 school year



History of the AKFC Mission Statement

The original Mission Statement was prepared by Advantage Schools and was used by all 16 schools under their management. This is the statement that appears in the charter and in the first three Annual Reports:

The mission of the Abby Kelley Foster Regional Charter School is to:

Demonstrate the heights of academic achievement that public school students can routinely attain when the advantages of charter school governance are coupled with proven curricula and instructional practices and ambitious new academic standards.

Offer area families rich new choices in public education.

Create new professional settings for teachers that permit them to succeed, free from debilitating work rules, financial constraints, and excess regulation.

After the relationship with Advantage ended, Abby Kelley Foster Charter School petitioned the Department of Education (DOE) to change our Mission Statement. The following was written by Michael Pakaluk and appears in the 2002 Annual Report:

The mission of the Abby Kelley Foster Regional Charter School is to attain the highest standards in teaching students to pursue the truth and to learn about the world; to love the good by growing in good character and civic virtues; and to cultivate what is beautiful in thought, word, action and sense. In this mission the school assists parents, who are the primary educators of their children; and it exercises stewardship by passing on to a new generation the treasures of knowledge and culture we have received from the past.

Both SchoolWorks, the group that coordinated our renewal site visit, members of the DOE charter school office, and a second site visit team, Foundations, criticized the Mission Statement. In their final report, SchoolWorks wrote: “*The mission statement, as written, is too ambiguous for comment by the team. However, during the visit, stakeholders consistently expressed the mission as follows: to provide a “classical liberal arts education” that includes foreign language, music and academics; to develop well-behaved, respectful students; and to acknowledge and engage parents as their children’s primary educators. The school is faithful to the mission verbally expressed by the stakeholders as they work toward implementation.*”

In response to this concern, the Mission Statement was simplified and was submitted to the DOE for approval in (what year? 2004?). The newest version, written primarily by Jarrett Conner, reads:

The mission of the Abby Kelley Foster Regional Charter 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.

In 2017, when the International Baccalaureate Programme underwent a five-year review, one of the recommendations that came out of it was to update the AKFCS Mission to better reflect the global perspective of IB. In 2021, when the Department of Elementary and Secondary Education (DESE) did a mid-charter review, the report indicated that the current Mission statement was outdated, especially since AKFCS does not rely on 'great works of Western Civilization' but rather has embraced more global, culturally relevant works.

As Abby Kelley begins to prepare for our upcoming Charter renewal in 2023, a small group of administrators gathers in late 2021/early 2022 to draft a more current mission statement, which is not only reflective of the IB learner, but of our diverse population, our renewed commitment to academic excellence, character formation, and accountability for all members of our community.

Proposed by internal group (reflective of IB:)

The mission of the Abby Kelley Foster Charter Public School is to assist families in their role as primary educators of their students by providing a liberal arts education grounded in works representative of a diverse population, promoting lifelong learners with a global awareness, aimed at developing accountable citizens through academic excellence and character formation. (3.20.22)

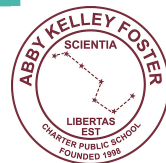
Proposed suggestion by BOT for Education Committee:

The mission of the Abby Kelley Foster Charter Public School is to ~~assist~~ partner with students' families ~~in their role as primary educators of their~~ to educate all students by providing (them with?) a liberal arts education grounded in works representative of a diverse population, ~~and to promote~~ ing lifelong learners ~~and~~

develop accountable citizens with a global awareness, aimed at developing accountable citizens through an emphasis on academic excellence and character formation. (4.5.22)

Social Emotional Needs of Students Across District

Counseling Department
of
Abby Kelley Foster Charter School



What we Know

Counselors across all three buildings are continuing to face and learn of the significant impact of social isolation and lack of connection that our students faced during the Pandemic.

Elementary School: lack of social skills, and school behavior skills. Students with significant high needs were often not receiving appropriate interventions in the community during the Pandemic and thus, they presented with significant deficits in social communication, social skills, self regulation and school behavior skills. While more rare, self harm and suicidal ideation has been observed in the elementary school this year. Absences and tardies are a significant problem for some students and families.

Middle School: middle school students continue to struggle with impulse control, low frustration tolerance, social skills, and appropriate school behavior skills. Many experience significant anxiety, panic, lack of feeling connected despite being back with their peers. Counselors deal with eating disorders, identity issues (sexual/gender), self harm, suicidal ideation. Developing and connecting with friends, getting used to the demands of school. Students who were remote last year continue to exhibit significant social emotional challenges. Absences and tardies are a significant problem for some students.

High School: high school students struggled with significant levels of anxiety, depression as well as executive functioning challenges around time management, demands of school, home, work, college prep, etc. Eating disorders, gender identity and sexual identity issues, suicidality and self harm have all been concerns brought to the guidance counselors.

What has happened since January 2022?

Panorama survey was distributed to students in December 2021. In January 2022, guidance counselors met to review and analyze results of the data. An area of significant need that was identified throughout the district was a focus on Emotion Regulation skills. While Panorama identified that 48% of our students were identified as having no strength in the area of Emotion Regulation, guidance counselors focused on the students who scored themselves a 1 or lower in the areas evaluation.

School Interventions provided by counselors

These interventions have included groups, individual counseling, as well as check in/check outs with students. The intensity and frequency of the interventions could be daily, weekly, a few times a week to every other week. Interventions have been focused on the following:

Social issues - developing friendships, bullying, interacting and reconnecting with peers, appropriate school behavior, lack of perspective taking, self management skills, conflict resolution skills. An increase in

Aggression - increase in aggressive acts - physical aggression towards staff and other students, verbal threats, verbal aggression (racial and homophobic comments), issues between peers that require mediation.

Emotional dysregulation- inability to cope or calm themselves, EMH has been called (depression, self injury), verbal and physical disruptions in class.

Anxiety-difficulty coming to school, anxiety in school, anxiety related to academic tasks

Other Responsibilities

In addition to the students that counselors see on a regular basis, there are students that come to the office in need of help on a daily basis.

Teachers will contact counselors and refer students. This could be by phone call, email, a stop in the hallway. Parents may also call to talk to a guidance counselor about their student and request that they check in or meet with the student that day.

Counselors also get called to handle crisis situations. They work on reentry meetings when students have been hospitalized, coordinating with providers, consulting with teachers, parents and helping the student feel safe again in the school environment. Refer families and students to community based programs, work with families to help them understand the students behaviors.

Elementary School

Counselors in grades K-3 have learned the Panorama dashboard and have used this judiciously in terms of tracking and monitoring their interventions.

Counseling Staff has serviced 13% of students at a Tier 2 or Tier 3 level since January.

Kindergarten - 10% of students

First Grade - 17% of students

Second Grade - 10% of students

Third Grade - 15% of students

Behavioral Interventions

Elementary school also has a behavioral team. This team works with the counseling team, but their approach is somewhat different and the focus is on the behavior of the student and shaping that behavior.

At the present time, the behavior staff is servicing 13 students. They are also a presence in certain classrooms to assist teachers in behavioral redirection of certain students.

Middle School

While we do not have specific data regarding the percentage of students that have been seen - here is a typical day in the life of a guidance counselor:

“Five students are on my schedule that need to be seen...7 students came to my door looking to see me or they were brought/sent down. I met with a student in the main office, I had a brief conversation with a student in the hallway related to an incident in the classroom. I spent 40 minutes in a 7th grade classroom with 20 students debriefing an incident that happened. Within the two grades I see, there are dozens of students that I see regularly. While this may vary this is a typical day.”

Behavioral Staff in Middle School

In the middle school, there is one RBT this year. Two other RBT's are contracted and work with students in the classroom, developing behavior plans and working with the students and the teachers in the classroom.

High School

In the high school, there are two guidance counselors and one school adjustment counselor. One guidance counselor's primary responsibilities are college and career focused. The other guidance counselor and school adjustment counselor balance the mental health needs of the students that require additional intervention.

Since January 2022 approximately 50 students (10.5%) are receiving or have received an ongoing intervention for social emotional issues by our counselors.

The school nurse is a resource for students with mental health needs. Typically, the nurse will triage to the guidance staff. Issues that present to the nurse are anxiety and other issues related to mental health. Anecdotally, on average, there are 10-15 students that present to her each week with mental health symptoms.

What's Next?

- Panorama survey will be redistributed the first week of May to all students in grades 3-12 and teachers K-2.
- Implementing an Emotional Pulse Check between surveys to all students.
- Integrating SEL into the classrooms
- Creating and working towards additional structures within guidance programs to have a team approach, implement evidence based strategies for our students.
- Building off the positive that are happening in each building.

The Positives We Can Build On

draft



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

The Committee reviewed the Meeting Minutes from the March 11, 2022 meeting. Ms. Vernon asked for a motion to approve the March 11, 2022, meeting minutes. The motion was made by Ms. Yarnie and seconded by Ms. Zagabe-Ndiku.

Seal of Biliteracy

Ms. Cabral provided an update on the Seal of Biliteracy program by reminding the committee members that the Seal of Biliteracy was an award given to High School graduates who attained high functional and academic language proficiency in English and a World Language. It was explained that this was a seal that would be written on the official transcripts of the graduates and display a statement of accomplishments for future employers and college admissions. Ms. Cabral explained that this year, Abby Kelley would see four (4) students graduating with this high accomplishment, with three (3) students obtaining the seal in Spanish and one (1) student obtaining the seal in Polish. The student who obtained the Seal of Biliteracy in Polish also earned the Seal of Distinction, which means they received the highest level of English language proficiency, as determined by MCAS, and scored in the advanced category on the Polish language subtest.

Ms. Cabral explained that obtaining this seal aligned with the Abby Kelley mission to promote academic excellence and provides the necessary skills needed to be a global citizen. Approximately nine (9) Massachusetts colleges currently offer college credits to students who obtain the seal toward the world language requirement, and more colleges are looking to do the same. Ms. Cabral explained that the goal was to expand the program and work on recruiting students who are currently in high school while also promoting the program to parents of elementary and middle school students. Ms. Cabral also noted a conversation about students obtaining the seal in the native language of Twi and why no one chose to do that. Based on preliminary discussions, it was noted that it might be due to the writing component. Not many native speakers of the Twi language also write it, which is a requirement for DESE, and because of this, Ms. Cabral explained that she did reach out to DESE to shed light on this situation and see how this can be more attainable.



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Ms. Vernon questioned whether students could take the foreign language portion of the test at any point in their high school career, to which Ms. Cabral explained that they could and did not have to wait to take the MCAS. Ms. Cabral stated that the students were also allowed to retake one of the subsections that they may not have passed. It was also noted that most of the students are native speakers of the language they choose, but some students are not native to the language.

Ms. Yarnie inquired about any future goals of expanding the number of institutions accepting the college credit seal. Ms. Cabral explained that DESE has made this one of its top initiatives and was working to partner with more institutions to do this. Ms. Zagabe-Ndiku inquired about plans to pursue another language, to which Ms. Cabral explained that students were able to choose the language they wanted to follow the seal in, and the pathway would be given to them. It was explained that most languages are online-based assessments, and some are portfolio-based. Ms. Zagabe-Ndiku also inquired about the French language being brought back to Abby Kelley. Ms. Paluk explained a plan to get French back as a required language as some teachers will be retiring, and it is not easy to find a Latin-speaking teacher. Because of this, there would be a proposal brought forth in May to change the languages to Spanish and French.

Middle School Principal Search

Ms. Paluk explained that a committee of twelve (12) people assisted in narrowing down the middle school principal candidates. Of the seventeen (17) people that applied, ten (10) of them had the proper qualifications and were interviewed, narrowing the number down to seven (7). There are now (4) candidates remaining, and reference checks and salary ranges are being checked. It was explained that there would be a meeting with all the candidates next week, where honest conversations would be had about the needs of the middle school and what we are looking for in a leader. After narrowing the list down to two (2), it was determined that they would be invited to meet families and staff members. Ms. Paluk explained that the end decision would be hers, but she is listening to the thoughts of others as well, and an offer would be made after April vacation.

Ms. Vernon inquired about possible support pathways for the gaps that the individual candidates may have to which Ms. Paluk explained that they would all have a mentor to assist with the learning process.

Healthy Sexuality

Ms. Regan began her update by explaining that the name has changed from healthy sexuality to puberty education based on the suggestion of the outside consultant who they are currently working with. One of the reasons for the change was that there were no students in the middle school now who had received puberty education. Ms. Regan explained that the goal was also to be conservative in the first year while still obtaining trust from families and that the name change would better describe it. It was also explained that most of the questions from students ages nine (9) to thirteen (13) were about anatomy, which is a focus within the puberty units; therefore, there will be a curriculum that is the same for grades four (4) and five (5) and another curriculum for grades six (6) and seven (7).

Ms. Regan explained that all lesson plans would be available for parents to view and not be sent home. Parents with questions would be invited to sit down with either Ms. Regan or Ms. Culkeen to discuss the

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



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concerns and review the curriculum. This is set to begin on May 2 due to the specials rotation, and students can start their lessons. Next week, written communication would be going to families explaining the goals, offering two (2) family information sessions, and providing the opt-out form and a FAQ to address some common questions and concerns in advance. Ms. Yarnie inquired about the consultant's background, to which Ms. Regan stated that she would get that information for her.

SEL and the Need of Our Students

Dr. Cole began by explaining that the impact of social isolation is still being seen in students during April across the district. It was explained that the most significant effect was seen in the elementary students as they came in with very substantial and high needs because of the lack of appropriate interventions needed during the pandemic. Absences and tardies continue to be an issue in high school, and many students are experiencing anxiety and depression.

Data was collected from Panorama, and emotional regulation skills were looked at. Students who scored lower were looked at, and different interventions were put in place based on their specific needs. Dr. Cole noted that the guidance counselors are doing more than just interventions as students can see them at any time and can be contacted by teachers. There has been a focus on social skills, conflict resolution, and social regulation around aggression, as there has been an increase in aggressive acts. Students were also being taught coping skills to deal with anxiety better.

Dr. Cole explained that two counselors are servicing thirteen percent (13%) either now or have serviced at Tier two (2) or three (3) levels since January. Ten percent (10%) of kindergartners, seventeen percent (17%) of first (1st) graders, ten percent (10%) of second (2nd) graders, and fifteen percent (15%) of third (3rd) graders are receiving some form of an intervention in the elementary school. Behavior plans were also being implemented, and teachers were involved. It was noted that there are two guidance counselors and one school adjustment counselor in the high school, and there was an increase in students seeing the nurse for mental health concerns, to which they were sent to guidance. A clinician from Community Health Link is also in the district from Monday through Friday, alternating between the schools and currently seeing nineteen (19) students, focusing on the family portion and long-term counseling services for those families.

Dr. Cole explained that the survey would be redistributed in May to obtain data and look for progress among the students. SEL was also being integrated into the classrooms, and the Guidance team would continue to work on evidence-based strategies and implementation. Ms. Vernon inquired about the percentage of students who have a counselor contact. Dr. Cole stated that there was no way to determine that but that the students were receiving different levels of interventions based on their needs.

Ms. Paluk explained that staff resources are currently limited, and there will be a budgetary ask for a new clinician and behavioral support in the middle school. Ms. Zagabe-Ndiku inquired whether a note should be included in the admission packets of students who may have a challenging year due to the pandemic. Ms. Paluk explained that there would be a college readiness presentation that would touch on that. Mr. Penney also explained that though there are difficulties for some students, many students are happy to be back in school and are doing exceptionally well. Everyone was working together for the betterment of the students.



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Mission Feedback/Revisions

Ms. Paluk explained that the mission statement is ever-evolving, and we are arriving at the point of creating a document that can go out to obtain feedback. Ms. Paluk explained that feedback received about the music piece of the mission being removed was not a way to say that music would not be a focus but that other subjects are a part of the liberal arts approach. Ms. Paluk explained that the Board of Trustees provided feedback, and it was reviewed with previous mission statements in an attempt to incorporate all the changes. Ms. Paluk explained that she would meet with the Faculty council and the DEI committee to review and discuss the mission and the concepts.

Ms. Vernon asked for a motion to adjourn the meeting. Ms. Zagabe-Ndiku provided the motion, and Ms. Vernon seconded the motion.

The meeting was adjourned at 9:40 a.m.

List of Documents Provided:

- Seal of Biliteracy Document
- SEL Presentation
- Mission Feedback/ Revision