



Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

Education Committee Meeting Agenda- DIGITAL MEETING

Thursday, February 16, 2023, 8:00 a.m.

<https://akfcs-org.zoom.us/j/98647263514?pwd=MHZsNmduRXFIZjZkdG5GejlQRXhFdz09>

Meeting ID: 986 4726 3514 Passcode: 946445

By phone: 98647263514 Meeting ID: 986 4726 3514

- I. Call to Order- Ms. Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the December 9, 2022, Meeting Minutes
 - a. Motion: To approve the December 9, 2022, Meeting Minutes
- IV. Charter Renewal- Ms. Heidi Paluk, Executive Director
- V. Fall SEL Data Presentation- Dr. Caroline Cole
- VI. Wellness Policy- Ms. Alisha Carpino
- VII. Principal Updates - Ms. Kelly Gould, Ms. Shelly Hinds, Mr. Christopher Kursonis
- VIII. Timely Topics as Identified by the Chair and/or ED
- IX. Upcoming Education Committee Meeting
 - a. Friday, March 10, 2023
 - b. Thursday, April 6, 2023
- X. Adjournment



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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 violations, 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 growing needs of the incoming new students, the elementary school is working to create programming to support those needs. Students have been placed in smaller classrooms with support as the team established programming to increase school readiness skills in identified classrooms, including 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; students would go to another MCAA 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.



ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL

SUMMARY OF REVIEW

Worcester, MA
February 2023

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
Phone: (781) 338-3227
Fax: (781) 338-3220



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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ABOUT THE CHARTER SCHOOL RENEWAL PROCESS

The charter school regulations state that “the decision by the Board [of Elementary and Secondary Education] to renew a charter shall be based upon the presentation of affirmative evidence regarding the faithfulness of the school to the terms of its charter, including the extent to which the school has followed its recruitment and retention plan and has disseminated best practices in accordance with M.G.L. c. 71, § 89(dd); the success of the school's academic program; and the viability of the school as an organization” 603 CMR 1.11(2). Consistent with the regulations, recommendations regarding renewal are based upon the Department of Elementary and Secondary Education’s (Department) evaluation of the school’s performance in these areas. In its review, the Department has considered both the school’s absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter. Performance is evaluated against both the [Massachusetts Charter School Performance Criteria](#) (Criteria) and the school’s Accountability Plan.

The charter renewal process begins when a charter school submits to the Department an Application for Renewal of a Public School Charter (Application for Renewal). After the Department has determined the Application for Renewal is complete, the Department works with the school to schedule a renewal inspection.

The renewal inspection provides the Department with current information about the school’s performance relative the Criteria. The Criteria outline expectations for charter school performance in three areas of accountability: faithfulness to charter, academic program success, and organizational viability. The length and scope of the renewal inspection varies depending on the school’s age, size, location, status (conditions or probation), and/or past performance. All renewal inspections collect evidence that is required for a renewal determination as outlined by G.L. c. 71, § 89(dd). Department staff may conduct the renewal inspection, or the Department may contract with an independent organization to conduct the renewal inspection. For more details about the renewal inspection, see the [Charter School Renewal Inspection Protocol](#).

The Summary of Review (SOR) summarizes the school’s performance over the five-year charter term, reflecting evidence compiled throughout the charter term from sources such as annual reports, site visit reports, and state assessment results. See *Appendix E: Sources of Evidence* for more details. The SOR incorporates descriptions of evidence gathered during the renewal inspection.¹ The renewal inspection team prepares these descriptions, and they are included in the gray shaded boxes in the body of the report.² The SOR highlights evidence for six Criteria aligned with the statutory requirements for charter renewal outlined by M.G.L. c. 71, § 89(dd): Criterion 1: Mission and Key Design Elements; Criterion 2: Access and Equity; Criterion 3: Compliance; Criterion 4: Dissemination; Criterion 5: Student Performance; and Criterion 9: Governance. The SOR also includes evidence related to other Criteria assessed during the renewal inspection.

¹ The renewal inspection for Abby Kelley Foster Charter Public School was conducted by SchoolWorks on September 14, 2022.

² Descriptions of evidence gathered during the renewal inspection constitute the renewal inspection report referenced in 603 CMR 1.11.

SCHOOL OVERVIEW

SCHOOL PROFILE

Abby Kelley Foster Charter Public School (AKFCPS)			
Type of Charter	Commonwealth	Location	Worcester
Regional or Non-Regional	Regional	Districts in Region	Auburn, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston, Worcester, and Wachusett Regional
Year Opened	1998	Year(s) Renewed	2003, 2008, 2013, 2018
Maximum Enrollment	1,426	Current Enrollment	1,422 ³
Chartered Grade Span	K-12	Current Grade Span	K-12
Students on Waitlist	603 ⁴	Current Age of School	25
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.			

SCHOOL HISTORY

- Abby Kelley Foster Charter Public School (AKFCPS) received its charter and opened in 1998, serving 533 students in grades K through 5. The school added one grade each year, reaching the original chartered grade span during the 2006-07 school year.
- The school's board of trustees initially contracted with Advantage Schools, Inc. for its educational and organizational management. The school terminated its contract with the company in May 2001.
- In April 2006, the Board of Elementary and Secondary Education (Board) approved an amendment to increase the school's maximum enrollment from 1,176 to 1,426 students beginning in September 2007.
- In January 2022, the Board approved an amendment to add Wachusett Regional School District to the school's charter region and to remove Holden.
- The school's board of trustees oversees the executive director, who in turn oversees the director of finance and operations; the director of facilities; the director of government relations, special education, and enrollment; the director of technology; the principal for grades K through 3; the principal for grades 4 through 7; the principal for grades 8 through 12; the director of English as a second language; the director of guidance and counseling services; and the director of development. The director of government relations, special education, and

³ This is the number as of October 1, 2022. Source: [Profiles](#)

⁴ This is the number as of March 15, 2022, as reported in the [Massachusetts Charter School Waitlist Initial Report for 2022-23](#).

Abby Kelley Foster Charter Public School
Summary of Review

enrollment oversees the special education team chair, the special education administrative assistants, and the special education teachers and staff. The principals at each level oversee the curriculum coordinators, the assistant principals, and the general education teachers and staff.

- In June 2020, the school's board of trustees appointed an interim executive director after the executive director resigned. The board appointed the interim executive director as executive director in February 2022.
- The school implements the International Baccalaureate (IB) Diploma Programme for students in grades 11 and 12.
- The school has three campuses: one serving grades K through 3, one serving grades 4 through 7, and one serving grades 8 through 12.
- The school received a Core Criteria Site Visit in 2021, during the school's 23rd year of operation.

DRAFT

STUDENT DEMOGRAPHICS

Enrollment by Race/Ethnicity (2022-23) ⁵	
Race/Ethnicity	Percentage of Student Body
African American	55.4
Asian	2.9
Hispanic	21.6
Native American	0.4
White	14.3
Native Hawaiian, Pacific Islander	0.1
Multi-Race, Non-Hispanic	5.3

Selected Populations (2022-23) ⁶	
Title	Percentage of Student Body
First Language not English	68.0
English Language Learner	18.0
Low-income	58.9
Students with Disabilities	11.7
High Needs	70.7

⁵ Source: [Profiles](#)

⁶ Source: [Profiles](#)

EXECUTIVE SUMMARY OF SCHOOL PERFORMANCE

Massachusetts Charter School Performance Criteria		
Faithfulness to Charter		Rating ⁷
Criterion 1: Mission and Key Design Elements <i>Throughout the charter term, AKFCPS has been faithful to its mission and has implemented its key design elements. AKFCPS reported that it met a majority of the goals in its Accountability Plan.</i>		● Meets
Criterion 2: Access and Equity <i>AKFCPS seeks to ensure access to the program and equity for all students eligible to attend the school. The school provides information to the public regarding non-discriminatory enrollment practices and the availability of special education and English learner education programs. The school provides translated materials in multiple languages, including the most prevalent languages in the district where the school is located. The school has been mostly successful in recruiting a demographically comparable population and has been successful in retaining students.</i> <i>During the charter term, the school's rates of in-school and out-of-school suspension were consistently at or below the third quartile for all comparison schools</i>		● Meets
Criterion 3: Compliance <i>AKFCPS is in compliance with program requirements as determined by the Tiered Focused Monitoring Review. AKFCPS is in compliance with regulations as determined by the Office of Civil Rights. AKFCPS is out of compliance with state statute regarding teacher qualifications.</i>		Not Rated ⁸
Criterion 4: Dissemination <i>During the charter term, AKFCPS disseminated best practices to other public schools in its district and across the state.</i>		● Meets
Academic Program Success		
Criterion 5: Student Performance⁹	2022 Accountability Percentile:	64
Organizational Viability		
Criterion 9: Governance <i>Throughout the charter term, members of the AKFCPS board have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.</i>		● Meets

⁷ Rating Key:

- **Exceeds:** The school fully and consistently meets the criterion and is a potential exemplar in this area.
- **Meets:** The school generally meets the criterion and/or minor concern(s) are noted.
- **Partially Meets:** The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.
- **Falls Far Below:** The school falls far below the criterion and/or significant concerns are noted.

⁸ Due to the number of items required for a public school and charter school to be in compliance with state and federal regulations and guidance, the Department does not rate this category as a composite.

⁹ Due to the COVID-19 pandemic, the Department has not implemented all aspects of the statewide accountability since 2019. The Department did not issue accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The Department also did not issue accountability determinations in 2021. In 2022, the Department produced some of the information associated with annual accountability determinations, including school accountability percentiles. Further information about 2022 data is found [here](#).

FINDINGS

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS	
The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its Accountability Plan goals.	● Meets

Finding: Throughout the charter term, AKFCPS has been faithful to its mission and has implemented its key design elements.

- The school's mission 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." During a visit in Year 23 and during the renewal inspection, team members found evidence of the school operating in a manner that is faithful to its mission. The school offers International Baccalaureate (IB) level coursework, implements a music curriculum, embeds character virtues in different aspects of school life, and engages families through regular communication and a wide variety of events. Evidence gathered and reviewed as part of the renewal inspection is described in further detail below.
- The school has four key design elements: academic excellence/International Baccalaureate Programme; musical competence; character formation; and parent involvement. During a visit in Year 23 and during the renewal inspection, team members found each of these being implemented with fidelity. In addition to offering IB level coursework, the school participates in a consortium of IB schools for the purpose of strengthening instructional practices; the school offers a music curriculum for all students in grades K through 12 and creates opportunities for students to engage in many music-based performances throughout the year; the school seeks to instill ten character virtues by integrating them in classes for students in grades K through 8 and by incorporating a community service requirement for students in grades 9 through 12; and the school engages with families by offering workshops and other events, including a back-to-school block party. Evidence gathered and reviewed as part of the renewal inspection is described in further detail below.

Evidence gathered and reviewed as part of the renewal inspection:

All school stakeholders share a common understanding of the school's mission as outlined in its charter.

- Board members, administrators who oversee multiple campuses, school administrators, and teachers consistently referred to four parts of the school's mission statement: academic excellence, musical competence, character development, and partnering with students' parents. Stakeholders provided specific examples of ways in which the school demonstrates commitment to the mission, including implementing the International Baccalaureate Programme (IB), providing students with opportunities to participate in musical performances, focusing on the whole child through attention to social-emotional learning,

and holding parent workshops and special events, such as a virtual breakfast for parents to celebrate students' accomplishments.

The school operates in a manner that is faithful to its mission and implements the key design elements (KDEs) outlined in its charter. In describing how the mission is realized in the operation of the school, stakeholders described aspects of all KDEs articulated in the school's Accountability Plan. Evidence of the school's implementation of each KDE is discussed below.

Academic excellence/International Baccalaureate Programme (KDE 1)

- The school's Application for Renewal describes and administrators who oversee multiple campuses reported that the school established the International Baccalaureate (IB) program as a primary means to foster academic excellence for students in grades 10 and 11. The Application for Renewal indicates that an average of 68 percent of juniors and seniors take at least one IB course. Administrators who oversee multiple campuses added that they have begun to focus on using the program to guide and support instruction throughout all grade levels, rather than just grades 10 and 11. Teachers described this expansion of the IB focus as well, adding that they structure their curriculum for all students so that it culminates in IB-level coursework.
- The school's Application for Renewal and 2021-22 Annual Report state and teachers reported that the school participates in a consortium of IB schools, the Guild of International Baccalaureate Schools (GIBS) of the Northeast, meeting four times per year with teachers from other schools that implement IB. Teachers stated that they visit each other's schools, work together on instructional planning, and meet to discuss best practices.

Commented [AL1]: Should say 11 and 12

Commented [AL2]: Should be 11 and 12

Commented [AL3]: Should be 11 and 12

Musical competence (KDE 2)

- The school's Application for Renewal outlines the requirements related to musical competence across all grades that the school serves. Specifically, students in kindergarten and grade 1 learn to be tuneful, beatful, and artful through the First Steps in Music curriculum. Students in grades 2 and 3 begin the development of musical structures and theory, learning about musical notation and applying what they learn. Students in grades 4 through 12 participate in a General Music and Ensemble Performance curriculum that supports students in engaging in musical activities that encourage creativity, critical thinking, and reflection, among other skills. Teachers also described the robust music program at the school, adding that many student assemblies are music-based, and that recently music teachers have partnered with social emotional learning teachers to create projects and posters for students that combine these two areas.
- The Application for Renewal indicates that musical performances are an integral piece of the school's music program. The application explains that performances provide every student with the opportunity to engage in the music making process. Board members and administrators who oversee multiple campuses noted that because of the COVID-19 pandemic, recent performances have been virtual. They stated that these virtual performances were encouraging for students and their families during the pandemic.

Character formation (KDE 3)

- The school's Application for Renewal lists ten character virtues: responsibility, honesty, respect, kindness, self-discipline, fairness, perseverance, friendship, trustworthiness, and

citizenship. Board members, administrators who oversee multiple campuses, school administrators, and teachers all referred to these virtues when describing the school's approach to character formation. The renewal inspection team observed the character virtues posted in classrooms and hallways throughout the school buildings. Administrators who oversee multiple campuses stated that the school wants the character virtues not to be just words that are posted on the walls, but that they expect students and staff to exemplify the virtues in the way they approach their work and interact with each other. School administrators and teachers echoed this sentiment and added that in grades 4 through 12, there is a monthly recognition of students who exemplify a chosen virtue, which aligns to the description provided around such recognition in the school's Application for Renewal. Administrators reported that students look forward to this recognition and receive incentives such as a dress-down day or a pizza party. Teachers added that this practice has just begun in grades K through 3 as well.

- The Application for Renewal states that character education is integrated into classes in grades K through 8, with specific books being used to introduce monthly character values. Teachers confirmed that instruction incorporates readings that focus on the virtues. The Application for Renewal indicates that in grades 9 through 12, the character education program focuses on community service and indicates that the school requires students to complete 50 hours of service to graduate. The school's 2021-22 Annual Report reiterates this requirement and indicates that the graduating class of 2022 succeeded in meeting it.

Parent involvement (KDE 4)

- The school's Application for Renewal indicates and board members and administrators who oversee multiple campuses reported that partnering with parents is a priority for the school. The Application for Renewal outlines and teachers described numerous activities that the school invites parents to attend, including back to school nights, parent teacher organization meetings, parent advisory council, literacy night, math night, IB information sessions, workshops on how best to support students, a cultural night hosted by the English as a second language (ESL) department, and parent/teacher meetings. Administrators who oversee multiple campuses, school administrators, and teachers stated that the school is hosting a back-to-school block party this year for the first time. Board members reported that the school regularly sends newsletters to parents and seeks to involve students' families in extracurricular sports activities.

Finding: AKFCPS reported that it met a majority of the goals in its Accountability Plan.

- AKFCPS's approved Accountability Plan sets goals for the school's current charter term and includes 6 objectives and 15 related measures. Charter schools endeavor to meet the Accountability Plan goals by the end of the charter term. AKFCPS reported that it met 12 out of 15 goals. The school reported that it met both goals related providing students with an excellent education by implementing the International Baccalaureate Programme. The school reported that it met all three goals related to providing teachers and staff with opportunities to engage in effective professional development. The school reported that it met both goals related to providing students with access to an excellent music program. The school reported that it did not meet any of the three goals related to supporting parents as partners in their child's education due to the COVID-19 pandemic. The school reported that it met both goals related to students modeling the school's character virtues. The school reported that it met all three goals

related to dissemination. Please see *Appendix A: Accountability Plan Performance* for more details.

CRITERION 2: ACCESS AND EQUITY	
The school ensures access and equity for all students eligible to attend the school.	● Meets

Finding: AKFCPS seeks to ensure access to the program and equity for all students eligible to attend the school. The school provides information to the public regarding non-discriminatory enrollment practices and the availability of special education and English language education programs. The school provides translated materials in multiple languages, including the most prevalent languages in the district where the school is located.

- The school has received approval from the Department for its Recruitment and Retention Plan for the 2022-23 school year. The 2022-23 Recruitment and Retention Plan includes enhanced strategies to recruit groups of students for which the school does not enroll a comparable population. A school's Recruitment and Retention Plan is required to include enhanced strategies to recruit and retain students if the school was not successful the prior year in recruiting and retaining a comparable population.
- The school provides sufficient information to the public regarding non-discriminatory enrollment practices and the availability of specialized programs and services at the school to meet the needs of students with disabilities and English learners. The school's website and application for admission include a non-discrimination statement and information about the availability of programs and services at the school to meet the needs of students with disabilities and English learners.
- The school provides translated materials for families whose first language is not English. The school is located in a district where at least ten percent of students are English learners. Spanish, Twi, and Vietnamese are the most prevalent¹⁰ language(s) besides English. The school's website can be translated into multiple languages, including Spanish, Twi, and Vietnamese. The school provides the application for admission in multiple languages, including Spanish, Vietnamese, Arabic, Twi, and Portuguese.

Finding: The school has been mostly successful in recruiting a demographically comparable¹¹ population and has been successful in retaining students.

¹⁰ According to 603 CMR 1.05, "A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district's total enrollment."

¹¹ A school's enrollment of a particular group is determined to be comparable if the percentage is equal to or greater than the Comparison Index, a figure derived from data of students who reside within the charter school's sending district(s). The Comparison Index is explained in further detail [here](#). Please note that although comparisons between student group enrollment data for a charter school and data other public schools in a geographic area can provide some information regarding comparability of student populations, the data are presented for reference only and primarily to determine trends for the charter school itself and to guide further inquiry. The student group composition of a charter school is not required to be a mirror image of the schools in its sending districts and region. The Department urges caution in drawing any conclusions about schools and districts regarding comparability of student group populations based on aggregate statistics alone. Enrollment of students in traditional public schools differs significantly from enrollment of students in charter schools.

Abby Kelley Foster Charter Public School
Summary of Review

- Enrollment of students with disabilities was below narrowing targets¹² in 2019 through 2022.
- Enrollment of English learners was above gap narrowing targets in 2019 and 2020 and above the Comparison Index in 2021 and 2022.
- Enrollment of students in the low-income group¹³ was above the Comparison Index in 2019 through 2022.
- Attrition rates¹⁴ were consistently below the third quartile for all students and for students in the high needs group in 2019 through 2022.
- Stability rates¹⁵ were consistently above the first quartile in 2019 through 2021 for all students and for students in the high needs group.
- Please see the [Charter Analysis and Review Tool \(CHART\)](#) and [Profiles](#) for more information.

In the tables below, percentages that meet Department expectations are highlighted in green, while percentages that do not meet Department expectations are highlighted in red.¹⁶

Recruitment

Students with Disabilities (Percent Enrolled)				
	2019	2020	2021	2022
AKFCPS	12.0	12.3	12.1	13.3
Comparison Index	13.2	14.0	14.0	14.3
Gap Narrowing Target	13.1	13.3	13.5	14.0

English Language Learners (Percent Enrolled)				
	2019	2020	2021	2022
AKFCPS	9.9	11.0	13.7	15.5
Comparison Index	15.8	15.3	13.5	13.6
Gap Narrowing Target	9.6	10.6	11.6	12.6

¹² Gap narrowing targets are provided for schools where enrollment is below the Comparison Index. Gap narrowing targets are explained in further detail [here](#).

¹³ In 2021, the Department changed the criteria for identifying students in the economically disadvantaged student group and renamed the student group as low-income. The new criteria are explained in further detail [here](#).

¹⁴ Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year.

¹⁵ Stability rates measure how many students remain in a school throughout the school year.

¹⁶ With respect to recruitment, percentages at or above the Comparison Index or gap narrowing target are highlighted in green; those below the gap narrowing target are highlighted in red. With respect to attrition, percentages at or below the third quartile are highlighted in green; those above the third quartile are highlighted in red. The third quartile is the middle number between the median and the highest number for all comparison schools. With respect to stability, percentages at or above the first quartile are highlighted in green; those below the first quartile are highlighted in red. The first quartile is the middle number between the smallest number and the median of all comparison schools. Comparison schools include all of the public schools in the charter school's district or region (if the school is a regional school) that serve at least one grade level of students that overlaps with the grade levels served by the charter school.

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Economically Disadvantaged (2018-2021)/ Low-Income (2022) (Percent Enrolled)				
	2019	2020	2021	2022
AKFCPS	37.7	38.7	48.0	68.9
Comparison Index	36.5	37.5	39.2	47.3
Gap Narrowing Target	33.4	34.1	34.8	40.3

Retention

All Students (Percent Attrition)				
	2019	2020	2021	2022
AKFCPS	4.0	4.9	4.0	5.8
Median	8.2	7.3	7.9	10.2
Third Quartile	14.2	14.5	9.6	17.4

High Needs (Percent Attrition)				
	2019	2020	2021	2022
AKFCPS	3.0	4.1	3.4	5.8
Median	9.6	9.9	7.6	11.4
Third Quartile	13.8	13.9	9.5	17.6

All Students (Stability Rate Percentage)			
	2019	2020	2021
AKFCPS	97.1	95.8	97.4
Median	93.8	94.6	94.9
First Quartile	88.8	91.8	93.3

High Needs (Stability Rate Percentage)			
	2019	2020	2021
AKFCPS	96.5	95.4	97.5
Median	91.3	93.0	94.2
First Quartile	87.1	89.6	92.7

Finding: During the charter term, the school's rates of in-school and out-of-school suspension were consistently at or below the third quartile for all comparison schools.

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In the tables below, percentages that meet Department expectations are highlighted in green, while percentages that do not meet Department expectations are highlighted in red.¹⁷

Please note that median and third quartile figures are not yet available for 2022.

In-School Suspension (Percentage)				
	2019	2020	2021	2022
AKFCPS	0.2	0.3	0.0	0.4
Median	0.4	0.0	0.0	-
Third Quartile	1.8	0.6	0.0	-

Out-of-School Suspension (Percentage)				
	2019	2020	2021	2022
AKFCPS	2.4	1.7	0.0	2.8
Median	1.2	0.0	0.0	-
Third Quartile	3.7	2.3	0.0	-

Discipline rates for student groups that are higher than the discipline rate for all students are highlighted in red in the table below.

2021-22 Student Discipline Data Report ¹⁸¹⁹					
Student Group	Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1,447	43	0.4	2.8	0.0
English Learner	230	4			
Low Income	1,021	32	0.5	2.8	0.0
Students with Disabilities	209	11	1.4	4.8	0.0
High Needs	1,142	35	0.5	2.8	0.0
Female	774	15	0.1	1.8	0.0

¹⁷ Percentages at or below the third quartile are highlighted in green; those above the third quartile are highlighted in red. The third quartile is the middle number between the median and the highest number for all comparison schools. Comparison schools include all of the public schools in the charter school's district or region (if the school is a regional school) that serve at least one grade level of students that overlaps with the grade levels served by the charter school.

¹⁸ Source: [Profiles](#)

¹⁹ Data in this report are suppressed (cells are blank) for a variety of reasons. More information about the data may be found [here](#).

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Male	673	28	0.7	3.9	0.0
American Indian or Alaska Native	5				
Asian	45	0			
African American/Black	788	20	0.3	2.5	0.0
Hispanic/Latino	299	15	1.0	4.3	0.0
Multi-race, Non-Hispanic/Latino	79	3			
Native Hawaiian or Pacific Islander	1				
White	230	5			

CRITERION 3: COMPLIANCE	
The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public charter schools.	Not Rated ²⁰

Finding: AKFCPS is in compliance with program requirements as determined by the Tiered Focused Monitoring (TFM) Review.

- The Department's Office of Public School Monitoring conducted a [Tier 1 TFM review at AKFCPS in March 2021](#). Tier 1 reviews are conducted at schools where data points indicate no concerns with compliance and performance outcomes. The outcome of the visit was zero findings in special education and civil rights.
- The Department's Office of Language Acquisition conducted a [Continuous Improvement and Monitoring Plan \(CIMP\) mid-cycle review at AKFCPS in March 2021](#). The purpose of the visit was to follow up on findings in ELE identified during an earlier visit in 2014. The outcome of the visit was zero findings in English learner education.

Finding: AKFCPS is in compliance with regulations as determined by the Office of Civil Rights.

- The [Office of Civil Rights \(OCR\)](#) at the U.S. Department of Education investigated a complaint regarding disability discrimination at the school. In February 2018, the OCR found the school's website to be out of compliance under Section 504 and Title II because it was inaccessible to people with certain disabilities. AKFCPS took steps set out in two resolution agreements (February and April 2018) to resolve the issues and school met the requirements outlined in the agreements by February 2019.

Finding: AKFCPS is out of compliance with state statute regarding teacher qualifications.

²⁰ Due to the number of items required for a public school and charter school to be in compliance with state and federal regulations and guidance, the Department does not rate this category as a composite.

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- Per state statute (Acts of 2002, c. 218, § 24), English as a second language (ESL) instruction must be delivered by a licensed ESL teacher. As of the date of the renewal inspection, 1 (out of a total of 6) teachers providing ESL instruction to English learners did not have an ESL license.

CRITERION 4: DISSEMINATION	
The school provides innovative models for replication and best practices to other public schools in the district where the charter school is located.	● Meets

Finding: During the charter term, AKFCPS disseminated best practices to other public schools in its district and across the state.

The school's Application for Renewal and annual reports from the charter term indicate that AKFCPS engaged in a variety of dissemination activities during the charter term.

- Throughout the charter term, the school hosted professional development sessions for the Guild of International Baccalaureate Schools and shared best practices on implementing the IB curriculum.
- In 2018 through 2021, the school disseminated best practices related to supporting diverse learners through the Response to Intervention model with school administrators from central Massachusetts.
- In 2018 through 2021, the elementary school principal met monthly with the principal of the Nelson Place School in Worcester. The school shared best practices for coordinating student support programming and special education services.
- In 2018-19, the school presented at the Department's Dissemination Fair to schools across the state about best practices for encouraging attendance and improving MCAS performance.
- In 2019-20, the school's music director co-taught a summer course at Boston University called Empowering Songs: Social Justice Through Music and Art.
- In 2020-21, the school shared best practices related to family engagement with Medford Public Schools and Southeastern Regional Vocational-Technical Schools.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE ²¹		
The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system.	2022 Accountability Percentile:	64

²¹ Due to the COVID-19 pandemic, the Department has not implemented all aspects of the statewide accountability since 2019. The Department did not issue accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The Department also did not issue accountability determinations in 2021. In 2022, the Department produced some of the information associated with annual accountability determinations, including school accountability percentiles. Further information about 2022 data is found [here](#).

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The purpose of the statewide accountability system is to provide clear, actionable information about school performance. The accountability indicators used for each school depend on the grades served. Following is summary information for AKFCPS for 2019 through 2022, the first four years of the charter term. More detailed information related to student performance is included in [Profiles](#).

Overall Classification

Through 2019, Massachusetts districts and schools with sufficient data were classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. In 2022, the Department did not publish determinations of each district's and school's need for assistance or intervention. This aspect of the traditional state accountability system will be reconsidered for future accountability reporting cycles.

Overall Classification
2019
Not requiring assistance or intervention: Substantial progress toward targets Cumulative Progress Toward Improvement Targets: 68%

Accountability Percentile

An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that administer similar assessments, and is calculated using up to two years of data for all accountability indicators.

Accountability Percentile	
2019	2022
75	64

Next-Generation MCAS Tests

Next-Generation MCAS tests were given in English language arts and mathematics in grades 3 through 8 starting in 2017. Starting in 2019, Next-Generation MCAS tests were also given in science in grades 5 and 8 and in English language arts and mathematics in grade 10. Starting in 2022, Next-Generation MCAS tests were given in science²² in high school.²³ Scaled scores for all Next-Generation MCAS tests range from 440 to 560. Students meet expectations in the scaled score range of 500 to 529 and exceed expectations in the scaled score range of 530 to 560.

²² Further information about the transition to Next-Generation MCAS tests in science and technology/engineering may be found [here](#).

²³ Grade 10 science and technology/engineering (STE) results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results.

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Next-Generation MCAS Tests								
Grade and Subject	2019				2022			
	Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score		Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score	
	School	State	School	State	School	State	School	State
Grades 3-8 English Language Arts	49	52	499.4	501.2	34	41	490	494
Grades 3-8 Mathematics	40	49	495.9	499.2	24	39	486	493
Grades 5 & 8 Science and Tech/Eng	34	48	492.6	498.6	28	42	488	495
Grade 10 English Language Arts	65	61	507.5	506.2	61	58	505	503
Grade 10 Mathematics	52	59	505.2	505.1	42	50	499	501
Grade 10 Science and Tech/Eng					58	47	505	499

Composite Performance Index

The Composite Performance Index (CPI) is a 100-point index that serves as a measure of the extent to which all students are progressing toward proficiency. When all students score Proficient or Advanced on the legacy MCAS assessment, the CPI is 100. The legacy MCAS assessment is being phased out, and CPI is reported only for science in grade 10.

Composite Performance Index				
Grade and Subject	2019		2022	
	School	State	School	State
Grade 10 Science	95.8	89.1	89.5	83.0

Student Growth Percentile

The Department uses Student Growth Percentiles (SGPs) to measure how a group of students' achievement has grown or changed over time. SGPs are reported separately for ELA and mathematics. SGPs are generated based on student performance on statewide assessments. In general, SGPs in the range of 1 to 39 are associated with lower growth, SGPs in the range of 40 to 60 are associated with typical growth, and SGPs in the range of 61 to 99 are associated with higher growth.

Student Growth Percentile		
Grade and Subject	Next-Generation MCAS	
	Average SGP	
	2019	2022
Grades 3-8 English Language Arts	51.4	49
Grades 3-8 Mathematics	51.3	50
Grade 10 English Language Arts	55.0	58
Grade 10 Mathematics	70.1	48

Graduation and Dropout Rates

The 4-year graduation rate is the percentage of students in an annual cohort who graduate with a regular high school diploma within four years.

4-Year Graduation Rate (Percent Graduated)			
	2019 cohort	2020 cohort	2021 cohort
AKFCPS	97.6	95.4	98.8
Statewide	88.0	89.0	89.8

The 5-year graduation rate is the percentage of students in an annual cohort who graduate with a regular high school diploma within five years. Data for the 2020 cohort is the most recent available because it includes students in that cohort who graduated as late as 2021.

5-Year Graduation Rate (Percent Graduated)		
	2019 cohort	2020 cohort
AKFCPS	97.6	96.6
Statewide	90.1	91.0

Dropout rates are reported for high school students who drop out of high school.

Dropout Rate (Percent Dropout)			
	2019	2020	2021
AKFCPS	0.3	0.3	0.0
Statewide	1.8	1.6	1.5

CRITERION 6: PROGRAM DELIVERY

The school delivers a high quality academic program that meets the needs of all students.

Key Indicator 6.2: Instruction

The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning.

Evidence gathered and reviewed as part of the renewal inspection.²⁴

Most observed instruction reflected high expectations for students.

- Team members observed instruction that reflected high expectations in 27 out of 32 classrooms. In these classrooms, teachers clearly communicated high standards for student work and reinforced the expectation that students can meet high standards through effective effort. For example, in one classroom, students were not allowed to opt out of instruction; each student had to share their work with the class. In another classroom, the teacher required students to use academic language to describe a model being used for the lesson. In yet another classroom, the teacher circulated around the room as students worked on an assignment, giving specific feedback to students on their work and asking students to explain their approach to the activity. Finally, in one classroom, as students discussed their understanding of a text, the teacher required them to cite evidence from the text to support their thinking.
- Team members observed instruction that did not reflect high expectations in 5 out of 32 classrooms. In these classrooms, teachers demonstrated basic academic expectations but enforced them inconsistently (e.g., teachers did not hold all students to the expectations) or ineffectively (e.g., teachers did not hold students to high standards for work). For example, in several of these classrooms, the teacher did almost all the talking, and many students did not attend to the instruction or engage in the lesson activity.

Most observed classroom environments were conducive to learning.

- Team members observed classroom environments that were conducive to learning in 28 out of 32 classrooms. These classrooms provided a safe physical and intellectual environment and allowed students to communicate and develop relationships with both teachers and peers. For example, in one classroom, the team observed evidence of positive relationships between students and the teacher, noting respectful, kind, and warm interactions. In another classroom, the teacher demonstrated respect for students by asking permission before examining each student's work. In all of these classrooms, there were clear procedures for learning activities and for transitions between activities. For example, in one classroom, students were instructed to put away materials using a verbal countdown, and students were able to transition into the next part of the lesson within one minute. Finally, teachers in these

²⁴ The renewal inspection team gathered evidence related to a subset of the elements included in *Key Indicator 6.2: Instruction*.

classrooms employed positive narration to reinforce appropriate academic behaviors (e.g., “I love how [student name] is already reviewing the problem and noticing the key words.”).

- Team members observed classroom environments that were not conducive to learning in 4 out of 32 classrooms. In these classrooms, the learning environment was not a safe intellectual environment where students were supported in taking academic risks, and behaviors that interfere with learning were not prevented. For instance, in one classroom, the teacher called on a student to respond to a question; the student said they did not know the answer, but the teacher kept repeating the question until the student finally mumbled an (incorrect) answer, then put their face in their hands for the next several minutes. In another classroom, students chatted with each other frequently while the teacher was trying to deliver the lesson; the teacher had to stop instruction multiple times to try to redirect students’ behavior but was unable to gain their attention.

The renewal inspection team observed some examples of instructional practices reflecting cultural proficiency.

- Prior to the renewal inspection, school administrators indicated that team members should see examples of the following instructional practices that the school believes reflect cultural proficiency: respectful interactions and relationship-building on an individual level, equity of student voice (i.e., all students included in the lesson), students working with diverse partners, and integration of students’ cultures, experiences, and interests into lessons. During the renewal inspection, school administrators added that while the curriculum currently includes a great deal of material focusing on Western civilization, the school is making attempts to diversify curriculum materials by adding more global, non-Western resources. Administrators who oversee multiple campuses added that the school’s focus on the whole child, particularly through their student support model, pushes school administrators, teachers, and other staff to consider individual student needs.
- During the renewal inspection, teachers reported that they seek to have instruction reflect cultural proficiency in several ways. For example, teachers indicated that they use a variety of texts during instruction that reflect the cultural diversity of their students, emphasizing that their aim is to ensure that students can see their own experiences represented every day. Teachers stated that they are mindful of cultural proficiency in the way they approach their interactions with students throughout the day (e.g., greeting students in the hallways, asking about and using the name that students prefer, clarifying the pronoun that each student identifies with, etc.).
- During classroom observations, the renewal inspection team observed mostly respectful interactions between staff and students and among students. For example, in one classroom, the teacher leaned close to a student to ask how the student’s brother was feeling. In another classroom, the teacher verbally reminded the class of the expectation that as they work in their small groups, they need accept the contributions and work of their peers in the group. The renewal inspection team observed a few instances when students were asked to bring their own experiences to bear during the lesson. For instance, in one classroom students shared their own life experiences in relation to the lesson topic. The renewal inspection team did not observe students discussing or commenting on the importance of working with people of diverse backgrounds or incorporating perspectives from a variety of experiences.

Key Indicator 6.4: Supports for All Learners

The school has a proactive system to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success.

Evidence gathered and reviewed as part of the renewal inspection:

The school has a proactive, data-based system to effectively identify students' strengths and needs for academic, behavioral, and social-emotional development.

- According to a written description of the system of supports for all learners provided by the school, i-Ready is administered three times per year as a universal academic screener in reading and mathematics in grades K, 1, 2, 3, 4, 5, 6, 7, and 8. In addition, classroom-based quizzes, tests, and projects are also used as universal screeners. Administrators who oversee multiple campuses, school administrators, and teachers confirmed the use of these assessments, adding that students in K, 1, 2, 3, 4, and 5 also complete DIBELS assessments to measure reading progress and students in grades K, 1, and 2 complete other phonics screeners. School administrators reported that the school does not administer universal academic screeners to students in grades 9 through 12 but that staff review academic, behavior, and attendance data monthly.
- Administrators who oversee multiple campuses, school administrators, and teachers reported that the school uses a social-emotional survey three times per year through the Panorama platform to measure students' skills and current state in areas such as self-management, growth mindset, and emotional regulation. They indicated that teachers complete this survey as an observational screener for students in grades K, 1, and 2, while students in grades 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 complete the survey on their own. Administrators who oversee multiple campuses added that the school also uses teacher observations and student referrals to assess students' social-emotional and behavioral strengths and needs and to monitor students' progress in these areas over time.

The school implements a tiered support model that addresses the strengths and needs of all students.

- The written description of the system of supports for all learners provided by the school lists several Tier 1 academic supports are provided to all students. The document describes a staffing structure that includes reading and mathematics intervention teachers, a reading specialist, a mathematics coach, and technology support staff who provide support to all students. Administrators who oversee multiple campuses, school administrators, and teachers referred to staff members in these positions, and described a support block built into the schedule for all students ("What I Need" or WIN block), during which students can receive academic or social-emotional support. For example, social-emotional skills are taught during this time using research-based programs for students in grades K through 8 (Responsive Classroom and Second Step). School administrators and teachers named additional in-class supports, including differentiation techniques, modeling of content-area reading strategies, and utilization of multiple learning modalities and instructional tools.

- Administrators who oversee multiple campuses and teachers reported, and a review of the school's District Curriculum Accommodation Plan (DCAP) confirmed, that the school employs a multi-tiered system of support (MTSS) process to identify and monitor students potentially in need of Tier 2 and Tier 3 academic and behavioral or social-emotional interventions. Administrators who oversee multiple campuses explained that the process centers on four diagnostic cycles per year, beginning toward the end of September, in which a team of teachers, counselors, and interventionists discuss students who may need additional academic, social-emotional, or behavioral supports. Administrators who oversee multiple campuses and teachers stated that these meetings are facilitated by assistant principals or curriculum coordinators, and that they review data such as i-Ready scores, classroom assessments, and teachers' anecdotal observations and then determine specific interventions. Administrators who oversee multiple campuses and teachers added that these interventions are implemented, usually by teachers or support staff, and progress is monitored by the team between the diagnostic cycles, in roughly four-to-six-week periods.
- Several Tier 2 and Tier 3 interventions were outlined in the written description of the system of supports for all learners provided by the school and were described by administrators who oversee multiple campuses, school administrators, and teachers. Tier 2 academic supports include small group and pull-out instruction conducted by reading and mathematics specialists for students in grades K through 5; i-Ready online reading support, IXL intervention support in reading and mathematics, and the Just Words for English language arts intervention for students in grades 6 through 8. Tier 2 social-emotional and behavioral supports include group counseling around topics such as social skills, relationships, and social awareness; lunch bunch; check-in/check-out; and individual counseling. Administrators who oversee multiple campuses described Tier 3 interventions for reading, such as Wilson Reading and the Orton-Gillingham program, as well as after-school tutoring. Administrators who oversee multiple campuses added that to provide Tier 3 social-emotional and behavioral interventions, the school employs a licensed mental health counselor who specializes in trauma-informed counseling and sometimes connects students and families to a local non-profit mental health service provider.
- Team members observed teachers in 24 out of 32 classrooms implementing instructional practices to meet the academic needs of all students. In these classrooms, teachers provided instructional tools such as graphic organizers and manipulatives to support student learning. For example, in one classroom, students worked on individual laptops and the teacher posted visual models of the assignment. In several classrooms, teachers employed multiple instructional formats such as whole group and small group instruction, turn-and-talk activities, and independent work time. In other classrooms, teachers modeled expectations for lesson activities, then circulated among students to provide support in meeting those expectations. In classrooms where instructional practices did not meet the academic needs of all students, teachers did not adapt instructional strategies or provide instructional supports to help students meet learning objectives. For instance, in one classroom, the lesson consisted solely of whole group, teacher-led instruction; the teacher read aloud while students sat silently. In another classroom, team members observed no differentiation; all students participated in a round-robin reading activity with no supports provided by the teacher or discussion by the students.
- The school's tiered support model is understood by school staff and consistently implemented with fidelity. Administrators who oversee multiple campuses, school administrators, and teachers offered similar descriptions of the school's system of supports for all learners. School administrators and teachers stated that this process has only recently

begun to be implemented in grades 6 through 8. However, teachers in grades 6 through 8 stated that they collaborate closely with the school staff for grades K through 5, who have implemented the process for some time, and that they are confident in their efforts to vertically align with the process already established for grades K through 5.

The school uses data to evaluate its support programming and to monitor student progress.

- According to the school's written description of its system of supports for all students, structures in place to regularly review student data include MTSS process meetings, academic and social-emotional/behavioral team meetings, administrative meetings, and professional development sessions. Some data (e.g., social-emotional data from the Panorama survey) is disaggregated by classroom, grade level, race, gender, and for English learners and students with disabilities. School administrators stated that the most recent analysis of disaggregated data occurred at the end of last school year, in June 2022, including reviews of both academic data (e.g., i-Ready reading and mathematics) and social-emotional data (Panorama SEL survey). Administrators who oversee multiple campuses reported that the school has recently made two significant changes based on an analysis of data: the school adopted a new intervention model for mathematics support (the "personal pathway for math" on the i-Ready platform) based on students' performance on the MCAS over the past few years, and the school began utilizing a new universal screener for reading (DIBELS) after a review of students' performance on assessments that are part of the school's new *Wonders* reading curriculum in grades K through 5.

ORGANIZATIONAL VIABILITY

CRITERION 9: GOVERNANCE

Members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.

● Meets

Finding: Throughout the charter term, members of the AKFCPS board have been active and involved in their roles as public agents, providing competent and appropriate governance and oversight of the school.

- During a visit in Year 23 and during the renewal inspection, team members found evidence of board members being actively engaged in fulfilling their legal responsibilities and obligations to the school. The board meets regularly and has several active committees.
- During a visit in Year 23 and during the renewal inspection, team members found evidence of board members providing competent and appropriate governance and oversight of the charter school's administration, financial health, and progress towards meeting academic and other school goals. During the charter term, the board oversaw a transition in school leadership.

Evidence gathered and reviewed as part of the renewal inspection:

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The board of trustees fulfills its legal and fiduciary responsibilities.

- The board acts in compliance with most of the board's bylaws. The board has 6 approved members, within the range of 5 to 11 members permitted by the bylaws. The bylaws require that the board elect the following officers: chair, vice chair, treasurer, and clerk. Board members stated, and a review of the June 2022 annual meeting minutes confirmed, that the board elected only a chair, treasurer, and clerk. Meeting minutes include evidence that each of the committees required by the bylaws is active: executive, education, and finance. Meeting minutes indicate the following additional committees: governance; facilities (combined with the finance committee); diversity, equity, and inclusion (DEI); and an ad hoc committee that was formed to oversee the search for an executive director. The board met monthly during the period August 2021 through June 2022, more frequently than the quarterly meetings required by the bylaws.
- The board acts in compliance with the Open Meeting Law. Minutes for meetings of the full board, the education committee, the facilities and finance committee, the governance committee, and the DEI committee include a list of members who were present and the date, time, and location of each meeting, as well as summaries of discussions and records of votes. Board meeting minutes also list documents discussed during the meetings.
- The board approves appropriate school policies. For example, board members reported, and a review of the September 2021 board meeting minutes confirmed, that the board discussed and approved an updated enrollment policy. Minutes from the April 2022 board meeting showed a vote to approve the school calendar for the 2022-23 school year.
- The board demonstrates appropriate oversight of the school's efforts to be faithful to the mission. Board members stated that one of the board's primary roles is to be the keeper of the charter and the mission of the school. A review of board meeting minutes for the period August 2021 through June 2022 showed that the mission is read aloud at each meeting of the full board. Minutes for meetings of the education committee summarize detailed discussions of the school's programming for both academic excellence and character formation.
- The board demonstrates appropriate oversight of the school's academic performance. Board members and administrators who oversee multiple campuses reported that the executive director gives the board a detailed presentation of the school's academic progress at quarterly board meetings. Minutes from the September 2021 board meeting detail a discussion of students' participation and performance in the IB program. Minutes from the October 2021 education committee meeting show a discussion and analysis of the most recent MCAS results; this data was disaggregated by grade level, content area, and special education status.
- The board reviews data disaggregated to monitor the academic performance of some groups of students. As noted above, meeting minutes show that the board reviews MCAS data that is disaggregated by grade level, content area, and special education status; further student groups such as race or gender are not identified. Board members confirmed that they historically have examined student achievement data from MCAS and i-Ready assessments by grade level and content area, but not disaggregated by other student groups.
- The board demonstrates appropriate oversight of the school leader. Board members and administrators who oversee multiple campuses reported that the board evaluates the executive director annually using the Massachusetts Department of Elementary and Secondary Education superintendent rubric as a tool. Board members added, and the executive director confirmed, that they set goals collaboratively in the fall and check in monthly on progress toward those goals. Board members stated that the board chair begins

Commented [AL4]: DEI is not a committee of the Board of Trustees

Commented [AL5]: Monthly

the evaluation process in the spring by soliciting feedback from all board members, aggregates the responses, and reviews the evaluation at the annual board meeting. Minutes from the regular meeting held in June 2022 confirm that the board reviewed and discussed the executive director's annual evaluation; however, the board did not hold a vote to approve the evaluation.

- The board engages in governance tasks rather than management of day-to-day operations at the school. For example, board members reported, and a review of board meeting and governance committee meeting minutes confirms, that the governance committee is considering adding a seat to the board for a faculty representative. A review of minutes from the September 2021 board meeting provided another example of the board's focus on governance issues; the board conducted a review of the board's bylaws in order to update them.
- The board demonstrates appropriate oversight of the school's finances. Board members stated that the facilities and finance committee maintain detailed oversight of the school's financial status. A review of meeting minutes for both the full board and the facilities and finance committee confirms this, indicating that the chair of the facilities and finance committee regularly presents a finance report that includes profit and loss statements, a balance sheet, a statement of cash flows, a check ledger, and a review of budget-to-actuals. Board members also stated, and a review of the October 2021 meeting minutes for the facilities and finance committee confirmed, that the board engages an outside firm to conduct an annual audit of the school's finances.

The board of trustees fosters a culture of collaboration.

- The board communicates regularly with other members of the school community. Board members reported, and a review of board meeting minutes confirmed, that the board hears regular presentations from the executive director that include updates on academic progress, social-emotional programming and support, and operations. Minutes from the February 2022 facilities and finance committee describe a proposal to adjust the school's salary scale; this proposal was researched and presented by a committee that included members of the school's faculty.
- The board has clear and well-understood systems for decision-making. Board members reported, and a review of meeting minutes confirmed, that many decisions begin at the committee level and are then presented to the full board for discussion and a vote. For example, minutes from a meeting of the education committee held in June 2022 summarize discussion of a proposal to alter the school's dress code; minutes from a meeting of the full board held later in June indicate that the dress code proposal was presented at that meeting and approved by a unanimous vote.
- Board of trustees meetings foster open, deliberate, and thorough discussions to facilitate and ensure public accountability. Minutes from board meetings consistently record summaries of discussions among board members around various aspects of the school's program and operations.

The board of trustees engages in some strategic and continuous improvement planning.

- The board does not have a current, approved strategic plan. Board members reported that their most recent strategic plan covered a timeline through the 2021-22 school year. Board members added that they are working on a new strategic plan, with a goal of approving it by the end of the 2022-23 school year. A review of minutes from the June 2022 board meeting

confirmed this, summarizing a discussion between board members and the executive director about the timeline and process for developing a new strategic plan.

- The board is working to establish clear plans for board and school leadership succession. Board members stated that they recently undertook a search process to hire an executive director, explaining that the process began in 2020 but had to be put on hold due to the COVID-19 pandemic. A review of board meeting minutes confirmed that this search process resumed and led to the hiring of the current executive director. Board members stated, and review of board meeting minutes confirmed, that the board formed a governance committee in March 2022, which plans to develop formal plans for board and school leadership succession.
- The board recruits and selects new members who have expertise and skills that support effective governance and who have connections to the community. Board members stated that a new member was recently elected, recruited for their background and skills in business and finance; a review of minutes from the April 2022 governance committee meeting and the June 2022 annual board meeting confirm this. Board members added that part of the charge of the newly formed governance committee is to formalize a recruitment, nominating, vetting, and selection process for new board members.
- The board provides some training for board members to provide competent governance. Board members reported that the current onboarding process for new members consists of a meeting with the board chair to become acquainted with Open Meeting Law and board procedures and to make sure they understand board member responsibilities and compliance expectations. Board members further reported that the governance committee plans to create a more formal process both to onboard new members and to provide ongoing training for board members.

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

Faithfulness to Charter

	Charter Term Performance				Evidence
	M (Met) NM (Not Met)				
	Year 1	Year 2	Year 3	Year 4	
Objective: The School will provide students with an excellent education outcome by implementing the International Baccalaureate Programme (IB).					
Measure: 70% of the Grade 12 students participating in the IB Programme will achieve a score of 3 or higher on the IB exam annually.	M	NM	M	M	According to the school’s Application for Renewal and annual reports, the school met this measure three of four years this charter term. 2018-19: 93 percent of the grade 12 students participating in the IB Programme scored a three or higher on the annual IB exam. 2019-20: The International Baccalaureate Programme Organization canceled the exams for the class of 2020 cohort due to the COVID-19 pandemic. 2020-21: 98 percent of the grade 12 students participating in the IB Programme scored a three or higher on the annual IB exam. 2021-22: 99 percent of the grade 12 students participating in the IB Programme scored a three or higher on the annual IB exam.
Measure: Each year, 85% of the Grades 8-10 core subject teachers will align their unit and lesson planning with the IB learner profile.	M	M	M	M	According to the school’s Application for Renewal and annual reports, the school met this

Abby Kelley Foster Charter Public School
Summary of Review

					<p>measure during all four years of this charter term.</p> <p>2018-19: Department meetings were held monthly using backward design to ensure the lower grades were aligning the curriculum, and to ensure the background information and skill development were aligned with the IB program requirements.</p> <p>2019-20: Department meetings were held monthly using backward design to ensure the lower grades were aligning the curriculum, and to ensure the background information and skill development were aligned with the IB program requirements.</p> <p>2020-21: Department meetings were held monthly using backward design to ensure the lower grades were aligning the curriculum, and to ensure the background information and skill development were aligned with the IB program requirements.</p> <p>2021-22: Department meetings were held monthly using backward design to ensure the lower grades were aligning the curriculum, and to ensure the background information and skill development were aligned with the IB program requirements.</p>
Objective: The school will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.					
Measure: Each year, 85% of the K-12 staff will attend a minimum of two professional development sessions in their subject area.	M	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure during all four years of this charter term.</p> <p>2018-19: 118 teachers and administrators attended two or more professional development sessions in their subject matter.</p>

Abby Kelley Foster Charter Public School
Summary of Review

					<p>2019-20: 118 teachers and administrators attended two or more traditional professional development sessions up until March 2020. Due to the COVID-19 pandemic, the school did not compile the data for the remainder of the year.</p> <p>2020-21: All teachers and administrators attended two or more professional development sessions in their subject matter.</p> <p>2021-22: All teachers and administrators attended two or more professional development sessions in their subject matter.</p>
<p>Measure: Over the course of the charter term, 50% of the core teachers in grades 8-10 will be trained in the IB method.</p>	NM	NM	NM	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure one of four years this charter term.</p> <p>2018-19: Five of the core subject matter teachers in grades 8 through 10 have been trained in the IB method.</p> <p>2019-20: Three of the core subject matter teachers in grades 8 through 10 have been trained in the IB method. The remaining sessions were canceled due to the COVID-19 pandemic.</p> <p>2020-21: Three of the core subject matter teachers in grades 8 through 10 have been trained in the IB method.</p> <p>2021-22: 77 percent of the core subject matter teachers in grades 8 through 10 have been trained in the IB method.</p>
<p>Measure: By the end of the charter term, 85% of the grades 8-10 teachers will use the IB method in their instruction as demonstrated via the teacher evaluation system.</p>	M	NM	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure two of four years this charter term.</p> <p>2018-19: 100 percent of the 8-10 teachers were subject to three observations and lesson plan review regarding the IB approach to learning. 85</p>

Abby Kelley Foster Charter Public School
Summary of Review

					<p>percent of the grade 10 teachers successfully implemented the IB approach.</p> <p>2019-2020: 100 percent of the teachers in grades 8-10 were subject to one or two observations and lesson plan reviews regarding the IB approaches to learning. Of that number, the IB coordinator focused on Grade 10 Spanish, Art, and Literature. However, this model was interrupted due to the school closure. Final teacher evaluations and observations are documented in TeachPoint.</p> <p>2020-21: 100 percent of the teachers in grades 8 through 10 were subject to virtual observations and lesson plan reviews. The IB coordinator focused on research skills and plagiarism.</p> <p>2021-22: 100 percent of the teachers in grades 8 through 10 were subject to virtual observations and lesson plan reviews.</p>
Objective: Abby Kelley Foster Charter Public School will provide students with access to an excellent music program.					
<p>Measure: 100% of the high school students participating in the instrumental and vocal programs will demonstrate competence of their musical instrument by their senior year as measured by a solo performance assessment annually.</p>	M	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure during all four years of this charter term.</p> <p>2018-19: 100 percent of the seniors participating in the instrumental vocal program demonstrated musical competency as measured by a solo performance assessment</p> <p>2019-20: 100 percent of the seniors participating virtually and in person in the instrumental vocal program demonstrated musical competency as measured by a solo performance assessment.</p> <p>2020-21: 100 percent of the seniors participating virtually and in person in the instrumental vocal</p>

Abby Kelley Foster Charter Public School
Summary of Review

					<p>program demonstrated musical competency as measured by a solo performance assessment.</p> <p>2021-22: 100 percent of the seniors participating in the instrumental vocal program demonstrated musical competency as measured by a solo performance assessment.</p>
<p>Measure: The music department will increase the visibility of the K-12 ensemble performances based on the 2014 National Music Standards.</p>	M	NM	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure three of four years this charter term.</p> <p>2018-19: The music department increased their visibility during the school year and 90 percent of the choir, band, and stings traveled to Philadelphia's historical sites to perform. Music performances included: Nutcracker, Railers, Bravehearts, Worcester Youth Orchestra. Documentation is maintained by the music director.</p> <p>2019-20: The school did not meet this measure due to the school closure. Spring music performances would have included: Railers, Bravehearts, and Worcester Youth Orchestra.</p> <p>2020-21: The music department increased their visibility virtually during the school year including virtual concerts, YouTube performances and virtual musicals.</p> <p>2021-22: The music department went back to in-person concerts for grades K-12, performed at community events like City of Worcester tree lighting and the Bravehearts game, and competed in MICCA where we took home a gold medal and then were invited to perform for the state at Mechanics Hall Showcase.</p>

Abby Kelley Foster Charter Public School
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Objective: Abby Kelley Foster Charter Public School will support parents as partners in their child's education.					
<p>Measure: Annually, 75% of the Elementary School parents/guardians surveyed will report that Abby Kelley Foster supports parents as partners in their child's education. At least 40% of parents will take the survey annually.</p>	NM	NM	NM	NM	<p>According to the school's Application for Renewal and annual reports, the school did not meet this measure during the charter term.</p> <p>2018-19: 98 percent of the elementary parents reported that AKF supports them as partners in their child's education with 36 percent of the parents responding to the survey.</p> <p>2019-20: The survey was not administered due to the COVID-19 pandemic.</p> <p>2020-21: The school determined to postpone the survey due to the number of surveys parents received during the school year.</p> <p>2021-22: The school determined that a more inclusive and expanded school culture survey was necessary to due to impact of the pandemic on our families. The survey did not specifically ask this question. However, we did ask the question slightly different than "Do you feel your student has a trusted adult at school. More than 64 percent of families felt their student was comfortable or extremely comfortable in asking for help from an adult at school.</p> <p>The school also surveyed other important topics for families such as Barriers to Engagement, School Safety, Readiness for Learning, and School Fit. The results of the survey are available for the review.</p>
<p>Measure: Annually, 75% of the Middle School parents/guardians of students nominated for the character virtue of the month will attend the monthly character virtue breakfast.</p>	M	M	NM	NM	<p>According to the school's Application for Renewal and annual reports, the school met this measure two of four years this charter term.</p> <p>2018-19: 83 percent of the parents of middle school students who were nominated for</p>

Abby Kelley Foster Charter Public School
Summary of Review

					<p>character education awards attended the character education breakfast.</p> <p>2019-20: 85 percent of the parents of middle school students who were nominated for character education awards attended the character education breakfast prior to the school closure. The remaining events were canceled.</p> <p>2020-21: Due to the COVID-19 restrictions the school did not host character virtue breakfasts. However, a virtual awards ceremony was provided.</p> <p>2021-22: Due to COVID-19 restrictions the school did not host character virtue breakfasts. However, a virtual awards ceremony was provided.</p>
<p>Measure: Annually, 50% of the High School parents/guardians will attend a parent information night regarding college planning, financial planning and/or the IB Programme.</p>	M	M	M	NM	<p>According to the school's Application for Renewal and annual reports, the school met this measure three of four years this charter term.</p> <p>2018-19: 61 percent of the high school parents attended one of the information sessions hosted by the guidance and/or IB department.</p> <p>2019-20: 50 percent of high school parents attended one of the information sessions hosted by the guidance and/or IB department prior to school closure; however, due to COVID--19 restrictions, the end of year meetings were held virtually.</p> <p>2020-21: 50 percent high school parents attended one of the information sessions hosted by the guidance and/or IB department.</p> <p>2021-22: Sessions regarding IB, college and career person were hosted virtually during the fall of 2021. Due to the COVID-19 restrictions, sessions were hosted virtually and recorded for families to view at their convenience. Data</p>

Abby Kelley Foster Charter Public School
Summary of Review

					regarding the percentage of families attending the sessions was not recorded.
Objective: Abby Kelley Foster Charter Public School students will model the school's character virtues.					
Measure: 100% of the students in each graduating class will complete 50 hours of community service over the course of their high school career.	M	M	NM	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure three of four years this charter term.</p> <p>2018-19: 100 percent of the students in the graduating class completed 50 hours of community service over the course of their high school career.</p> <p>2019-20: 100 percent of the students in the graduating class completed 50 hours of community service over the course of their high school career.</p> <p>2020-21: 100 percent of the students in the graduating class completed 50 hours of community service over the course of their high school career.</p> <p>2021-22: 100 percent of the students in the graduating class completed 50 hours of community service over the course of their high school career.</p>
Measure: Each year, the Elementary School and Middle School students will each complete a minimum of two school-based community service projects	M	NM	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure three of four years this charter term.</p> <p>2018-19: The elementary and middle school coordinated community service activities to support the Worcester County Food Bank, Operation Gratitude and Earth Day cleanup with our neighbor Saint Gobain. Classroom teachers maintain documentation regarding community services projects and published in the school newsletters.</p>

Abby Kelley Foster Charter Public School
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					<p>2019-20: The elementary and middle school coordinated community service activities to support the Worcester County Food Bank, recycling, and letters to soldiers. However, the spring events were canceled due to COVID-19.</p> <p>2020-21: The elementary and middle school staff coordinated community service activities to support Bucky's Food Pantry, Good Samaritan Food Pantry, Coalition for a Healthy Worcester, Earth Day Clean up and Abby's Attic. The school district held fundraisers for the families of the district who lost their home to a fire and those impacted by death of a family member due to COVID-19.</p> <p>2021-22: The elementary and middle school staff coordinated community service activities to support Abby's House, Read Across America, Greater Worcester Community Food Bank, Earth Day Clean up and Abby's Attic.</p>
Objective: Abby Kelley Foster Charter School will partner with area public schools to create a network of learning opportunities and sharing of best practice over the term of the charter.					
Measure: Abby Kelley Foster will engage annually with a local public school to share best practices regarding Abby Kelley Foster's response to the intervention model and/or co-teaching model.	M	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure during all four years of this charter term.</p> <p>2018-19: The elementary principal met monthly with the principal of Nelson Place (WPS) to coordinate the RTI programming and supports.</p> <p>2019-20: The elementary principal met monthly with the principal of Nelson Place (WPS) to coordinate student support programming through the month of February.</p> <p>2020-21: The elementary principal met virtually with the principal of Nelson Place (WPS) to</p>

Abby Kelley Foster Charter Public School
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					<p>coordinate student support programming and special education services.</p> <p>2021-22: The elementary principal met with members of the regional principals group. Members include Sudbury, Grafton, Wayland, Belmont to share best practices regarding the MTSS model of support for all learners. Documentation maintained by the ES principal.</p>
<p>Measure: Annually, Abby Kelley Foster will share best practices regarding the IB method by collaborating with the Guild of International Baccalaureate Schools (GIBS) of the Northeast.</p>	M	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure during all four years of this charter term.</p> <p>2018-19: The high school IB teachers attended eight GIBS round table meetings during the school year.</p> <p>2019-20: The high school IB teachers attended 10 GIBS round table meetings during the school year. Documentation maintained by the IB coordinator.</p> <p>2020-21: The HS IB teachers and IB Coordinator participated in virtual meetings in their subject matter throughout the school year.</p> <p>2021-22: The HS IB teachers and IB Coordinator participated in virtual meetings in their subject matter throughout the school year. The IB Coordinator participated in the IB Global Conference in July 2022, which includes North, South, Central America and European participates to share best practices in the IB method.</p>
<p>Measure: Annually, Abby Kelley Foster will host one GIBS meeting to collaborate with regional IB instructors in the areas of lesson planning, exam preparation, skill development and assessment.</p>	M	M	M	M	<p>According to the school's Application for Renewal and annual reports, the school met this measure during all four years of this charter term.</p>

Abby Kelley Foster Charter Public School
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					<p>2018-19: Abby Kelley Foster hosted one GIBS regional IB Coordinators meeting.</p> <p>2019-20: Abby Kelley Foster hosted three GIBS regional IB Coordinators meetings.</p> <p>2020-21: Abby Kelley Foster hosted the GIBS regional IB Coordinators meetings virtually. Documentation was maintained by the IB coordinator.</p> <p>2021-22: Abby Kelley Foster hosted the GIBS regional IB Coordinators meetings virtually. Documentation was maintained by the IB coordinator.</p>
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APPENDIX B: FINANCE

Commented [BP(6)]: A copy of the school's [Financial Dashboard](#) will be pasted below after the dashboard has been updated with data for 2022.

APPENDIX C: SOURCES OF EVIDENCE

- The school's Application for Renewal (2022)
- Academic performance data: [Profile](#)
- Accountability Plan performance (2019-22)
- Annual reports (2019-22)
- Summary of Review (2018)
- Site visit reports for visits conducted during the charter term (2019-22)
- [Coordinated Program Review Reports](#) and [Tiered Focused Monitoring Reports](#) conducted during the charter term (2019-22)
- [The school's website](#)
- Recruitment materials
- Translated documents
- Student enrollment data and student indicator data: [Charter Analysis and Review Tool](#) (CHART)
- Recruitment and Retention Plans (2019-22)
- Staff roster
- Staff qualifications: [Education Personnel Information Management System \(EPIMS\)](#); [Educator Licensure and Renewal \(ELAR\)](#)
- District Curriculum Accommodation Plan
- A written description of the school's system of supports for all learners provided by the school
- Aggregated teacher, student, and family survey data
- Board of trustees bylaws
- Board of trustees meeting minutes
- Board of trustees committee meeting minutes
- The board's most recent self-evaluation (2021-22)
- The board's most recent evaluation of the school leader (2022)
- Renewal Inspection Evidence (2022)

APPENDIX D: RENEWAL INSPECTION METHODOLOGY

The following individuals conducted the renewal inspection:

- **Dominique Astier, Team Member**, is a consultant for SchoolWorks. She taught French and Spanish for 15 years in Rhode Island, New York, and Massachusetts and served as a department head, student counselor, and teacher mentor. For the past 15 years, she has been working as a consultant, conducting charter school inspections and DOE reviews of underperforming and exemplary schools in Massachusetts and New York; developing and guiding the implementation of school improvement plans; conducting program evaluations in various states across the nation; and conducting research on the impact of federal grants on school improvement. Dominique holds a BS in Education and an MA in French Language and Literature from the Ohio State University. She is fluent in French and Spanish.
- **Chad Ferguson, Team Writer**, is a consultant for SchoolWorks. He began his career teaching middle school science in the Mississippi Delta as part of Teach for America, and he helped lead the Teach For America training institute for many years. He taught high school math and science in the Bronx and has served as a principal and assistant principal in Harlem, Brooklyn, and Charleston, South Carolina. Chad has served in executive leadership roles for two charter school networks, as Executive Director of Citizens of the World Charter Schools in Brooklyn, and as Interim Chief Academic Officer for St. HOPE Public Schools in Sacramento. Chad has held several leadership positions at the New York City Department of Education and at Washington DC Public Schools. In New York, he was the Chief Academic Officer for District 79, which serves students in incarcerated settings, substance abuse programs, GED programs, and pregnant and parenting students. In DC, Chad was the Instructional Superintendent for Alternative Schools and Programs and the Deputy Chief of Youth Engagement, managing district-wide student attendance, behavior and school culture, health and wellness, and targeted student support efforts. Chad holds a bachelor's degree in psychology from the University of Chicago and a master's degree in education administration from Teachers College, Columbia University.
- **Stephanie Patton, Team Leader**, is a consultant for SchoolWorks. Before moving into a consultant role, Stephanie was the Senior Director of the Fellowship at BES, a national nonprofit that identifies and prepares excellent leaders to transform education in their communities. In this role, Stephanie led the BES Fellowship, training and supporting over 50 leaders to design, found, and lead high-achieving schools. Prior to her work at BES, she served in a network leadership role at Excel Academy, supporting the growth of its principals. Stephanie began her career teaching middle school science with the New York City DOE and joined Excel Academy in 2007, initially as a science teacher and Dean of Students. She then was the Founding Principal at Excel Academy-Chelsea, leading the team to successfully educate the first four cohorts of students. She received an MS in teaching from Pace University and a BA in neuroscience/psychobiology from Connecticut College.
- **Mirna Vega-Wilson, Team Member**, is a consultant for SchoolWorks, and an experienced and results-driven leadership coach for school principals. Specializing in both leadership coaching and special education technical assistance, she has served as a leadership coach on behalf of SchoolWorks, EdVestors, and the Boston Public Schools Office of Human Capital, providing targeted assistance to multiple schools and school leaders throughout Massachusetts. Mirna previously served as an Assistant Academic Superintendent / Elementary B for Boston Public Schools, as the Principal of Curley K-8 Lower School in Jamaica Plain, and as the principal of Ellis Mendell School in Roxbury. She is certified in Massachusetts as an Elementary K-8 Teacher,

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Principal/Assistant Principal Pre K-6, and Supervisor/Director, and a Superintendent/Assistant Superintendent at all levels. Mirna holds a Master of Education, from Boston University with a focus on Special Education and a Bachelor of Arts in Education from Herbert H. Lehman College.

The renewal inspection was conducted for AKFCPS on September 14, 2022. The renewal inspection team (the team) held focus group interviews, conducted classroom observations, and reviewed documents and other information provided by the school as part of the renewal process.²⁵

The team conducted interviews with the following stakeholder groups:

- Board of trustees: The team interviewed two board members, including the chair and treasurer.
- Administrators who oversee multiple campuses: The team interviewed the executive director, director of finance, director of guidance and counseling services, director of special education, director of English as a second language (ESL), and director of information technology.
- School administrators: The team interviewed the principal for grades K through 3, assistant principal for grades K through 3, principal for grades 4 through 8, curriculum coordinator for grades 4 through 8, principal for grades 9 through 12, assistant principal/curriculum coordinator for grades 9 through 12, and assistant principal/IB coordinator for grades 9 through 12.
- Teachers: The team interviewed four general education teachers, including teachers representing grades 3, 7, 9, and 11, and the following content areas: English language arts, science, and social studies. The team also interviewed one special education teacher, one ESL teacher, one school interventionist for grades K through 3, one school reading specialist for grades K through 3, one math coach for grades 4 through 8, and two guidance counselors.

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The team conducted 32 classroom observations and recorded evidence of what they saw using a classroom observation form developed by the Office of Charter Schools and School Redesign. The form is aligned with the areas of inquiry referenced in the section *Key Indicator 6.2: Instruction* of this report. Team members observed classrooms in grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12, and in a variety of content areas, including English language arts, mathematics, science, social studies, and foreign language.

The renewal inspection schedule is included on the following page.

²⁵ See the [Application for Renewal of a Public School Charter](#) and the [Renewal Inspection Protocol](#) for a complete listing of the documents and other information provided by schools as part of the renewal process.

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RENEWAL INSPECTION SCHEDULE

September 14, 2022

Time	Stephanie Patton	Chad Ferguson	Dominique Astier	Mirna Vega-Wilson
7:00	Team Arrival			
7:00-7:30	Team Orientation and Planning			
7:30-8:00	Meeting with Head(s) of School			
8:00-9:00	School Administrators Who Oversee Multiple Campuses Focus Group		Classroom Observations	Classroom Observations
9:00-10:00	Board Focus Group		Classroom Observations	Classroom Observations
10:00-11:00	Classroom Observations	School Administrator Focus Group		Classroom Observations
11:00-12:00	Teacher Focus Group (K-5)		Teacher Focus Group (6-12)	
12:00-1:00	Working Lunch: Team Deliberations and Document Review			
1:00-2:00	Classroom Observations	Classroom Observations	Classroom Observations	Classroom Observations
2:00-3:00	Classroom Observations & Document Review	Classroom Observations & Document Review	Document Review	Document Review
3:00-6:00	Team Deliberations and Coming to Consensus			
6:00	Team Departs			

Abby Kelley Foster Charter Public School

District Wellness Policy

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Abby Kelley Foster Charter Public School

District Wellness Policy

Preamble

Abby Kelley Foster Charter Public School (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, emotional, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods, including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

I. District Wellness Committee (DWC)

Committee Role and Membership

The District's intent is to convene a representative district wellness committee (hereto referred to as the DWC) that (will) meet at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership is intended to represent all school levels and includes (to the extent possible) including parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals, and mental health and social services staff; school administrators, school board members; health professionals; and the general public. (See Appendix A) To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Executive Director or designee(s) will convene the DWC, facilitate the development of and update the wellness policy, and ensure each school's compliance with the policy.

Each school will designate a wellness policy coordinator to ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy.

Recordkeeping

The District's Wellness Policy is maintained in the office of the District's Executive Director. Documentation maintained in this location will include but will not be limited to

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public via akfcs.org
- Documentation of efforts to review and update the Local Schools Wellness Policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate in the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment of the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy, and implementation status. The District will make this information available via the district website and/or district-wide communications. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee and information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Director of Finance and Operations of the Abby Kelley Foster Charter Public School, Alisha Carpino, 10 New Bond Street, Worcester, Massachusetts 01606 arcarpino@akfcs.org

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will make the triennial progress report available by posting it on the school's website.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.**

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are free under *Community Eligibility Provision* and accessible to all students;
- Meet the USDA school meal nutrition standards, especially for foods and beverages provided during breakfast and lunch periods;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations.
- Promote healthy food and beverage choices using [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
 - Fresh sliced, cut, or whole fruits are available daily.
 - Daily fruit options are displayed in a location in students' line of sight and reach.
 - Vegetable options have been given creative or descriptive names.
 - Daily vegetable and fruit requirements for a reimbursable meal are bundled into all grab-and-go lunches available to students.
 - Students receiving these grab-and-go alternate meals have complete access to the ½ cup serving of hot vegetables and ½ c. serving of fruit offered with the main entrée.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - Fat-Free White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (i.e., salads, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.

- All reimbursable meals can be created in any service area available to students (i.e., grab-n-go salads, grab-n-go vegetarian options, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas.
- Student artwork, if available, is displayed in the service and/or dining areas.
- Announcements are used to promote and market menu options, as well as on monthly menus.
- Promotional and informative Materials provided by Project Bread are placed in hallways, sent home with students, and added to the school website as well as social media pages.
- All students will receive a minimum of 20 minutes to sit and eat lunch once the meal is obtained.

The District takes steps to protect the privacy of all students who are categorized as free, reduced, and/or paid meal benefits. All cafeterias are cashless as well as low-balance letters are emailed weekly to parents/guardians. These payments can be processed discreetly online at PaySchoolsCentral.com. All POS terminals are faced away from all students during breakfast and lunch services. With the exception of the high school terminal, which is covered by an anti-glare and privacy filter cover.

Abby Kelley Foster Charter School Food & Nutrition staff members avoid stigmatizing students who are unable to pay for their bill. It is prohibited for students with unpaid balances to be shamed in any way, including announcing student name, using a separate serving line, hand stamp, or sticker of any sort, and giving a notification to a student to send home to parents/guardians.

Nutrition Services will continue to look into USDA farm-to-fresh school programs as seen available to the NSLP and SBP using the <https://www.fns.usda.gov/farmtoschool/farm-school> website. If implemented, cafeteria staff will create and provide taste tests for locally grown fruits and vegetables.

Staff Qualifications and Professional Development

All school nutrition and food service directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs. All Nutrition and Food Staff trainings are recorded and managed here: [Dashboard | Professional Standards Training Tracker \(usda.gov\)](#)

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during meal periods.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages, vending machines) will meet all federal, state and local standards for all nutrient and competitive food guidelines. Smart Snacks aim to improve student health and well-being, increase the consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information and a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with the implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts. Vending machines will also be unplugged during the school hours and only opened after school has been dismissed. No caffeine products will be permitted for sale to students in any School District buildings.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. Celebrations and parties. While student handbooks cite that no food from families is allowed, if there ever a situation where this does happen, the district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Rewards and incentives. The District will provide teachers and other relevant school staff with a list of alternative ways to reward children. Foods and beverages will not be used as a reward or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [examples from the Alliance for a Healthier Generation and the USDA].

- *Schools will encourage fundraisers promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).*
- *Fundraising during school hours, on school grounds, will sell non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to donation nights at restaurants, cookie dough, candy, and pizza sales, market days, etc.*

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students. It is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus and encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes but also integrated into other classroom instruction through subjects when feasible;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs and cafeteria nutrition promotional advertisement; Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- Promotes nutrition education through school clubs and extracurricular activities such as Middle School's Central Perk Cafe
- School gardens are encouraged to promote and facilitate nutritional education.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures all students can practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote students' health by permitting advertising and

marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.¹ This term includes, but is not limited to, the following:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment, as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/ PTO/ Booster Club, etc., reviews existing contracts and considers new contracts, equipment, and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Abby Kelley shall align with the [state physical education standards](#) for K-12 curriculum. It is recommended that children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement and family and community engagement, and the district is committed to providing these opportunities. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. ***Physical Education***

The District will provide students with physical education using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle, help

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students develop skills to engage in lifelong healthy habits, and incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunities to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments.

Recess (Elementary)

The elementary school (and through grade 5) will offer at least **20 minutes of recess** on all days during the school year. *This policy may be waived on early dismissal or late arrival days.* If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating, and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when the weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students to the extent practicable. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and kinesthetic learning approaches into core subjects by making background material available on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through various methods. The District will encourage students to be physically active before and after school by providing clubs, sports, and activities when feasible.

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

All efforts related to obtaining federal, state, or association recognition for efforts or grants/funding opportunities for healthy school environments will be coordinated with and complementary to the wellness policy, including but not limited to ensuring the involvement of the DWC

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms (e.g., newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC, through the Executive Director, will ensure that the human resources department regularly researches and disseminates wellness resources and performs other functions that support staff wellness.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating, and physical activity behaviors, include ensuring that all staff have an opportunity to take lunch break, provide annual on-site flu vaccination clinics and allow "active time" as appropriate. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District may offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.