



Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

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Board of Trustees Meeting Agenda- DIGITAL MEETING

Wednesday, December 14, 2022, 6:00 p.m.

<https://akfcs-org.zoom.us/j/93271775908?pwd=NkJGZmdzbG10MkRONkcxbjhOVzNJQT09>

Webinar ID: 932 7177 5908 Passcode: 649085

By phone: +13092053325 Webinar ID: 932 7177 5908

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Board of Trustees Meeting Agenda- DIGITAL MEETING

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<https://akfcs-org.zoom.us/j/93271775908?pwd=NkJGZmdzbG10MkRONkcxbjhOVzNJQT09>

Webinar ID: 932 7177 5908 **Passcode:** 649085

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- I. Call to Order- Mr. Patrick Royce, Chair
- II. Attendance Recorded
- III. Faithfulness to the 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 November 30, 2022
 - a. **Motion:** To approve the November 30, 2022, meeting minutes
- V. Executive Director Report- Ms. Heidi Paluk
- VI. Committee Updates
 - a. Education Committee- Ms. Amy Vernon
 - b. Governance Committee—Mr. Patrick Royce
- VII. Strategic Planning Focus Group- Ms. Melanie Rivera, Breaker 28
- VIII. Timely Topics as Identified by the Chair and/or ED
- IX. Upcoming Board/Committee Meeting(s):
 1. Board of Trustees
 - a. Wednesday, January 25, 2023
 2. Education Committee
 - a. Friday, February 10, 2023
 3. Facilities & Finance Committee
 - a. Friday, December 16, 2022
- X. Adjournment



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Board of Trustees Meeting Minutes- DRAFT

Wednesday, November 30, 2022, 6:30 p.m.

<https://akfcs-org.zoom.us/j/97921985148?pwd=d1pKdDdIZzhNkwrDitOWXVRaythQT09>

Webinar ID: 979 2198 5148 Passcode: 675337

By phone: +13017158592 Webinar ID: 979 2198 5148

The meeting was called to order by Mr. Patrick Royce, Chair, at 6:30 p.m. The attendance was recorded and is attached.

Mr. Royce read the Abby Kelley Mission Statement and noted no public comments or old business.

Ms. Vernon noted an edit to the minutes, which were noted for correction. Mr. Royce asked for a motion to accept the October 26, 2022, meeting minutes. Ms. Zagabe-Ndiku made the Motion, and Ms. Yarnie seconded it. Mr. Royce performed a roll call, and the minutes were approved unanimously.

Guest Speakers

Melanie Rivera-Breaker 28

Ms. Rivera provided a brief overview and presentation of the work she will be doing with the Board members as part of the Strategic Planning process. Ms. Rivera noted that along with gathering data, she will give a draft strategic concept paper to Board members by May. Ms. Rivera also shared the timeframe of different deadlines during the project and explained that the charter renewal recommendations will be incorporated into the design, with the final plan being presented no later than July. The Board focus group for the Strategic Plan will take place at the December 14th Board meeting.

Ms. Roberta Brien- WBDC

Ms. Brien presented the plans of the Worcester Business Development Corporation (WBDC) for the nearly acquired St. Gobain property to the Board. Ms. Brien shared that WBDC applied for a grant for a portion of the St. Gobain property. During an inspection, two (2) small sections of soil and groundwater contamination was discovered in the four-hundred (400) building series (across from the High School). Due to the way the groundwater flows, there is no risk of migration with Abby Kelley, according to Ms. Brien. It was noted that DEP was notified, and regular monitoring and testing were being done to ensure no changes. During debris removal, the area would be fenced, and appropriate steps would be taken to contain contaminated materials. Ms. Brien stated that communication would be consistent with the administration to provide necessary accommodations to the school.

Ms. Brien spoke on the issue of the floodplain—most of the property boundary—where the school and St. Gobain property was located. The cause has not been determined yet. An engineer hired by WBDC will conduct



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a floodplain study to help find a solution. Ms. Brien also indicated that other sources of funding are being sought should they not be successful in receiving the grant that was applied for. Part of the future construction will make privately owned streets public; WBDC will work with the school and neighbors to discuss safer routes and propose options for buses for the pick-up and drop-off of students. St. Gobain would remain an active property manufacturer on a smaller portion of their footprint and requested that any future area developers be compatible with their uses. Because of this, no housing developments or additional educational or recreational facilities would be built. It was also noted that developers would still have to adhere to EPA and DEP regulations.

Ms. Brien explained regular community and separate schools. meetings would be held to address concerns, and the developer would be introduced once hired. Mr. Royce noted the need for semi-annual updates on the work progress.

Board members requested further clarification from Ms. Paluk about the hiring of environmental and legal consultants to assist with representing the interests of Abby Kelley; Ms. Paluk, Executive Director, also spoke on the strategic plan project that would be done with Breaker28, noting the importance of diversity, equity, and inclusion to the project. Ms. Paluk assured the Board of her confidence in Ms. Rivera and looked forward to the project beginning.

Executive Director Report

Ms. Paluk shared that recently our students showed great examples of giving back to the community. Nine hundred (900) canned goods were collected for donations from the middle school, Kindergarten students enjoyed Friendsgiving, and 50 full baskets were created by the high school students. It was also noted that Giving Tuesday produced some donations from new donors. The Baritone acapella student group will perform on Friday night at City Hall for the Festival of Lights, and all were invited. DEI meetings were held in November, and a call for new members is being sent to the community.

Ms. Paluk spoke on the new charter school proposal, Worcester Cultural Charter School, which is being proposed for the community. Last week a meeting with all three (3) local charter school leaders and a Charter School Association Representative was held in an effort to be more collaborative. Ms. Paluk also spoke on the possibility of anti-charter school conversations and noted she is stressing the importance of choice for families. It was pointed out that a public hearing will occur at Quinsigamond Community College Friday, 12/9.

Committee Updates

Education Committee

iReady data was the primary focus during the Education meeting, noting the comparable data in Math and ELA across the schools. Ms. Vernon, Education Committee Chair, also spoke on the breakdown of the data by demographics. She noted a number of students in the not reported section and explained that this was due to these students either being in Kindergarten or new to Abby Kelley, with no demographic data yet in the system. Kindergarten students are considered 100% on grade level, regardless of needs or performance, as there is no grade before the first test in the Fall of Kindergarten. It was also stated that racial categories were absent because they were unavailable in the system at the time.

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



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Ms. Vernon spoke on the current policy that does not provide accommodations for testing for special education students within the school and how that may or may not be affecting the iReady reading levels between the Special Education and General Education students. Cohort data was also presented for grades three (3), five (5), and seven (7). Math scores were also reviewed, and MTSS plans were being reviewed and implemented to assist students who were not scoring on grade level. Attendance data was reviewed, showing a deviation from Abby Kelley's exceptional attendance rates due to the mandated requirement to be out being out a certain number of days during Ovid.

Facilities & Finance Committee

Ms. Zagabe-Ndiku reported tuition revenue as being over budget due to the tuition coming in higher than expected. It was also noted that Federal Grant funding is over budget due to an unexpected grant being received. Salaries are currently under budget as there is open positions within the district. The restructuring of the Finance department was currently underway to maximize efficiency, and staff training was taking place.

The Massachusetts School of Facilities Professionals Conference was held recently in Worcester, and our Facilities Director and Maintenance Technician attended. They made connections with different vendors and attended workshops. It was also noted that a new snow removal team, VIP Landscaping, had been hired for the next three (3) years.

The IT department has been providing insurance for Chromebook repairs to parents to assist with damages. It was noted that forty-five (45) new projectors were installed in the schools, and a secondary internet provider was being installed to plan for any network outages that may happen.

Executive Director Goals

Mr. Royce called for a motion to approve the 22-23 Executive Goals, as presented at last month's meeting. Ms. Zagabe-Ndiku made the motion, and Mr. Beaudry seconded it. A roll call was taken, and the Board members voted unanimously to approve.

Mr. Royce called for a motion to adjourn the meeting. Ms. Zagabe-Ndiku made the motion, and Mr. Beaudry seconded it. A roll call was taken, and the Board members voted unanimously to adjourn the meeting at 8:45 p.m.



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Education Committee Meeting Agenda-DIGITAL MEETING

Friday, December 9, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/99397896241?pwd=MGZmL1krRFpQV2N2UEthVmVMUTAvZz09>

Meeting ID: 993 9789 6241 **Passcode:** 004936

By phone: +19292056099 **Meeting ID:** 993 9789 6241

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the November 10, 2022, Meeting Minutes
 - a. **Motion:** To approve the November 10, 2022, Meeting Minutes
- IV. Discipline Data Presentation- Mr. Rob Kerr
- V. Increasing needs in Elementary School Students- Ms. Kelley Gould, Ms. AnnMarie Little
- VI. Enrollment Updates- Ms. AnnMarie Little
- VII. Principal Updates- Ms. Kelly Gould, Ms. Shelly Hinds, Mr. Chris Kursonis
- VIII. Timely Topics as Identified by the Chair and/or ED
- IX. Upcoming Education Committee Meeting(s):
 - a. Friday, February 10, 2023
 - b. Friday, March 10, 2023
- X. Adjournment



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Education Committee Meeting Minutes-DRAFT

Thursday, November 10, 2022, 8:00 a.m

<https://akfcs-org.zoom.us/j/91064368232?pwd=dDFzMkp1VnpXT3lkN2M1YmdrNlhMZz09>

Meeting ID: 910 6436 8232 **Passcode:** 570600

By phone: +1 646 931 3860 **Meeting ID:** 910 6436 8232

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

Ms. Vernon noted minor edits for correction and requested a motion to approve the October 14, 2022, meeting minutes with corrections. The motion was made by Ms. Zagabe-Ndiku and seconded by Ms. Vernon. The minutes were approved unanimously.

Looking at Academic Data

iReady Fall Data

The data presented by Ms. Regan reflected the Fall 2022 year data for reading and math in kindergarten through 8 (eight). It was noted that while there was a decrease in reading and math scores, this was comparable to the city of Worcester and the state of MA. Demographics were also discussed, showing no large difference between male and female student data and no substantial difference between English Learners and General Education Students. Four-year trends showed low scores in the Fall of 2021, after a year of Hybrid and Remote learning due to the pandemic, comparable with Worcester and the state.

Discussions took place about accommodations, and it was noted that Abby Kelley gives I-ready tests without them. This was a district decision a few years ago to obtain baseline data on students with disabilities or those with EL services and how they could test without accommodations.

Ms. Regan noted that action plans using the MTSS process were being created and restructured to ensure all student needs. This would include individual student reviews and progress monitoring, along with teachers and interventionists reviewing the data.

Dibels Data

Ms. Regan provided a brief overview of Dibels and noted that it is considered a screener and progress-monitoring tool that helps sort and identify students who need support or do not. Ms. Blumberg explained that Dibels was an individual and quick assessment that is timed, and it was noted that while Dibels was new to staff this year at AKF, the program has been in around for years and was previously used in the Elementary school. Teachers and other team leads are learning how to interpret the information and data and how it relates to iReady data. Dibels also uses different language regarding student scores: intensive, strategic,



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and core. Once all students were rostered in the Dibels database, various reports would be pulled, and growth scores would be evaluated.

Attendance Data

Mr. Kerr presented a four-year trend in attendance rates and noted a drop in attendance in 2021-2022. Mr. Kerr explained that the increased absences were due to Covid restrictions and protocols that required students to be out for ten days or more if positive.

Mr. Kerr stated that to combat chronic absenteeism, after ten days (10) of missing school, parents are asked to come in for a meeting. Saturday school and attendance buybacks are offered to students, and tardy detentions are also resuming this year. Students are allowed five (5) tardies a month, although that does not apply to students who were late due to the bus company. No credit was received for a class if the student was absent for twenty-two days or more for half-year or full-year classes. It was pointed out that the attendance rate is currently at ninety-six (96%) to ninety-seven percent (97%).

Principal Updates

High School

Mr. Kursonis gave his report on the High School: First Quarter Grades would be sent out soon to parents. All Fall Sports, besides football, were finished. Mr. Kursonis explained that any student failing one or more classes would not be eligible to try out for Winter Sports such as Basketball or Cheerleading. It was also noted that winter sports would begin the Monday after Thanksgiving and that clubs were up and running.

Elementary School

Ms. Gould gave her report on the Elementary School: Four hundred eighty students attended a Railers game for a field trip, allowing them to be out in the community. Parent Teacher Conferences were scheduled for November 21st and 22nd, where report cards would be discussed with families with any questions or concerns. Work was being done to update curricular resources and report cards so that it was clear and concise to families. Implementing interventions with integrity and progress monitoring was the moment's focus, along with using data and identifying areas of student needs. Professional development was also a priority; teachers identified areas they felt needed more instruction.

Middle School

Ms. Hinds gave her report on the Middle School: The new administrative assistant for the middle school began this week, Lilibeth Borges, and has been doing a fantastic job. Normal behavior was addressed, and students were held accountable for choices made during the school day. Communication with families has increased to keep everyone aware of the happenings. Classroom observations have begun, with Ms. Hinds explaining that this would allow for necessary conversations and professional development.



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Update to Academic Year Calendar

Recently released MCAS dates show that a half day initially planned for Abby Kelley would need to be changed to allow testing. March 29, 2023, would now be a full day, and the half-day would be moved to March 22, 2023.

Ms. Vernon called for a motion to adjourn the meeting. Ms. Zagabe-Ndiku made the motion, and Ms. Vernon seconded it. The meeting was adjourned at 9:47 a.m.

AKF 2021/2022 Suspension Data

<u>Student Group</u>	<u>Students</u>	<u>Students Disciplined</u>	<u>% 1 Day</u>	<u>% 2 to 3 Days</u>	<u>% 4 to 7 Days</u>	<u>% 8 to 10 Days</u>	<u>% > 10 Days</u>
All Students	1,447	43	1.0	0.6	0.9	0.3	0.2
English Learner	230	4					
Low income	1,021	32	1.2	0.5	1.0	0.3	0.2
Students w/disabilities	209	11	1.4	1.4	1.4	1.0	0.0
High needs	1,142	35	1.1	0.5	1.0	0.3	0.2
Female	774	15	0.9	0.4	0.4	0.1	0.1
Male	673	28	1.0	0.9	1.5	0.4	0.3
Amer. Ind. or Alaska Nat.	5						
Asian	45	0					
Afr. Amer./Black	788	20	0.6	0.6	1.0	0.0	0.3
Hispanic/Latino	299	15	1.7	1.0	1.0	1.0	0.3
Multi-race, Non-Hisp./Lat.	79	3					
Nat. Haw. or Pacif. Isl.	1						
White	230	5					

Source: <https://profiles.doe.mass.edu/statereport/ssdr.aspx>

Suspension Rates AKF, STATE and WORCESTER comparison

	All	Black	Hispanic	White	Female	Male	High Needs	Students w/ Disabilities	Low Income
AKF	2.8	2.5	4.3	2.0	1.8	3.9	2.8	4.8	2.8
STATE	4.6	6.2	4.9	2.1	2.2	4.0	4.6	5.8	5.2
WORCESTER	4.8	3.7	5.5	3.5	3.5	5.2	4.8	7.4	5.1



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Education Committee Meeting Minutes- DRAFT

Friday, December 9, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/99397896241?pwd=MGZmL1krRFpQV2N2UEthVmVMUTAvZz09>

Meeting ID: 993 9789 6241 **Passcode:** 004936

By phone: +19292056099 **Meeting ID:** 993 9789 6241

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

Ms. Vernon noted minor edits for correction and requested a motion to approve the November 10, 2022, meeting minutes with corrections. The motion was made by Ms. Yarnie and seconded by Ms. Vernon. The minutes were approved unanimously.

Discipline Data Presentation

The data presented by Mr. Kerr explained the different discipline measures taken at each school and provided an overview of the offenses. There were 43 students disciplined, as reported to DESE on June 22. Of those, 23 were one-time offenders, 14 had two offenses, and 6 has three or more incidents. Mr. Kerr noted that fifty (50) percent of suspensions were due to physical altercations. When discipline issues were broken down school, the high school had twenty-two (22), the middle school had twelve (12), and the elementary school had nine (9). It was also explained that this was the trend of physical aggression was similar to what was seen across the state, as an eleven (11) percent increase was noted.

Mr. Kerr explained that all the data was broken down and compared to the state and Worcester. It was noted that Abby Kelley was below the state in every category. It was also explained that Abby Kelley was in the bottom $\frac{1}{3}$ among all comparisons, including the state, Worcester, and other charter schools. A decrease in physical altercations was being seen as student communication increased.

Interventions and resources for suspended students and their families were discussed. Ms. Yarnie noted that issues in the home could be the reason for their actions and emphasized the need for behavioral health referrals. Proactive approaches were being taken with students to identify a problem before it started. Each case would be different, but it was explained that school counselors, behavior specialists, and clinicians all work together to address the issues at home.

The ability and reasons for out-of-school suspensions has recently changed in the state, making it difficult to suspend a student. Other measures must be attempted with the student before being able to suspend them; therefore, a drop in numbers was expected across the state. In-House suspensions were currently being



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done only in middle school, and it was explained that family support was one of the main driving forces behind this decision. Students would not have the support needed at home, and it was determined that it would be better to be in school to benefit from the time taken to reflect and grow from their decision.

Increasing Needs in Elementary School Students

Ms. Gould spoke about the increasing number of behavioral and social-emotional needs in students and the increasing number of students on the autism spectrum, especially in Kindergarten.

Ms. Gould explained that due to the increasing needs of the incoming new students, the elementary school is working to create programming to support those needs. There have been students placed in smaller classrooms with support as the team established programming to increase school readiness skills in identified classrooms which include behavioral supports. Many departments, including special education and counseling, will be in use more to address the students' high needs. The increasing mental health needs of students as young as kindergarten were also discussed, increasing the demands needed at the elementary school.

Enrollment Updates

Three hundred and ninety (390) applications were currently submitted, with one-hundred and fifty (150) for kindergarten, fifty-five (55) for grade one, sixty-three (63) for grade two, twenty-six (26) for grade three, forty-one (41) for grade four, thirty-three (33) for grade five and twenty-two (22) for grade six. It was pointed out that there was a slight increase in waitlist declines as parents enrolled their children in other schools and parents hadn't wanted to withdraw them mid-year, not something we typically see.

Principal Updates

Middle School

The leadership committee, made up of grade six and seven students, collected toys for a toy drive and also hosted a bingo event with families that over ninety people attended. The Winter concerts for strings, band, and chorus would be taking place next week. Basketball and musical tryouts also took place for students. The first progress-monitoring round for MTSS was completed, and students were being evaluated for possible removal from interventions and placement back into the classroom. Formal observations for teachers were conducted as part of the evaluation process and to identify areas for professional development.



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High School

Updates were provided on the different sports and tryouts taking place. It was noted that the football season was over, with the last game on Thanksgiving, and cheer tryouts took place. The high school concert was a great success, and students would go to another MICA Festival in March to perform.

Elementary School

Ten students were able to participate in "Shop with a Cop," where they were awarded \$250 to teach them about spending not only on themselves but also on the ones they care for. The students went to Target in police cruisers, and Target provided dinner to the student's families. The first round of clubs ended, and students could participate in musicals and cooking classes. The book fair sold almost \$7,000 in books, and thanks was given to staff for their assistance.

Ms. Gould explained that sixteen percent (16%) of kindergarten students, fifteen percent (15%) of grade 1 students, thirty (30%) of grade 2, and twenty-three percent (23%) of grade 3 were in an intervention. It was noted that data was currently being evaluated to ensure that students were moved into proper groups and given appropriate interventions. It was also stated that report cards were being redesigned to facilitate a better understanding of them for parents and easier accessibility. Parent-teacher conferences saw an 89% attendance rate, and families could see how their students performed.

Timely Topics as Identified by the Chair and/or ED

Ms. Paluk stated that the culture survey would go out to families and staff in the next few hours, and the data would be analyzed once received. Ms. Paluk also noted that she would draft a document with talking points that would allow Board members to be on the same page if asked to speak on the new charter school proposal.

Ms. Vernon called for a motion to adjourn the meeting. Ms. Zagabe-Ndiku made the motion, and Ms. Vernon seconded it. Roll call was taken, and the committee members voted unanimously to adjourn the meeting at 9:05 am.



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Governance Committee Meeting Agenda-DIGITAL MEETING

Tuesday, December 13, 2022, 9:00 a.m.

<https://akfcs-org.zoom.us/j/97326738695?pwd=cU1YWC8rWGZrcW9Oc0dBSnJEUHo5dz09>

Meeting ID: 973 2673 8695 Passcode: 097005

By phone: +1 305 224 1968 US Meeting ID: 973 2673 8695

- I. Welcome
- II. Attendance Recorded
- III. Mission/Vision Statement of the Governance Committee

“ The Abby Kelley Foster Governance Committee is responsible for ensuring Board adherence to the Bylaws and reviewing governance structures and practices of the Board of Trustees and its Committees. ”

- IV. Revision of the policy on comments to the Board
- V. Training/onboarding for current & new board members
- VI. Recruitment of new board members
- VII. Potential Candidate- Mr. Noah Ligeti
- VIII. Upcoming Governance Committee Meeting(s):
 - a. March 3, 2023
 - b. June 2, 2023
- IX. Adjournment



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Governance Committee Meeting Minutes- DRAFT

Friday, September 19, 2022, 10:00 a.m.

<https://akfcs-org.zoom.us/j/91629707856?pwd=SnFqZUdYcDBhVGt5OTBSb2FKeFIWZz09>

Meeting ID: 916 2970 7856 **Passcode:** 271924

By phone: +19292056099 **Meeting ID:** 916 2970 7856

- I. Welcome
- II. Attendance Recorded
- III. Vision/Mission Statement of the Governance Committee

a. Motion: To Approve the Governance Committee Vision/Mission Statement as presented.

“ The Abby Kelley Foster Governance Committee is responsible for ensuring Board adherence to the Bylaws and reviewing governance structures and practices of the Board of Trustees and its Committees. ”

The final draft of the mission statement was presented to the members for a vote. Mr. Royce requested a motion to approve the mission statement. Ms. Zagabe-Ndiku made the motion, and Ms. Blue seconded it. The Board members voted unanimously to approve the mission statement.

- IV. Identifying Candidates for the Board of Trustees

Committee members discussed the current process for the addition of new Board members. The committee members also discussed the skill sets currently needed on the Board, such as an attorney and someone in higher education. It was noted that at the next Education meeting, feedback would be obtained about who they think would be ideal for joining the Board in terms of higher education. It was also stated that other ways of recruitment would be examined to expand the board member job description to the community.



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Mr. Royce also wanted to add two additional Board members by December 2022. The job posting was suggested to be shared but not currently on LinkedIn, as Mr. Royce originally suggested.

V. Board Leadership/Succession

Mr. Royce stated that making recommendations for officers every year should be the job of the Governance committee. It was also noted that future chairperson recommendations should come from the Governance committee. Fellow committee members also agreed with Mr. Royce.

VI. Adjournment

Mr. Royce called for a motion to adjourn the meeting. Ms. Blue made the motion, and Ms. Zagabe-Ndiku seconded it. The meeting was adjourned at 11:15 a.m.

Current Policy

All proposed changes to the current policy are highlighted in yellow.

The Board welcomes public comment on matters within its purview. Accordingly, the Board makes available a maximum 30-minute period at its regular meetings for persons in the audience to address the Board for no longer than 3 minutes. Written material of any length may be submitted. Preference will be given to persons who seek to address the Board on specific agenda items for the upcoming Board meeting. Agendas for upcoming Board meetings are generally posted five days prior to the meeting on the Abby Kelley Foster Charter Public School website. Persons wishing to speak are strongly encouraged to submit their request before the day of the meeting; contact information is provided below. Preference will be given to those who submit requests by 5:00 p.m. on the Friday preceding the regular Wednesday meeting.

If time permits, the Chair will allow members of the public who have not contacted the Board in advance to speak in the public comment period; those individuals must sign in prior to the start of the meeting. The Chair may limit the number of speakers due to time constraints and may increase or reduce the time allocated per speaker. While there is no requirement to submit comments in writing, a speaker who elects to do so should submit 6 copies of their comments prior to or at the meeting for distribution to Board members.

EducationBoardPartners

great boards. great schools.

Bylaws member requirements:

- 1.
- 2.
- 3.

Recruitment priorities:

- 1.
- 2.
- 3.

Board Composition and Recruitment Matrix

This tool will automatically calculate board composition and help you determine recruitment needs. Simply place a "1" (one) in all relevant boxes starting in Column D, and move through both the

Current Members and Prospective Members sections

Skills/Competencies

Current Members					
1	2	3	4	5	6
Patrick Royce	Bibiche Zagabe-Ndiku	Shelly Yarney	Celia Blue	Amy Vernon	Adam Beaudry
Place additional notes here as needed					
2	0	Administrative			1
3	0	Financial management	1	1	
2	1	Nonprofit Governance & Leadership		1	
1	1	Management		1	
1	0	Education			1
0	0	Facilities/Real Estate			
0	1	Curriculum Development			
1	0	Grant Writing			1
0	2	Instructional Practices			
1	0	School District			1
0	0	Marketing			
2	0	Parent Relations		1	
1	0	Community Outreach		1	
0	0	Fund Development, business development			
0	1	Communications & Marketing			
0	0	Legal			
1		Accounting			1

1		Banking/finance	1					
0	0	HR/Personnel						
2	0	Program Planning & Evaluation			1		1	
1	0	Strategic Planning			1			
1	0	Graphic Design		1				
0	0	Community Development						
1	0	Policy/Advocacy			1			
1	0	Racial Equity & Inclusion			1			
0	0	Volunteer Management						
0	0	Facilitation, Education and Training						
0	0	Fundraising						
2	0	Event Management		1	1			
0	0	Other:_____						

Social/Relationship Capital

Place additional notes here as needed

Pl

Current:	With Prospectives:							
0	0	Access to potential individual donors						
0	2	Access to philanthropic donors						
0	0	National organizations in education						
1	0	Regional organizations in education					1	
0	2	Geography/Neighborhood 1						
0	0	Geography/Neighborhood 2						
0	0	Geography/Neighborhood 3						
0	0	Geography/Neighborhood 4						
0	1	Geography/Neighborhood 5						
3	0	Membership on other boards/associations	1	1				1
2	2	Corporate sector	1					1
2	0	Nonprofit sector		1	1			
0	0	Government sector						
0	0	Government: Legislators						
1	0	Government: State Agencies (Ex. DH, DOC, etc.)			1			
0	0	Government: Local						

0	0	Goverment: Judiciary						
0	0	Philanthropy						
1	0	Religious/Faith-based Organizations		1				
0	0	Neighborhood Organizations						
2	0	Parents & Families		1			1	
0	0	Legal Communities						
0	0	Other:_____						

Qualities/Politics/Values			Place additional notes here as needed					
Current:	With Prospectives:							
4	0	Availability/capacity to work	1	1			1	1
1	0	Team building/bridger			1			
1	0	Anti racism, racial equity analysis			1			
0	0	Generative thinker						
2	0	Strategic thinker			1			1
1	0	Mission passion/connection					1	
0	0	Financial contributor						
2	0	Strong communicator	1	1				
0	0	Other:_____						

Personal Demographics			Place additional notes here as needed					
Current:	With Prospectives:							
3	0	Female		1	1		1	
2	0	Male	1					1
0	0	Transgender/gender non-conforming						
0	0	LGBTQ						
2	0	African-American		1	1			
0	0	Latinx						
3	0	White/Caucasian	1				1	1
0	0	Asian						
0	0	Native American						

0	0	Pacific Islander						
0	0	Undocumented						
1	0	Immigrant		1				
0	0	Age 18-29						
4	0	Age 30-49	1		1		1	1
1	0	Age 50-64		1				
0	0	Age 65+						
0	0	Other:_____						

Committee Membership			<i>Place additional notes here as needed</i>					
Current:	With Prospectives:							
2	0	Governance	1	1				
3	0	Finance	1	1				1
3	0	Ed Committee		1	1		1	
1	0	DEI			1			
0	0	Strategic Planning (ad hoc)						
0	0	Development/Fundraising						
0	0	Other:_____						

	Year Joined	2014					2022
	Term Expires	2023					2025

[Charter School Board of Trustees Training](#)

Area	Requirement	Timeline
Open Meeting Law	<p>Upon joining a board of trustees, new members must review and complete a certification of receipt of three Open Meeting Law materials:</p> <ul style="list-style-type: none"> • Open Meeting Law, G.L. c. 30A, §§18–25 • Open Meeting regulations, 940 CMR 29.00 • The Guide to the Open Meeting Law 	Trustees must certify receipt of Open Meeting Law materials within two weeks of joining the board.
Financial disclosure	<p>Trustees must file a financial disclosure form annually with (1) the State Ethics Commission, (2) the Department of Elementary and Secondary Education, and (3) the city or town clerk wherein the charter school is located.</p> <p>Statute: M.G.L. Chapter 71, §89(u)</p>	Trustees must file the disclosure within 30 days of becoming a member of the board of trustees, by September 1 of each year thereafter, that the person is a member of the board and by September 1 of the year after the person ceases to be a member of the board.

Conflict of Interest – Summary	<p>As special state employees, trustees must annually review and provide written acknowledgment of a summary of the Commonwealth's Conflict of Interest Law:</p> <p>Summary of Conflict of Interest Law for State Employees</p> <p>Statute: M.G.L. Chapter 268A §27</p>	<p>Trustees must review and provide written acknowledgment within 30 days of becoming a member of the board and on an annual basis thereafter.</p>
Conflict of Interest – Training	<p>Every two years, trustees must complete an online training program on the Commonwealth's Conflict of Interest Law:</p> <p>Conflict of Interest Law Online Training Program</p> <p>Statute: M.G.L. Chapter 268A §28</p>	<p>Trustees must complete the training within 30 days of becoming a member of the board and every 2 years thereafter.</p>

Noah A. Ligeti

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Profile

Seder & Chandler, LLP, Worcester, MA

Associate, Civil Litigation Practice, November 2015 – December, 2022

Litigation experience includes trying two-week jury trial in Worcester Superior Court as co-counsel, conducting direct and cross examination of witnesses. Draft and successfully argue various motions in limine, fully participate in litigation strategy and witness preparation. Conduct appeal hearings and examine witnesses before the Department of Unemployment Assistance (“DUA”) as well as appearances before MCAD. Represent clients in mediation and alternative dispute resolution. Routinely conduct oral arguments at motion hearings, including those for summary judgment, in the District, Superior, Probate, and Housing Courts. Draft and respond to written discovery and manage extensive document production. Take and defend depositions of parties and non-parties. Draft numerous briefs and legal memoranda, including several summary judgments and motions to dismiss.

Career Highlights

- Successfully argued for dismissal of negligence count against large commercial landlord in summary judgment hearing in Worcester Superior Court.
- Negotiate and draft client-friendly complex settlement agreement allowing institutional client to avoid protracted litigation and recover possession of dental equipment valued at several million dollars.
- Obtain \$850,000.00 real estate attachment in Worcester Superior Court.
- Obtain judgment for possession and rent in commercial eviction bench trial.
- Successfully argued for the dismissal of two counter claims against a wrongful termination/c.151B plaintiff through the state's Anti-SLAPP statute. The Superior Court authorized an award of attorney's fees.
- Successfully argued for dismissal of tortious interference and U.C.C. claims against local bank in summary judgment hearing in Worcester Superior Court.
- Present numerous webinars to various local organizations and associations, including Corridor 9/495 Regional Chamber of Commerce. Practice areas include commercial litigation, employment/labor law, landlord-tenant law, personal injury, and assisting municipal clients.

Core Competencies

- Enthusiastic and effective courtroom advocate
- Issue identification and risk analysis
- Developing litigation strategy
- Strong legal writing skills
- Creative problem solver
- Personable and empathetic
- Enthusiasm for creative negotiation
- Strong legal research skills

Reported *Liu v. Royale Care, Inc., et al.*, Mass Lawyers Weekly, April 8, 2018. Successfully
Decisions: argued Anti-SLAPP motion to dismiss all counterclaims against plaintiff and third party.

Keches Law Group, Taunton, MA

Law Clerk, April 2014 – July 2015; Legal Resident, January – April 2014

Licensed to Practice Law in Massachusetts, June 2015 and Federal District Court of Massachusetts, April, 2021.

Education

University of New Hampshire School of Law, Concord, NH

J.D., May 2014

Internships: **Worcester County District Attorney, Central District Court Unit**, Worcester, MA
Student Prosecutor, Summer 2013

Worcester County District Attorney, Asset Forfeiture Unit, Worcester, MA
Intern, Summer 2012

Somerset/Kennebec County District Attorney, Skowhegan, ME
Intern, January 2011

American Civil Liberties Union of Massachusetts, Worcester, MA
Intern, Summer 2010

Colby College, Waterville, ME

B.A., History, May 2011

Honors: Advanced Level Certificate in Spanish Language and Culture

Study Abroad: Universidad de Salamanca, Salamanca, Spain, Sept. 2007 – Dec. 2007

Community Involvement

Trustee, Worcester County Law Library Trust, February 2021 to present

Review budget request items, assist in managing finances of organization.

Leadership Worcester, Class of 2018

Admitted to a one year leadership training program developed and supported by the Worcester Regional Chamber of Commerce. Issues discussed include public policy, economic development, education and sustainability in central Massachusetts.

Recognitions

U.S. News, Best Lawyers, “Ones to Watch”, 2023 (Personal Injury Litigation- Plaintiff)

Super Lawyers, Massachusetts “Rising Stars”, 2022

U.S. News, Best Lawyers, “Ones to Watch”, 2022 (Personal Injury Litigation- Plaintiff)

U.S. News, Best Lawyers, “Ones to Watch”, 2021 (Personal Injury Litigation- Plaintiff)

Proficient in Spanish. Avid Sailor and Alpine Skier.



Abby Kelley BOT Data-Gathering Questions

Purpose

These questions aim to garner the BOT's perspective on the current state of AKFCS and where they'd like to see it go in the future.

Mission Statement

Current Mission Statement
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.

Current Mission/Vision Statement/Strategy

1. Where do you think AKFCS is most effective or operating in the most fidelity to its mission? In what areas, if any, is AKFCS less effective or deviating (even slightly) from its mission?
2. When you think of the future that AKFCS is working to create, what do you envision? How will your community and region be different because AKFCS exists?
3. What are the strengths and limitations of the current mission and vision of Abby Kelley as it relates to the demographics and locations you serve? Where is it meeting the moment for your region, staff, students, and families? What changes would you propose or areas to explore might make it more a fit for what you perceive the future of the organization will be?
4. Based on what you know about the needs of students and families in Massachusetts, what is AKFCS' best and highest contribution to the educational ecosystem in your region? What populations are you uniquely positioned to

reach and serve? What types of academic challenges are you best able to meet? What, if any, areas does AKFCS *not* have comparative advantage? What kinds of areas or focus populations are being served better via other schools?

Families and Students

5. What is your current understanding of how well Abby Kelley meets the needs of existing families and students? How do you know? What features about your program, or characteristics of your staffing or schools contribute to this success or non-success?
6. If an Abby Kelley family chose to leave for a different school in your area, where would they most likely enroll? Why? What concrete differences exist between AKFCS and these peer schools?
7. As you envision the future of AKFCS, what shifts do you imagine will happen in the population you serve? (students, families, etc) What factors do you believe will drive these shifts?

Resources

8. What is the current state of Abby Kelley's financial resourcing and infrastructure (facilities, IT, etc)? Where are you confident the school has what it needs? Where are you concerned?
9. As you look toward the future of Abby Kelley, what shifts in resourcing and infrastructure are needed to achieve your mission? What barriers do you see to getting those additional resources and changes to your infrastructure?

Student Experience and Programs

10. From your Board of Trustees perspective, what is the value proposition Abby Kelley provides families in the early grades, middle school, and high school? (They might be different) What student experience do families hope to experience by choosing AKFCS? Is this different for families from different races or nationalities?

11. What is the perception (or what you've heard about) Abby Kelley's curriculum and instruction model, school culture, and/or programming? What, if any, gaps exist between what families expect and what they're receiving? Between what students expect and what they are receiving?

Operations and Systems

12. How well do AKFCS's financial and operational (HR, IT, etc) systems work day-to-day in helping the school to meet its mission? From your perspective, if there are strengths, what are they? If there are gaps, what are they?
13. As you look to the AKFCS you envision in the future, what will be different about the Operations and Systems in the building day-to-day? How would they better meet the needs of staff, teachers, and students?

Learning and Transformation

14. How well does Abby Kelley currently learn and adapt to better meet its mission? (Give examples where you can). If this is not a strength, what factors hold AKFCS back?
15. As you look to the AKFCS you envision in the future, what will be different about how AKFCS learns and adapts to better meet its mission? In practical terms, what mechanisms would need to be in place for that to happen?

Culture with H.E.A.R.T. (for these questions, imagine the AKFCS of the future we're envisioning together)

16. Equity is the condition that exists when no one is more or less likely to succeed at AKFCS based on their race, gender, or other dimension of difference. With that definition in mind, what do you think a culture that values equity looks like at AKFCS?
17. When you think about the sense of psychological safety AKFCS staff, teachers, and leaders feel day-to-day - their ability to speak up and raise tough feedback, to innovate and take risks in the service of student learning, and to admit mistakes without fear of unduly harsh criticism - what comes to mind? What are your hopes/wishes for the school in that regard?

18. When you think about the skills the AKFCS team and its leaders will have in the future around building, keeping and restoring trust, what comes to mind? What are your hopes/wishes for the school in that regard?