



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

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

**Meeting ID:** 945 9680 0263 **Passcode:** 784667

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

- I. Call to Order- Ms. Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the April 8, 2022, Meeting Minutes
  - a. **Motion:** To approve the April 8, 2022, Meeting Minutes.
- IV. Mission Discussion- Ms. AnnMarie Little
- V. Latin & French Discussion- Mr. Christopher Kursonis, Mr. Robb Kerr
- VI. College & Career Counseling- Mr. Michael Penney
- VII. Summer School- Ms. Kelly Gould, Ms. Jessica Regan
- VIII. Upcoming Meeting(s):
  - a. Friday, June 10, 2022

**APPROVED**

05.10.22 11:24 am  
City of Worcester, MA



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, 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

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.



## 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. 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.*



## 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)

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.



## 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)

### **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.



# 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

**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



**From:** "Hopkins, Alyssa K (DOE)" <alyssa.k.hopkins@state.ma.us>  
**Date:** May 9, 2022 at 1:05:35 PM EDT  
**To:** AnnMarie Little <amlittle@akfcs.org>  
**Cc:** Heidi Paluk <hpaluk@akfcs.org>, Celia Blue <cblue@akfcs.org>, "Buckwalter, Patrick (DESE)" <patrick.l.buckwalter@state.ma.us>, "Pamphile, Janice A (DOE)" <janice.a.pamphile@state.ma.us>  
**Subject: Mission Amendment: Upcoming 2023 Renewal and Timing Concerns**

Thanks, AnnMarie, for connecting earlier today. Always good to see you!

We have reviewed the proposed charter amendment received last week. We have identified several considerations due the scope of changes proposed to the school's mission. Below is a summary of the information. Please let me know if you need additional information or would like to connect again. Heidi or Celia, happy to touch base with you if you have questions about the amendment process.

### **Next Steps**

Due to the school entering its fifth and final year of the current charter term and the future renewal decision in 2023, any mission changes can only be effective beginning in the 2023-2024 school year. With this timing concern in mind, we would encourage the school to focus on the school's renewal application rather than the additional steps described below to complete the charter amendment request. By restarting this process shortly **after** renewal in February or March 2023, the school can also ensure that any mission changes will support the development of the accountability plan for the 2023-2028 charter term. The school does not need to take any action this year and we discourage pursuing a charter amendment of this scope at this time. When the school is ready to proceed, please let me know and submit the information described below.

### **Additional Information Required**

*Type of Amendment:* The substantial changes proposed to the school's mission may constitute both a mission and school design charter amendment because of the removal of certain components of the mission and the introduction of new elements. The Amendment Guidelines contains instructions for both

mission and school design charter amendments (also called curriculum model and school model). In order to better explain the proposed changes and determine whether the changes align with the current mission, key design elements, and school design, the request must include responses to both sets of instructions. With additional information, the Department can determine whether a school design amendment would be required.

*Process to Develop Proposed Mission:* The request must explain how the proposed mission was developed and the process used by the school to revise the mission, including the involvement of stakeholders in its development, such as school leadership, teachers, families, and students in addition to the board of trustees.

*Explain Each Change:* The submission must explain the removal and addition of various elements within the mission. For example, the removal of music competence appears to remove a key design element. We understand that due to the school's age, the current mission may no longer fully reflect shifts that have taken place over time. The request must explain how changes in the mission align with the key design elements and/or the educational program, and indicate where revisions or additions to the key design elements or curriculum model, if any, are proposed.

*Student Outcomes:* The submission must explain how the school will demonstrate that it is meeting the goals of the proposed mission. How will new aspects of the mission be supported, monitored, and assessed for progress? For example, what does it mean for students to be globally-aware citizens or lifelong learners? How will the school measure and report on this aspect of the mission? There may be existing approaches that already address these areas of student performance or the school may be proposing new approaches. The Department would expect the written request to address these considerations.

I hope the above summary was helpful. Please let me know if you would like to discuss further.

Be well,

Alyssa

---

**Alyssa K. Hopkins, M.Ed.**

Assistant Director

781-605-4476

[Alyssa.K.Hopkins@mass.gov](mailto:Alyssa.K.Hopkins@mass.gov)

Office of Charter Schools  
and School Redesign

Massachusetts Department of Elementary and  
Secondary Education

75 Pleasant Street, Malden, MA 02148

[Web](#) | [Twitter](#) | [Facebook](#) | [YouTube](#) |  
[Newsletters](#)

**Massachusetts public schools are ready! [Learn](#) how we're supporting students every step of the way.**



The School Administration and Board of Trustees will not grant a high school diploma to any student failing to meet the approved graduation requirements and the student will not be eligible to participate in any senior activities.

## GRADUATION REQUIREMENTS

### Requirements

- **English** four full year literature courses
- **Mathematics** four full year courses
- **History** four full year courses
- **Science** four full year courses
- **Foreign Language** one full year of Latin and two additional years of Spanish or Latin.
- **Fine Arts** three years (music/band/choir, art and one additional selection)
- **Civics** one-year course
- **PE/Health** four years
- **Electives:** Offered Junior and Senior year only
- **Community Service:** 50 hours over 4 years
- **Course Offerings and Credits:** Students are required to earn a minimum of 26 credits to qualify for a diploma.

### Course Levels

0 = International Baccalaureate

1 = Honors

2 = College Preparatory

3 = College Fundamental

### Grading System

97-100 A+

94-96 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

65-69 D

0-64 Failing

### Massachusetts Comprehensive Assessment System

All students are required to pass the state mandated English language arts, math and science/technology MCAS exams in addition to the school graduation requirements in order to receive a diploma.

5/4/2022

Good afternoon,

My name is Rob Kerr and I am the Assistant Principal at AKF High School. I am writing to you today to let you know about some changes that are happening next year in 8th grade. We are excited to announce that, for the first time, students in 8th grade will be able to choose their foreign language. Students entering 8th grade next year will either take French or Spanish. The choice that the students make will be the language that they will study in high school as well, so we wanted to give you an opportunity to speak with your child this weekend about what they would like to study. They will be choosing next week so we can create their schedules for next year.

The decision to replace Latin in 8th grade was made for a couple of reasons; low enrollment numbers in High School Latin classes and the need for another modern language option (recommended by the International Baccalaureate Program). After considering many options, we decided on French because it is among the top five languages spoken in the world and aligns with our vision of global citizenship.

If you have any questions please do not hesitate to reach out to me.

Robert Kerr

Assistant Principal  
Abby Kelley Foster Charter High School  
(508)854-8400 ext.4667

# **The College and Career Process at Abby Kelley Foster**

**Mike Penney  
School Counselor  
Grades 10-12**

## The 10,000 Foot View

- A vast majority of Abby Kelley Foster graduates go on to college (upwards of 90% most years)
- Schools that are selective (admission rate below 30-40% are getting increasingly hard to be accepted to, with some colleges having acceptance rates as low as 3%)
- The pandemic created a backlog of college entering students, resulting in more applications to selective colleges this year
- All other colleges are getting easier to get accepted to

# The Landscape

- If you're not a state university or selective school, you could be in trouble
- There was already an enrollment cliff coming in 2026, and the pandemic threw gasoline on that fire
- There will be more colleges that like Becker, close their doors or merge, especially in the Northeast
- Not enough of our IB students consider "IB Friendly Schools" for various reasons
- Majority of our students attend state schools by a wide margin



# Past Results and Outcomes

## Where Did They Go PPT

**Settings:** Start Class Year/Grade: **class of 2011**; End Class Year/Grade: **class of 2021**

**Sorting:** Outcomes data sorted by **Number**, Descending

Outcome	Number	% of students
4 Yr College	624	69.8%
2 Yr College	221	24.7%
Other Schools	11	1.2%
Unknown	10	1.1%
Year Off	9	1%
Career Education	6	0.7%
Other	5	0.6%
4 Yr College (Unspecified)	2	0.2%
Employed	2	0.2%
Non-U.S. College	1	0.1%
Military	1	0.1%
College Prep School	1	0.1%
Undecided/No Plans	1	0.1%
2 Yr College (Unspecified)	0	0%
Non-U.S. College (Unspecified)	0	0%
Apprenticeship Program	0	0%
Dropped-out	0	0%

**Total:**  
894

# The Class of 2022

College	Accept	Attend
Quinsigamond Community College	23	13
Suffolk University	12	7
University of Massachusetts-Lowell	15	6
Worcester State University	28	5
Worcester Polytechnic Institute	8	5
University of Massachusetts-Amherst	20	3
Westfield State University	13	3
University of Massachusetts-Dartmouth	20	2
Anna Maria College	10	2
Northeastern University	7	2
Salem State University	6	2

# Class of 2022

Bridgewater State University	18	1
University of Connecticut	17	1
Framingham State University	7	1
Rutgers University-New Brunswick	6	1
Assumption University	6	1
Fitchburg State University	6	1
Wentworth Institute of Technology	6	1
Syracuse University	5	1
Nichols College	4	1
Emmanuel College	3	1
Tufts University	3	1
Morgan State University	3	1
Louisiana State University	3	1
Emerson College	2	1
The University of Alabama	1	1
University of Dayton	1	1
Princeton University	1	1
Massachusetts College of Liberal Arts	1	1
Quinebaug Valley Community College	1	1
University of Central Florida	1	1
Georgia State University	1	1
The University of Texas at Arlington	1	1
Maricopa Community Colleges	1	1

# FAFSA Completion

Class of 2022

Completed: 72 students

Completed with issues to resolve (no signature): 3 students

Still in Progress: 12 students

Not filing/Don't need to file: 4 students

Overall completion percentage: 83%

## Service Delivery

Each student meets with me individually at least three times per year. It can be and often is many more times than this, especially senior year

I deliver classroom lessons to each grade at least once a quarter per grade on college and career topics

Weekly video updates for seniors in Fall semester

Parent information sessions on Financial Aid and College Application Process

Career Pathways Class in 9th Grade (based on MyCAP program)



## Resources

Citizens Bank financial literacy presentations

Posse Scholarship

Let's Get Ready

Questbridge Scholarship

MEFA Webinars and Financial Aid Sessions

College Guidance Network

# Student Resources

Google Classroom

Naviance

Scoir

Goingmerry

Mefa Pathways

Edmit

Tuitionfit

# Other Pathways

Military

Career Training (Lincoln Tech, UTI, Porter and Chester, Peterson School, Toni and Guy)

GAP Year Programs

Workforce

Jobcorps

# AKF College Statistics 2011-2021

Where did they apply?  
Where did they get in?  
Where did they go?

# Worcester State University



**# applied: 348**

**# accepted: 262**

**# attended: 110**

**Private or Public: Public**

**1st Year Retention Rate: 79%**

**Graduation Rate: 59%**

**Average Annual Cost: \$19,492**



# UMass-Amherst



**# applied: 297**

**# accepted: 152**

**# attended: 37**

**Private or Public: Public**

**1st Year Retention Rate: 91%**

**Graduation Rate: 77%**

**Average Annual Cost: \$22,501**

# Quinsigamond Community College



**# applied: 285**

**# accepted: 285**

**# attended: 197**

**Private or Public: Public**

**1st Year Retention Rate: 58%**

**Graduation Rate: 27%**

**Average Annual Cost: \$7528**

# UMass-Lowell



**# applied: 278**

**# accepted: 165**

**# attended: 44**

**Private or Public: Public**

**1st Year Retention Rate: 84%**

**Graduation Rate: 57%**

**Average Annual Cost: \$19,119**

# UMass-Dartmouth



**# applied: 215**

**# accepted: 154**

**# attended: 39**

**Private or Public: Public**

**1st Year Retention Rate: 71%**

**Graduation Rate: 51%**

**Average Annual Cost: \$18,503**

# Framingham State



**# applied: 169**

**# accepted: 116**

**# attended: 12**

**Private or Public: Public**

**1st Year Retention Rate: 72%**

**Graduation Rate: 58%**

**Average Annual Cost: \$20,001**



## Fitchburg State



**# applied: 167**

**# accepted: 123**

**# attended: 19**

**Private or Public: Public**

**1st Year Retention Rate: 74%**

**Graduation Rate: 57%**

**Average Annual Cost: \$16,001**

## Bridgewater State



**# applied: 134**

**# accepted: 95**

**# attended: 18**

**Private or Public: Public**

**1st Year Retention Rate: 77%**

**Graduation Rate: 61%**

**Average Annual Cost: \$18,457**

## UMass-Boston



**# applied: 130**

**# accepted: 104**

**# attended: 19**

**Private or Public: Public**

**1st Year Retention Rate: 76%**

**Graduation Rate: 56%**

**Average Annual Cost: \$18,340**

# Northeastern University



**# applied: 126**

**# accepted: 27**

**# attended: 6**

**Private or Public: Private**

**1st Year Retention Rate: 98%**

**Graduation Rate: 87%**

**Average Annual Cost: \$31,093**

## Westfield State



SM

**# applied: 116**

**# accepted: 83**

**# attended: 12**

**Private or Public: Public**

**1st Year Retention Rate: 73%**

**Graduation Rate: 67%**

**Average Annual Cost: \$19,167**

## Salem State



**# applied: 107**

**# accepted: 86**

**# attended: 6**

**Private or Public: Public**

**1st Year Retention Rate: 74%**

**Graduation Rate: 59%**

**Average Annual Cost: \$18,399**

# Assumption University



**# applied: 106**

**# accepted: 81**

**# attended: 13**

**Private or Public: Private**

**1st Year Retention Rate: 84%**

**Graduation Rate: 71%**

**Average Annual Cost: \$28,466**

## UConn



**# applied: 97**

**# accepted: 57**

**# attended: 7**

**Private or Public: Public (out of state)**

**1st Year Retention Rate: 93%**

**Graduation Rate: 82%**

**Average Annual Cost: \$41,086**



# Suffolk University



**# applied: 96**

**# accepted: 76**

**# attended: 9**

**Private or Public: Private**

**1st Year Retention Rate: 77%**

**Graduation Rate: 64%**

**Average Annual Cost: \$30,701**

# Boston University



**# applied: 95**

**# accepted: 13**

**# attended: 3**

**Private or Public: Private**

**1st Year Retention Rate: 94%**

**Graduation Rate: 84%**

**Average Annual Cost: \$30,259**

# MCPHS



**MCPHS**  
UNIVERSITY

**# applied: 94**

**# accepted: 84**

**# attended: 9**

**Private or Public: Private**

**1st Year Retention Rate: 81%**

**Graduation Rate: 82%**

**Average Annual Cost: \$37,712**

# University of Hartford



**# applied: 93**

**# accepted: 85**

**# attended: 10**

**Private or Public: Private**

**1st Year Retention Rate: 76%**

**Graduation Rate: 59%**

**Average Annual Cost: \$28,541**

# Anna Maria College



**# applied: 91**

**# accepted: 84**

**# attended: 16**

**Private or Public: Private**

**1st Year Retention Rate: 64%**

**Graduation Rate: 44%**

**Average Annual Cost: \$24,626**

# WPI



**# applied: 86**

**# accepted: 34**

**# attended: 12**

**Private or Public: Private**

**1st Year Retention Rate: 95%**

**Graduation Rate: 88%**

**Average Annual Cost: \$39,756**

# URI



**# applied: 85**

**# accepted: 53**

**# attended: 4**

**Private or Public: Public (Out of state)**

**1st Year Retention Rate: 84%**

**Graduation Rate: 66%**

**Average Annual Cost: \$42,305**

# Rhode Island College



**# applied: 84**

**# accepted: 74**

**# attended: 13**

**Private or Public: Public (Out of state)**

**1st Year Retention Rate: 74%**

**Graduation Rate: 53%**

**Average Annual Cost: \$34,189**



# College of the Holy Cross



**# applied: 80**

**# accepted: 31**

**# attended: 12**

**Private or Public: Private**

**1st Year Retention Rate: 94%**

**Graduation Rate: 91%**

**Average Annual Cost: \$37,292**

# Western New England



**# applied: 76**

**# accepted: 65**

**# attended: 4**

**Private or Public: Private**

**1st Year Retention Rate: 77%**

**Graduation Rate: 59%**

**Average Annual Cost: \$30,079**

# Clark University



**# applied: 70**

**# accepted: 39**

**# attended: 7**

**Private or Public: Private**

**1st Year Retention Rate: 86%**

**Graduation Rate: 79%**

**Average Annual Cost: \$28,805**

# Emmanuel College



**# applied: 70**

**# accepted: 55**

**# attended: 5**

**Private or Public: Private**

**1st Year Retention Rate: 78%**

**Graduation Rate: 67%**

**Average Annual Cost: \$28,314**

# Boston College



**# applied: 54**

**# accepted: 18**

**# attended: 6**

**Private or Public: Private**

**1st Year Retention Rate: 95%**

**Graduation Rate: 91%**

**Average Annual Cost: \$35,899**

# Wentworth Institute of Tech



**# applied: 54**

**# accepted: 41**

**# attended: 5**

**Private or Public: Private**

**1st Year Retention Rate: 83%**

**Graduation Rate: 66%**

**Average Annual Cost: \$36,113**

# University of Bridgeport



**# applied: 51**

**# accepted: 48**

**# attended: 3**

**Private or Public: Private**

**1st Year Retention Rate: 68%**

**Graduation Rate: 46%**

**Average Annual Cost: \$22,600**

## MCLA



**# applied: 46**

**# accepted: 35**

**# attended: 9**

**Private or Public: Public**

**1st Year Retention Rate: 71%**

**Graduation Rate: 57%**

**Average Annual Cost: \$16,861**



# Nichols College



**# applied: 45**

**# accepted: 40**

**# attended: 7**

**Private or Public: Private**

**1st Year Retention Rate: 75%**

**Graduation Rate: 49%**

**Average Annual Cost: \$27,721**

# Quinnipiac University



**# applied: 42**

**# accepted: 25**

**# attended: 0**

**Private or Public: Private**

**1st Year Retention Rate: 85%**

**Graduation Rate: 76%**

**Average Annual Cost: \$41,104**

## Curry College



**# applied: 36**

**# accepted: 28**

**# attended: 4**

**Private or Public: Private**

**1st Year Retention Rate: 63%**

**Graduation Rate: 58%**

**Average Annual Cost: \$27,739**

## Johnson and Wales



**# applied: 35**

**# accepted: 29**

**# attended: 1**

**Private or Public: Private**

**1st Year Retention Rate: 73%**

**Graduation Rate: 63%**

**Average Annual Cost: \$26,775**

# University of New Haven



**# applied: 34**

**# accepted: 27**

**# attended: 3**

**Private or Public: Private**

**1st Year Retention Rate: 77%**

**Graduation Rate: 60%**

**Average Annual Cost: \$33,400**

# Regis College



**# applied: 34**

**# accepted: 25**

**# attended: 1**

**Private or Public: Private**

**1st Year Retention Rate: 87%**

**Graduation Rate: 47%**

**Average Annual Cost: \$30,408**

# UNH



**# applied: 32**

**# accepted: 23**

**# attended: 2**

**Private or Public: Public (Out of state)**

**1st Year Retention Rate: 86%**

**Graduation Rate: 78%**

**Average Annual Cost: \$40,639**

# Bryant University



**# applied: 27**

**# accepted: 17**

**# attended: 0**

**Private or Public: Private**

**1st Year Retention Rate: 83%**

**Graduation Rate: 66%**

**Average Annual Cost: \$36,113**



# NYU



**# applied: 26**

**# accepted: 9**

**# attended: 3**

**Private or Public: Private**

**1st Year Retention Rate: 94%**

**Graduation Rate: 85%**

**Average Annual Cost: \$39,772**

# Springfield College



**# applied: 26**

**# accepted: 21**

**# attended: 1**

**Private or Public: Private**

**1st Year Retention Rate: 83%**

**Graduation Rate: 73%**

**Average Annual Cost: \$30,134**

## UMaine



**# applied: 26**

**# accepted: 22**

**# attended: 0**

**Private or Public: Public (Out of state)**

**1st Year Retention Rate: 76%**

**Graduation Rate: 59%**

**Average Annual Cost: \$32,702**

# Brandeis University



**# applied: 25**

**# accepted: 7**

**# attended: 3**

**Private or Public: Private**

**1st Year Retention Rate: 93%**

**Graduation Rate: 90%**

**Average Annual Cost: \$31,165**

## Dean College



**# applied: 25**

**# accepted: 16**

**# attended: 0**

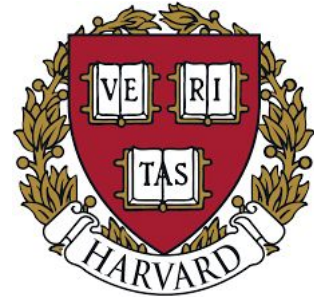
**Private or Public: Private**

**1st Year Retention Rate: 66%**

**Graduation Rate: 41%**

**Average Annual Cost: \$31,337**

# Harvard University



**# applied: 24**

**# accepted: 1**

**# attended: 1**

**Private or Public: Private**

**1st Year Retention Rate: 98%**

**Graduation Rate: 98%**

**Average Annual Cost: \$15,386**

# Bentley University



**# applied: 23**

**# accepted: 7**

**# attended: 3**

**Private or Public: Private**

**1st Year Retention Rate: 93%**

**Graduation Rate: 89%**

**Average Annual Cost: \$38,986**

# Syracuse University



**# applied: 21**

**# accepted: 13**

**# attended: 4**

**Private or Public: Private**

**1st Year Retention Rate: 91%**

**Graduation Rate: 82%**

**Average Annual Cost: \$34,482**



# American International College



**# applied: 21**

**# accepted: 20**

**# attended: 2**

**Private or Public: Private**

**1st Year Retention Rate: 67%**

**Graduation Rate: 45%**

**Average Annual Cost: \$25,044**

# Bay State College



**# applied: 21**

**# accepted: 17**

**# attended: 1**

**Private or Public: Private**

**1st Year Retention Rate: 37%**

**Graduation Rate: 38%**

**Average Annual Cost: \$31,777**

# Lesley University



**# applied: 21**

**# accepted: 17**

**# attended: 1**

**Private or Public: Private**

**1st Year Retention Rate: 81%**

**Graduation Rate: 62%**

**Average Annual Cost: \$33,644**

# University of New England



**# applied: 21**

**# accepted: 19**

**# attended: 1**

**Private or Public: Private**

**1st Year Retention Rate: 79%**

**Graduation Rate: 62%**

**Average Annual Cost: \$34,118**

## Stonehill College



**# applied: 20**

**# accepted: 14**

**# attended: 0**

**Private or Public: Private**

**1st Year Retention Rate: 85%**

**Graduation Rate: 80%**

**Average Annual Cost: \$34,658**

# Temple University



**# applied: 19**

**# accepted: 12**

**# attended: 2**

**Private or Public: Public (Out of state)**

**1st Year Retention Rate: 89%**

**Graduation Rate: 72%**

**Average Annual Cost: \$35,439**

# Howard University



**# applied: 18**

**# accepted: 4**

**# attended: 1**

**Private or Public: Private**

**1st Year Retention Rate: 85%**

**Graduation Rate: 62%**

**Average Annual Cost: \$41,289**

# Brown University



**# applied: 17**

**# accepted: 2**

**# attended: 1**

**Private or Public: Private**

**1st Year Retention Rate: 98%**

**Graduation Rate: 96%**

**Average Annual Cost: \$29,392**



# Tufts University



**# applied: 17**

**# accepted: 3**

**# attended: 0**

**Private or Public: Private**

**1st Year Retention Rate: 96%**

**Graduation Rate: 93%**

**Average Annual Cost: \$30,744**

# Merrimack College



**# applied: 16**

**# accepted: 13**

**# attended: 0**

**Private or Public: Private**

**1st Year Retention Rate: 84%**

**Graduation Rate: 71%**

**Average Annual Cost: \$33,650**

# University of Southern Maine



**# applied: 14**

**# accepted: 13**

**# attended: 2**

**Private or Public: Public (Out of state)**

**1st Year Retention Rate: 69%**

**Graduation Rate: 45%**

**Average Annual Cost: \$29,086**

## Mass Art

**MASSART**

**# applied: 12**

**# accepted: 5**

**# attended: 2**

**Private or Public: Public**

**1st Year Retention Rate: 85%**

**Graduation Rate: 72%**

**Average Annual Cost: \$24,043**

## UVM



**# applied: 11**

**# accepted: 8**

**# attended: 0**

**Private or Public: Public (out of state)**

**1st Year Retention Rate: 87%**

**Graduation Rate: 75%**

**Average Annual Cost: \$40,210**

## Yale University



**# applied: 9**

**# accepted: 0**

**# attended: 0**

**Private or Public: Private**

**1st Year Retention Rate: 99%**

**Graduation Rate: 97%**

**Average Annual Cost: \$17,549**

**Summer Programming at AKFCS  
as of Education Committee Meeting  
May 11, 2022**

*This is a working draft and subject to change based on student participation, teacher interest, facilities, budget and other factors*

Abby Kelley will offer summer programming for approximately 200 students in grades 1-12.  
The students will be invited based on the following:

- Credit Recovery
- Special Education IEP (always offered)
- MTSS
- ESL
- Other (Social Group)

**High School–Credit Recovery**

Dates:

June 21-25 (starts Tuesday - Friday)

June 27 - July 1 (Monday - Friday)

Hours:

8:00 a.m.--11:00 a.m.

11:30 a.m.--2:30 p.m. (2 sessions each day)

Offered:

English, Math, History, Science

Number of Students:

Up to 25

Cost per student:

\$100 (refundable if completed/pass course?)

Number of Staff required:

Up to 8 staff (2 per subject)

1 administrator

**Special Education–Required as part of IEP**

Dates: (Tuesday, Wednesday, Thursday)

June 28-30

July 12-14

July 19-21

July 26-28

August 2-4

Hours:

8:00 a.m.–12:00 p.m. (varies by individual based on services)

Offered:

Services specific to IEP and based on IEP goals

Number of Students:

15

Cost per student:

\$0

Number of Staff:

2 per day (but is open to anyone who wants to participate)

**Elementary/Middle (incoming grades 1-5)**

Dates: (Full Week/Monday-Friday)

July 11- 15

July 18 - 22

July 25 - 28

Hours:

8:00 a.m.-12:00 p.m.

Offered:

ELA/MATH/Outdoor Activities/STEM

Possible Field Trip(s) and/or onsite Enrichment

Number of Students:

150 (30 per grade)

Cost per student:

\$100 deposit (sliding scale-refundable if attend)

Number of Staff:

2 teachers per grade (10)

2 IAs

2 Administrators

***Under Consideration: A weekly Social Skill Group for targeted students (grades incoming 5-8)***

*Dates:*

*TBD*

*One day per week*

*Hours:*

*10:00 a.m. – 12:00 p.m. (gr 4 and 5)*

*1:00 a.m.--3:00 p.m. (gr 6 and 7)*

*Offered:*

*Social Skills and SEL*

*(student maybe part of other programming too)*

*Number of Students:*

*24 (12 for each session/grade span)*

*Cost per student:*

*\$0*

*Number of Staff:*

*2 RBT staff*

**Total Cost:** Approximately \$55,000 (most of which is unbudgeted)





# 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 Minutes

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

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

**Meeting ID:** 945 9680 0263 **Passcode:** 784667

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

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

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

### **Mission Discussion**

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

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

### **Latin & French Discussion**

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

*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)

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

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

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

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

### **College & Career Counseling**

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

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



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

### **Summer School**

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

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

### **Calendar Update**

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

No additional questions were raised. Ms. Vernon motioned to adjourn the meeting, which was adjourned at 9:45 a.m.

#### List of Documents Provided:

- Mission Discussion
- Graduation Requirements
- College & Career Process  
Presentation
- Summer Programming/Credit  
Recovery Document

*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.*