



Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

Board of Trustees Meeting Agenda

Wednesday, December 2, 2020 / 6:30 p.m.

https://akfcs-org.zoom.us/webinar/register/WN_WPXlwCntRrCJu3g4-toQVg

- I. Call to Order Celia Blue, Chair
- II. Attendance Recorded
- III. Faithfulness to Charter
 - a. Reading of the AKF Mission; “The Mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.”
 - b. Public Comments / Open Forum
 - c. Old Business
- IV. Review of the Meeting Minutes from November 5, 2020 and November 20, 2002.
 - a. **Motion:** To accept the meeting minutes from November 5, 2020.
 - b. **Motion:** To accept the meeting minutes from November 20, 2020.
- V. Executive Director Update - Ms. Paluk
- VI. Handbook updates; Title IX- Ms. Paluk
 - a. **Motion:** To approve the changes to the student handbook as presented
- VII. Board Discussion on faculty/staff appreciation gift- Ms. Blue and Ms. Carpino
 - a. Consideration of motions
- VIII. Upcoming Board and Committee Meetings
 - a. **Education Committee:** Thursday, December 10th / 7:45 a.m.
 - b. **Facilities and Finance Committee;** Friday, December 18th / 8:00 a.m.
- IX. Adjournment
 - a. **Motion:** To adjourn the meeting.

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



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<https://akfcs-org.zoom.us/j/95589107352?pwd=SkNRS1RrMXJQV1RzSitmUXVjY3pFUT09>

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 - b. Public Comments / Open Forum
 - c. Old Business
- IV. Review of the Meeting Minutes from October 28, 2020
 - a. **Motion:** To accept the meeting minutes from October 28, 2020.
- V. Executive Director Position Discussion- Ms. Blue
 - a. **Motion:** To select EOS Transition Partners to assist the AKF Board of Trustees with the Executive Director Search
 - b. **Motion:** To select Promise54 to assist the AKF Board of Trustees with the Executive Director Search
- VI. Upcoming Board and Committee Meetings
 - a. **Education Committee:** Thursday, November 12th / 7:45 a.m
 - b. **Board of Trustees Meeting (changed from a Facilities and Finance Meeting):** Friday, November 20th / 8:00 a.m.
 - c. **Board of Trustees:** Wednesday, December 2nd / 6:30 p.m.
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The Meeting was called to order by Celia Blue, Board Chair at 6:41 p.m. As the meeting was called to order the following **Board members** were present; Celia Blue, Patrick Royce, Bibiche Zagabe-Ndiku, and Jie Park. Randy Schmid joined the meeting at 7:02 p.m. **Board Members not in attendance**; Shelly Yarnie.

Additional meeting attendees are included with these minutes.

Ms. Blue, in faithfulness to the AKF Charter read the mission statement. Ms. Blue shared with the Board there were public comments submitted from current AKF Parents. Ms. Blue read the comments which have been included with these minutes. There was no old business for the Board to discuss. Ms. Blue made the following comments following the public comment period; “When the board hired an interim executive director, it was with the intent to do a full, robust, comprehensive search to hire a permanent executive director in the pursuit of stability. The Board has a duty to do its due diligence to ensure AKF has a permanent executive director and to ensure a process is being followed. This process will also allow Heidi to apply and be considered for the permanent role and we encourage her to apply.”

Being mindful of the budget, the board voted to pursue a hybrid recruiting model to reduce the cost by approximately 50%. We believe the district will be better served by completing this comprehensive search process, ensuring that AKF has the best leader for the district.”

There was no old business for the Board to discuss

Ms. Blue asked the Board to review the Meeting Minutes from October 28, 2020. Ms. Blue asked for a motion to accept the meeting minutes. Mr. Royce made a motion to accept the October 28, 2020 Meeting Minutes, Ms. Zagabe-Ndiku provided a second to that Motion. The Motion was passed with votes from Ms. Blue, Mr. Royce, Ms. Zagabe-Ndiku, and Ms. Park. (Mr. Schmid was on present for this vote.)

Ms. Blue led a conversation among the Board, as she and Mr. Royce had done some follow up on the two search firms the Board had to decide between for the Executive Director search. The Board first discussed EOS. The additional conversions with partners at EOS confirmed that EOS has a regional network, emphasises a local candidate pool and they are known to be client centered. EOS has not had a search that was comparable to Abby Kelley, most recent searches were for the Academy of the Pacific Rim and the Christa McAuliffe Charter School. The price range for a search with EOS would range \$42,000-\$53,000. EOS has a 90% success rate for their searches.



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Promise54, which in Pennsylvania, has connections within Massachusetts. Promise54 recently oversaw the Bridge Boston Charter School ED search, supporting their work with larger charter school districts. Ms. Blue having spoken to the partners at Promise54 felt that this firm would provide Abby Kelley with a thoughtful approach throughout the search process and was willing to support the Board's desire to work with the firm in a Hybrid model. The price range for Promise 54 is \$19,000 (if the hybrid model is chosen) or \$50,000 (full search process). Ms. Blue noted that she would need to follow up and confirm the Hybrid model price, should that be the firm chosen.

Following some additional Board comments and discussion, Ms. Blue asked if the Board was ready to make a motion for either search firm. Mr. Royce made the motion to select EOS Transition Partners to assist the AKF Board of Trustees with the Executive Director search. Ms. Zagabe-Ndiku provided a second to that motion. The Board voted unanimously to not hire EOS for the Executive Director search.

Ms. Blue then asked for a Motion to select Promise54 to assist the AKF Board of Trustees with the Executive Director Search. Ms. Zagabe-Ndiku made this motion, Ms. Park provided a second. The Board unanimously approved the motion.

Following the decision the Board engaged in discussion regarding next steps and a desired timeline which was summarized as follows; December - regular communication is started between the lead contact for the Search Firm and Ms. Blue. Between December and January the firm would begin to pull the pieces together; job description, job posting, conversations with key stakeholders. Ms. Blue noted that ideally the process would be completed and a decision would be made by February.

Conversations regarding the orchestration of multiple levels of engagement with Abby Kelley with Promise54 were had, with questions about what happens when the final candidate pool is presented to the Board, how that pool of many becomes a finalist group of possibly two or three. The Board discussed a "search committee" by name, but they would not be doing a search, it would be reviewing the candidates bringing that group down to a small number of finalists. Who and how that group comes to be was not finalized. Ms. Park asked that the Board take the time to discuss the process for this search once the candidate pool is turned over to them, to allow the Board to be prepared and inclusive of all stakeholders. Conversations about how many people should be in that pool settled with the Board's desire to see 5-7 candidates. Mr. Schmid made the comment that Ms. Paluk be one of them (4-6 new candidates).



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Ms. Blue agreed to contact Promise 54 to notify them the Board wished to work with them and to negotiate the contract, bringing back to the Board more information at the November 20th meeting.

Ms. Blue noted that following Board and Committee Meetings; **Education Committee** Thursday, November 12th at 7:45 a.m., a **Board of Trustees Meeting (changed from a Facilities and Finance Meeting)** on Friday, November 20th at 8:00 a.m., and a **Board of Trustees Meeting** Wednesday, December 2nd / 6:30 p.m.

Prior to the meeting adjourning, Mr. Royce asked Ms. Blue if he could address the comments submitted to the Board from the families. Mr. Royce acknowledged that Ms. Paluk is doing a great job, but a search is necessary to assure that the Board chooses the best leader for Abby Kelley. He would like to see the decision made in the Spring that ensures Abby Kelley has a leader who will be at Abby Kelley for the next 5-8 years. Ms. Blue agreed with Mr. Royce, Ms. Blue then moved to adjourn the meeting, asking for a motion (to adjourn). Ms. Zagabe-Ndiku made the motion to adjourn the meeting, Ms. Park seconded the motion. The Board voted unanimously to adjourn at 7:40 p.m.



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- II. Attendance Recorded
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 - a. Reading of the AKF Mission; “The Mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.”
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 - a. **Motion:** To accept the meeting minutes from October 28, 2020.
 - b. **Motion:** To accept the meeting minutes from November 5, 2020.
- V. Executive Director Update - Ms. Paluk
- VI. Facilities and Finance Committee Update- Mr. Royce / Ms. Carpino / Mr. Grennon
 - a. Financial Overview- Ms. Carpino
 - a. Review of Financial Statements
 - b. Review of Disbursement Register
 - c. FY’21
 - i. COVID Spending
 - d. Facilities Update- Mr. Grennon
- VII. Handbook updates; Title IX- Ms. Paluk
 - a. **Motion:** To approve the changes to the student handbook as presented.

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- VIII. Executive Director Search Process Update -Ms. Blue
 - a. Consideration of motions

- IX. Upcoming Board and Committee Meetings
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 - b. **Education Committee:** Thursday, December 10th / 7:45 a.m.
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- X. Adjournment
 - a. **Motion:** To adjourn the meeting.



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The meeting was called to order by Celia Blue, Board Chair at 8:01 a.m. The Board members in attendance were Celia Blue, Patrick Royce, Jie Park, Bibiche Zagabe-Ndiku, and Randy Schmid. Shelly Yarnie was not present. Additional attendees are included with these minutes.

Ms. Blue read the Abby Kelley Mission Statement to begin the meeting. Ms. Blue noted that the Board had received a public comment for this meeting from Erin Wilson, a current AKF parent. Ms. Blue read the message from Ms. Wilson, which included a brief statement and a petition of names from AKF families asking for the Board to reconsider conducting a search for a Executive Director at this time given the pandemic, the understanding that Ms. Paluk was doing a good job for the District, and it was the position of the families that the cost was significant for a search process, given the fact that Ms. Paluk was such a strong candidate. (The public comments are not included with these minutes as this time.)

Ms. Blue asked the Board to review the Meeting Minutes from October 28, 2020 and noted that the minutes from November 5, 2020 would be tabled until the December meeting. Ms. Blue asked for a motion to accept the meeting minutes from October 28, 2020. Mr. Royce made the motion, Ms. Zagabe-Ndiku seconded the motion. The Board approved the minutes.

An Executive Director Update was given by Ms. Paluk. She updated the Board on cases of CoVID within the District. There had been only one cluster (of four cases) at the Elementary School as of today's meeting (11.20). It was due to that cluster that the State's Response Unit came to Abby Kelley. Of the 40 staff tested, two additional cases of CoVID were detected in staff (not connected to the cluster). Of the 26 students tested, one student was positive for CoVID (who was added to the cluster.) As a result of a number of staff who were now in quarantine as possible close contacts with those who tested positive, the Elementary School had to go to a full remote model. This model will be in place through Wednesday, December 2nd, on Thursday, December 3rd the Elementary School will resume the Hybrid Model. Ms. Paluk noted that all decisions are made with safety at the leading factor, but care and thought, as well as flexibility is needed at all times.

Ms. Paluk also noted that the High School held their National Honor Society inductions on November 19th.

Ms. Paluk noted that the District is looking to purchase Air Purifiers, with a focus on the Middle School. The cost is \$250-300 per unit, the District anticipates needing 40 air purifiers. Mr. Schmid noted that the



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Middle School is the priority with this purchase, but this was a temporary fix. Ms. Paluk noted that Mr. Grennon is collecting HVAC quotes.

Ms. Paluk also shared with the Board that Mr. Grennon has been looking at the staffing needs within the Facilities Department. With the return of more students in January, there will be increased demands and needs within that department.

The District's Finances were highlighted by Ms. Carpino and were included for the Board in their packet.

At Ms. Paluk's request Ms. Blue agreed to table discussion and any motions relative to the Handbook updates regarding Title IX.

Ms. Blue then began to address the Board and the earlier public comments by explaining how the Board had come to the decision to conduct a search to fill the Executive Director position, in a permanent capacity. She noted that search that was started in January 2020 and which was ultimately suspended due to CoVID in March. From there the Board moved to appoint an interim Executive Director, conducted a search for that position and ultimately Ms. Paluk was hired. Now the Board finds itself in a similar situation as they were in back in March, CoVID cases are climbing, students are doing remote learning and it would be difficult to gather the input and feedback from all stakeholders to conduct a proper search at this time. Ms. Blue recommended to the Board that they vote to suspend the search at this time and work with Ms. Paluk to extend her contact.

Ms. Blue then allowed the members of the Board to provide their thoughts on the matter. Mr. Schmid asked that the "Interim" part of the title be dropped from Ms. Paluk's title, allowing her to be "Executive Director.

Mr. Royce commented that a search was important and necessary to allow transparency in that decision and it was not clear at this time who the long term leader of the District would be. Mr. Royce stated that he would like to see the Board continue with their internal work to keep the process going and be ready for Fall 2021.



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Ms. Zagabe-Ndiku noted that given all the unknowns at this time; are students going back to school, will there be a vaccine and if so who gets it when, all the time families and staff were already putting into their student's learning while at home; all of these things would limited the involvement and focus of the very stakeholders the Board and search firm wants to speak with.

Ms. Park also commented that people are stretched thin in this pandemic, noting that a proper search under normal conditions is a challenging process. She went on to say that it made sense for the community and the possible candidate pool time to stabilize with all that's taking place right now. She was in favor of suspending the search until the Fall, but wanted to assure the Board does not lose site of that date, and can begin the process in September 2021.

Mr. Schmid reiterated his request to see the "Interim" portion of Ms. Paluk's title removed. Ms. Blue noted that without a search there would be no permanent appointment of an Executive Director. Ms. Blue then asked the Board if they were in agreement if someone would make a motion to suspend the search. Mr. Royce asked if the Board could hear from Ms. Paluk prior to any motions.

Ms. Paluk said she would be happy to stay on as Interim Executive Director, the title did not cause her any issue. She asked if the Board though having an "Interim" Executive Director would create any impression of instability given the upcoming Charter renewal and site visit in the spring. Ms. Blue noted that as the person in that role would have stability, there wasn't a succession of different people in the role that was not a concern. Ms. Zagabe-Ndiku noted that this could be documented and explained to the reviewing committee.

Ms. Blue then asked for a motion to postpone the search until September 2021. Ms. Zagabe-Ndiku made that motion, it was seconded by Ms. Park. The Board voted as follows: Mr. Schmid abstained from the vote because of the "Interim" remaining as part of Ms. Paluk's title. Mr. Royce, Ms. Park, Ms. Zagabe-Ndiku and Ms. Blue all voted in favor of suspending the search until September 2021.

Following the vote, Ms. Blue noted next steps; opportunities to hear from families, faculty and staff to allow the Board to be prepared for the search process. She spoke of the development of an engagement strategy and the need to work Ms. Paluk to extend her contact.



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Mr. Schmid announced he needed to leave the meeting at 8:58 a.m. Following that Ms. Blue asked for a motion to adjourn the meeting. Mr. Royce made that motion, Ms. Zagabe-Ndiku seconded the motion. The meeting adjourned at 9:00 a.m.

To: Board of Trustees
RE: MEMO on BOT Agenda change
Date: November 19, 2020
From: Heidi Paluk

Title IX amendment and subsequent changes to Student Handbooks

Celia et al;

This memo is regarding the anticipated edits and updates to the Title IX policy amendments, which are required to be approved by the BOT to be included in our Student Handbooks. This discussion and approval scheduled for tomorrow's meeting will not take place as I am not prepared to present a full set of edits to the handbooks. As a point of background information, I wanted to share this information with you what will be coming for your approval at the December 2, 2020 meeting.

Excerpt taken from Shipman & Goodwin LLP Emerging School Law Issues:

On May 6th, the U.S. Department of Education published its long-awaited final regulations regarding sexual harassment under Title IX of the Education Amendments of 1972. The final regulations took effect on August 14, 2020 and have a significant impact on the manner in which educational institutions investigate and address claims of sex discrimination and harassment.

Title IX applies to education programs or activities that receive federal financial assistance ("recipients") and specifically prohibits discrimination on the basis of sex, including sexual harassment. Until now, there have been no binding federal regulations related to sexual harassment under Title IX, only administrative guidance issued by the DOE's Office for Civil Rights.

The final regulations dramatically expand the requirements for Title IX grievance procedures, which will require significant policy and procedure revisions, training, and time to implement. While many schools are focused on planning for the reopening of schools in the fall, they should be sure to keep the new regulations on their radar and take steps to ensure that they are in compliance come August 14, 2020 by updating policies and grievance procedures and providing any necessary training for school staff.

Below are a few of the new changes:

- *Narrowing the definition of sexual assault under Title IX*
- *Limiting the obligation to investigate complaints only to conduct that occurred in the school's program or activity (and not to unrelated off campus conduct)*
- *Mandatory response obligations of schools (i.e., providing supportive measures)*
- *A change to the standard for school liability*

- *More detailed grievance procedures that will alter the way schools process and respond to complaints*
- *Hearings are optional, written questions required (for K-12 Schools)*
- *Schools may choose what standard of evidence to use (e.g. preponderance of evidence v. clear and convincing)*
- *Schools must offer both parties an appeal from a determination regarding responsibility*

Our Civil Rights Atty. drafted edits, but they require administration decisions before being approved by the Board of Trustees. I will ensure we have made those decisions in time to present a final draft to you for our December 2, 2020 meeting.

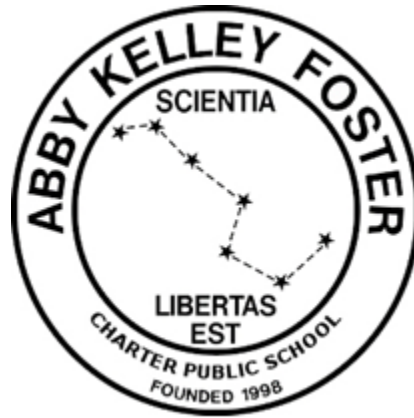
Thank you for your understanding.

Best

Heidi

Heidi Paluk
Interim Executive Director

AKF High School Grades 8-12 Parent/Student Handbook



Parent/Student Handbook
2020-2021

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NON-DISCRIMINATION NOTICE and CIVIL RIGHTS AND SAFETY INFORMATION for School Personnel, Parents and Students

The Abby Kelley Foster Charter Public School is committed to creating and maintaining schools that prevent discrimination of all types while ensuring the health and safety of all who work and learn here. Please take time to review this material in depth.

- **Title I of the Americans with Disabilities Act of 1990:** Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in employment.
- **Title II of the Americans with Disabilities Act of 1990:** Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in educational programming.
- **Title IX of the Education Amendments of 1972, as amended:** Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs on the basis of sex.
- **Title VI of the Civil Rights Act of 1964:** Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin.
- **Section 504 of the Rehabilitation Act of 1973:** Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.
- **M.G.L. Ch. 76 §5:** Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, and sexual orientation.

1. STATEMENT

It is the role of the Abby Kelley Foster Charter Public School to provide a safe and secure learning environment for all students without distinction based on race, color, gender, gender identity, national origin, religion, disability, sexual orientation. Discrimination, sexual and bias-motivated harassment, and other violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation for any pupil, teacher, administrator, vendor, school visitor, or other school personnel to engage in sexual or bias-related harassment (referred to as “wrongful harassment”) or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

The School will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and take appropriate action against any pupil, teacher, administrator, or other school personnel who is found in violation.

2. COMMITMENT TO PREVENTION

This institution is committed to the prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The school undertakes to engage in

activities and programming, such as training of all school personnel, intended to foster respect for diversity, civil rights, and non-violence in school settings.

3. ZERO TOLERANCE FOR KNOWN CIVIL RIGHTS VIOLATIONS; REQUIRED REPORTING AND INTERVENTION TO STOP HARASSMENT

- a. School employees must intervene in ongoing civil rights violations and episodes of wrongful harassment whenever witnessed or reported to the extent that intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the School Civil Rights Administrator. A designated Civil Rights Administrator must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.
- b. The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed on a short-term basis, and more comprehensively once a civil rights violation has been found to occur. The school will take all necessary steps within its authority to implement the objective of stopping continuing civil rights violations and wrongful harassment, and restoring and preserving an environment free of such conduct.
- c. Effective, and if need be escalating, measures should be used to definitively stop harassment and violence. School officials should immediately consider and use regular administrative actions to defuse a civil rights situation wherever possible: separating victim or complainant and offender, ordering the offender to stay away from the victim, or assigning additional security. Relevant school disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender's conduct should be taken when a violation is found. Potential criminal conduct will be reported to law enforcement, and legal remedies pursued as necessary to protect civil rights.

4. DESIGNATION OF CIVIL RIGHTS ADMINISTRATOR

Abby Kelley Foster Charter Public School has designated AnnMarie Little as the Civil Rights Administrator and Title IX Coordinator.

The designated Civil Rights Administrator will respond to matters of civil rights that arise in the School setting. The Civil Rights Administrator shall be prominently identified as available to receive reports and complaints of civil rights violations from students, faculty, or staff. The Civil Rights Administrator will receive specialized civil rights training and take responsibility for upholding school civil rights and safety policies. The Civil Rights Administrator will also serve as a liaison with law enforcement agencies, and assist Abby Kelley Foster Charter Public School in making referrals of possible criminal matters to law enforcement.

5. IDENTIFICATION OF PROHIBITED CONDUCT

a. Definitions

- **Bias Incident** means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, color, ethnicity, disability, gender, gender identity, or sexual orientation. A bias incident may or may not be a criminal act.
- **Bias Indicators** are objective facts and circumstances, which suggest that an action was motivated in whole or in part by a particular type of bias.
- **Bias Motives** recognized by Massachusetts's law as causing hate crimes include prejudice based on race, religion, color, ethnicity, disability, gender, gender identity, and sexual orientation.
- **Civil Rights Violations** involve interfering by threats, intimidation, or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected against interference include non-discrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and sexual harassment and bias crimes, so the term is applied generically to any civil or criminal law infractions.
- **Discrimination** consists of actions taken against another or others, which treat them unequally because of race, religion, color, national origin, disability, gender identity, sexual orientation, or gender bias.
- **Harassment** consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or substantially interfere with the progress of a student's education. Physical harassment includes pushing, hitting punching or other unwanted contact between students. It also includes any case of a student not permitting another student freedom of movement by blocking the way or otherwise hampering passage. Any student who engages in physical, sexual, or verbal harassment is subject to a range of disciplinary measures up to and including expulsion.
- **Bias-Related Harassment** will present bias indicators, most commonly epithets: name-calling derogatory to a particular racial, religious, or sexual orientation group;
- **Sexual Harassment** covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim. Federal Title IX regulations were amended to define the term through three examples of sex-based misconduct: (1) an employee conditioning the provision of an aid, benefit, or service on the student's participation in unwelcome sexual conduct (i.e., quid pro quo); (2) unwelcome conduct on the basis of sex that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access to a school's program or activities; or (3) sexual assault, dating violence, domestic violence, or stalking.
 - Sexually harassing behaviors include, but are not limited to: display or circulation of written materials or pictures derogatory to a gender, gender identity, or sexual orientation, writings or drawings placed on school properties, uninvited remarks and gestures, unwanted sexual comments, spreading sexual gossip, pressure for sexual activity, unwanted physical contact such as touching, pinching, patting, rubbing, etc., homophobic behavior, e.g. gay and lesbian harassment.
- **Hate Crimes** include any criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias-motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.

- **Hostile Environment** exists when a person has been or is subjected to threats, intimidation, or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias-related and sexual harassment create a hostile environment for the victim. A single act of harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.
- **Stalking**, a felony, consists of intentional conduct involving 1) two or more acts directed at a specific person, 2) which would cause an average person substantial distress, 3) where the perpetrator has made threats causing the targeted person fear of death or injury.

b. Common Bias Indicators

- Bias-related oral comments or epithets
- Bias-related markings, drawings, or graffiti
- Use of bias-related symbols
- No clear economic motive for an assault and battery
- Crime involving disproportionate cruelty or brutality
- Offender history of crimes of similar nature and victims of the same group

c. Examples of Civil Rights Violations and Bias Incidents

- Unwelcome verbal, written, or physical conduct directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs (racial and color harassment)
- Unwelcome verbal, written, or physical conduct, directed at the characteristics of a person's religion, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti (religious harassment)
- Conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs (national origin harassment)
- Conduct directed at the characteristics of a person's sexual orientation-actual, perceived, or asserted-such as negative name-calling and imitating mannerisms (sexual orientation harassment)
- Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment (disability harassment)
- Physical conduct putting someone in fear of imminent harm, coupled with name-calling of a bigoted nature (crime of assault)
- Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (civil rights violation or crime of stalking)
- Painting swastikas on walls or other public or private property (crime of vandalism)
- Hitting someone because of his or her actual or perceived group status (crime of battery)

d. Scope of Information

This information applies to bias crimes, civil rights violations, bias incidents, and bias-related harassment occurring on school premises or property, or in the course of school-sponsored activities, including those outside of school if there is a detrimental effect on the School or the educational climate.

6. PROCEDURES FOR RESPONDING TO AND INVESTIGATING INCIDENTS

- a. Whenever a **student**, staff person **or third party** witnesses **or** reports a possible civil rights violation, the School's Civil Rights Administrator must be notified. The school's Civil Rights Administrator should immediately **respond and** begin an investigation. In an emergency, 911 must be called.
- b. A student coming forward to report a civil rights violation s/he has experienced should be directed to the School's designated Civil Rights Administrator after any emergency needs are attended. Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation against the complainant.
- c. The investigation must determine whether a civil rights violation has in fact occurred. An immediate aim of the investigation should be preservation and gathering of evidence from the scene of an incident. Bias-related graffiti should be photographed then removed. The investigator should seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, and then interview others who may have relevant knowledge as well. The investigation may also consist of any other methods and documents deemed relevant and useful.
- d. All the circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation should make a finding as to whether civil rights infraction in violation of this policy has occurred based on the definitions of wrongful conduct supplied at Section 6.

Complaint Procedures in cases of sexual, racial and/or other harassment:

- a. Any student subjected to harassment may, if she/he chooses, confront the harasser informally in order to resolve the complaint on a personal level. If the complainant does not want to deal directly with the harasser, or if the matter is not resolved, the complainant should immediately report the conduct to **any staff person, including but not limited to a teacher, counselor, or the Civil Rights Administrator. Any staff person who has notice of sexual harassment or allegations of sexual harassment must report the information to the Civil Rights Administrator; reporting notice of such prohibited activities is required of all staff per federal law.**
- b. The Civil Rights Administrator must always take every report of harassment seriously, investigate every complaint of harassment, and respond promptly. **In cases of sexual harassment, the Civil Rights Administrator will promptly contact the complainant to discuss supportive measures, and explain the process for filing a formal complaint. Supportive measures may include counseling, contact restrictions, and modification of class schedules.**
- c. **Pursuant to Title IX, in sexual harassment matters, AKFCS must follow a grievance process before imposing any discipline or non-supportive measures against a student accused of sexual harassment (although the school may elect to place an accused non-student employee on administrative leave while a grievance process is pending). Written notice containing certain specific information must be provided to both parties. Before an investigation report is finalized parties must have at least 10 days to review and respond to all evidence directly related to the**

allegations. A completed investigation report must be provided to parties at least 10 days before any hearing. After receiving the completed report, schools now must allow both parties to submit written, relevant questions for the other party or any witness, to review answers to the questions, and to provide limited follow-up questions.

- d. Pursuant to Title IX, in sexual harassment matters, AKFCS shall conduct a threat assessment before removing a student from campus pending a decision in the case, and there shall be a mechanism for the student to immediately challenge the removal;
 1. AKFCS's investigators and Title IX coordinators shall not have a bias for or against complainants or respondents generally;
 2. Accused students are to be presumed innocent;
 3. The standard of evidence shall be a "preponderance of the evidence" in all Title IX cases;
 4. Notices of allegations shall include the identities of the people involved, the date and location of the incident, and a description of the conduct that forms the basis of the allegation (to the extent all of this information is known to the school);
 5. AKFCS may dismiss a formal complaint if the complainant asks for it to be withdrawn, or if the respondent no longer is a student or employee at the school;
 6. All parties shall have an equal opportunity to present evidence, which may include expert or other witnesses;
 7. All parties have the right to review and inspect any evidence the school collects that is relevant to the allegations, even if the school does not rely on the evidence in coming to its decision;
 8. All parties must have the opportunity to review the evidence before any investigative report is finalized, and to respond in writing to the evidence;
 9. Schools shall provide an advisors to any student who does not have one for a hearing, for the purpose of allowing that advisor to examine witnesses (advisors shall be selected from AKFCS non-attorney employees; complainants and parents always have the option of securing legal counsel or a non-attorney advisor at their own expense, in which case the school will not provide an advisor);
 10. Schools must record their hearings and allow the parties to access the recordings;
 11. There must be a written decision that makes findings of fact, draws conclusions that apply the school policies to the facts, and gives a rationale for the finding as to each allegation.
- e. Parents and guardians have the legal right to act on behalf of students in Title IX matters, and therefore may make decisions regarding appropriate supportive measures, or whether to file or withdraw a formal complaint.
- f. Before the completion of the investigative report, AKFCS shall send evidence to each party and the parties shall have ten days to submit a written response. At the conclusion of the written response period, the investigator shall prepare a report, which the school will send to each party for review and written response, at least ten days prior to a hearing or the district's determination regarding responsibility.
- g. AKFCS may, but is not required to, hold a live hearing. Regardless of whether a live hearing is convened, the school's decision-maker will allow each party to submit written questions, provide each party with the answers, and allow for additional follow up questions before determining

responsibility. Decisions shall be made based on a preponderance of the evidence standard, which shall apply to all formal complaints.

- h. If it is determined that harassment has occurred, the Civil Rights Administrator will take appropriate action to end the harassment and to ensure that it is not repeated. Confidentiality will be maintained to the extent consistent with the School's obligations under law.
- i. The Civil Rights Administrator or his/her designee will conduct an investigation within 10 days that may result in further mediation or disciplinary action. The complainant has the option of seeking outside legal counsel at his or her own expense for a violation of Title IX. When an investigation has been completed, the Civil Rights Administrator will inform the complainant of the results and file a report with the Coordinator for Title IX/Section 504 of Rehabilitation Act/622.
- j. No individual will suffer reprisals or retaliation for reporting incidents of harassment or making complaints in good faith. Abby Kelley Foster Charter Public School does not tolerate retaliation by an employee or student against a person who has made complaints about harassment in good faith.
- k. Depending on the circumstances, the consequences for harassment may include anything from a warning to expulsion.

Additional Information re: Amended Title IX Requirements

Definition of "sexual harassment" under Title IX. The Title IX process is limited to "sexual harassment," defined as the following three types of conduct: 1) *quid pro quo* harassment by a school's employee on the basis of sex (i.e., school employee conditions educational benefits on partaking in unwelcome sexual conduct); 2) unwelcome conduct on the basis of sex that a reasonable person would find so severe, persuasive, and objectively offensive that it denies a person equal educational access; and 3) any instances of sexual assault as defined in the Clery Act, dating violence, domestic violence, or stalking as defined in the Violence Against Women Act. **NOTE:** Conduct that does not fall under this definition of "sexual harassment" cannot be addressed under AKFCS's Title IX process. Other misconduct that violates AKFCS's code but does not constitute "sexual harassment" under Title IX will be addressed using the school's civil rights grievance procedures.

Location of sexual harassment. AKFCS's ability to respond to complaints of sexual harassment under Title IX is explicitly defined. Specifically, for Title IX purposes, AKFCS shall only respond to allegations of sexual harassment against a person in the United States. Furthermore, the alleged sexual harassment must have occurred in "locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurs." If an alleged act of sexual harassment occurred off campus, AKFCS shall only initiate a Title IX response if the location is in use by a school-sanctioned student or institution organization (i.e., athletic facilities). Under the new regulations, a student may not file a complaint against another student or a faculty member at a school where the student does not participate in an educational program, and Title IX protections do not extend to students studying abroad.

Only formal complaints will be investigated under Title IX. AKFCS shall investigate formal complaints brought to the attention of officials who possess authority to take corrective action; no other complaints

shall trigger a formal Title IX investigation. A formal complaint is one filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. Formal complaints may be brought to any school employee. However, when a complaint is not brought to a person empowered to take action (i.e., a school employee), AKFCS must follow various mandated response obligations, such as offering and informing the complainant of support measures. AKFCS may address all allegations in an informal complaint pursuant to the school's civil rights grievance procedures, outside of the Title IX process.

AKFCS has designated AnnMarie Little, Director of Government Relations and Special Education Director, to coordinate its efforts to comply with Title IX ("Title IX Coordinator"):

AnnMarie Little, Title IX Coordinator
Abby Kelley Foster Charter Public School
10 New Bond Street
Worcester, MA 01606
508-854-8400, ext. 3625
amlittle@akfcs.org

Ms. Little's contact information shall also be displayed on the school's websites. Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator at any time.

Grievance Procedure. The new regulations provide the following detailed requirements for school grievance processes addressing sexual harassment:

- The grievance process must include reasonably prompt time frames for the conclusion of the grievance process and the filing/resolving of appeals. The grievance process must also allow for limited extensions of time for good cause with written notice to the Parties of the reasons for any extensions.
- Investigators and Title IX Coordinators may not be biased toward either party.
- All accused respondents are presumed innocent until the conclusion of the grievance process. However, the school must describe the range of possible disciplinary sanctions that it may implement following a determination of responsibility.
- Schools must conduct a threat assessment before removing an accused student from campus pending a decision in a Title IX case. Schools must also create a process for the accused student to immediately challenge his or her removal from campus.
- Schools must declare what evidentiary standard they are using to evaluate all Title IX complaints. (See, *infra*, Section 5.) Schools must use the same evidentiary standard for all Title IX cases.
- Prior to any formal interview regarding a sexual-harassment complaint, schools must send a notice of written allegations to the parties. Such notice must include, "the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment..., and the date and location of the alleged incident, if known." The notice must also include a statement that the accused is presumed not responsible and that the parties may have an advisor of their choice (who may be an attorney) to inspect and review all evidence.
- Schools may no longer use a "single investigator" model to investigate, adjudicate, and issue disciplinary sanctions against students of faculty in Title IX cases. Instead, the new regulations require the following three separate officials to work in coordination to handle Title IX complaints: 1.) a Title IX Coordinator who receives reports of sexual harassment

(see, *supra*, Section 3), 2) an investigator who gathers facts and interviews parties and witnesses; and 3) a decision-maker who determines sanctions and remedies.

- Schools may dismiss formal complaints upon the complainant's request. Schools may also dismiss formal complaints if the respondent is no longer a student or employee at the school.
- Parties must have equal opportunity to present witnesses, including fact and expert witnesses. Parties must also have equal opportunity to present inculpatory and exculpatory evidence.
- Parties must have equal opportunity to review evidence before any investigative report is finalized, and to respond in writing to the evidence. The grievance process must protect all legally recognized privileged information unless such privilege is waived.
- Parties must have equal opportunities to present evidence during any grievance proceedings. Schools must provide advisors to students who do not have an advisor at all grievance proceedings.
- Schools must create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior any determination regarding responsibility, provide the report to each party and the party's advisor, if any. The report may be provided in an electronic format or a as hard copy for the party and/or his or her advisor'- review and written response.
- After sending the investigative report, decision makers must afford each party the opportunity to submit written, relevant questions that the party wants asked of any other party or witness; provide each party with the answers to all questions asked; and allow for additional, limited follow-up questions from each party.
- Schools may, but need not, provide for a hearing. (See, *infra*, Section 10.)
- The decision-maker must issue a final, written determination regarding responsibility. (See, *infra*, Section 6.)
- Remedies must be designed to restore or preserve equal access to the school's educational program or activity.
- The Title IX Coordinator is responsible for implementation of any remedies.

Evidentiary Standard for identifying sexual harassment. The new regulations require schools to presume that individuals accused of sexual harassment are innocent prior to the school's investigative and decision-making process.

Determination regarding responsibility. The decision-maker in a Title IX matter must issue a final, written decision regarding responsibility. This written decision may be reached only after applying the preponderance of evidence standard. The written decision must include the following:

- Identification of the allegations potentially constituting sexual harassment;
- A description of all procedural steps taken from when the school received the formal complaint through its issuance of the written decision. Such description should include all notices sent to the parties, any interviews with parties and witnesses, all site visits, all methods used to gather evidence, and any hearings the school held;
- Findings of facts to support the decision;
- Conclusions regarding the application of the school's code of conduct to the facts;
- A statement of, and rationale for, the conclusion as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school's education program or activity will be provided by the school to the complainant; and
- The school's procedures and permissible bases for the complainant and respondent to appeal.

Mandatory Appellate Procedure. AKFCS must offer both parties a chance to appeal from a determination regarding responsibility, including from the school's dismissal of a formal complaint. AKFCS's grievance process must include the procedures and permissible bases for either party to

appeal. Appeals may be based on the following: prejudicial procedural irregularities (i.e., irregularities that affected the outcome of the matter), newly discovered evidence that could affect the outcome of the matter, and/or conflict(s) of interest or bias by Title IX personnel that affected the outcome of the matter. AKFCS must notify the respondent(s) when an appeal is filed. Both parties must be given a reasonable time to submit a written statement in support of, or opposing, the written decision. The appellate decision maker(s) must issue a new written decision describing the results of any appeals and the rationales for such results. Such written decision must be simultaneously provided to both parties. AKFCS must also ensure that the decision-maker(s) for any appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.

Complainant supportive requirements. The regulations require schools to offer supportive measures to complainants, such as the opportunity to change classes and the opportunity to pursue no-contact orders. AKFCS's grievance process must describe the supportive measures available to complainants. The new regulations require AKFCS to allow complainants to determine which of the available supportive measures he or she wishes the school to implement in response to incidents of alleged sexual harassment.

"Deliberate indifference" standard for school liability. The Department's Office for Civil Rights may not find a school legally culpable for mishandling sexual harassment accusations under Title IX unless it finds that the institution was "deliberately indifferent" in carrying out mandates to support victims and in fairly investigating complaints. The regulations define "deliberately indifferent" as "clearly unreasonable in light of known circumstances." The new regulations also incorporate an "actual knowledge" prong to the "deliberate indifference" standard. Knowledge and a duty to act are attributed to a school only when notice of the sexual harassment was provided to the institution's Title IX Coordinator, any institution official with authority to institute corrective measures, or to any employee of an elementary or secondary school.

Consistent with updated Title IX federal laws and regulations:

- AKFCS shall conduct a threat assessment before removing a student from campus pending a decision in the case, and there must be a mechanism for the student to immediately challenge the removal;
- AKFCS's investigators and Title IX coordinators shall not have a bias for or against complainants or respondents generally;
- Accused students are to be presumed innocent;
- Notices of allegations must include the identities of the people involved, the date and location of the incident, and a description of the conduct that forms the basis of the allegation (to the extent all of this information is known to the school);
- Schools may dismiss formal complaints if the complainant asks for it to be withdrawn, or if the respondent no longer is a student or employee at the school;
- Parties must have an equal opportunity to present witnesses, including expert witnesses, in the event a hearing is held;
- Parties have the right to review and inspect any evidence the school collects that is relevant to the allegations, even if the school does not rely on the evidence in coming to its decision;
- Parties must have the opportunity to review the evidence before any investigative report is finalized, and to respond in writing to the evidence;
- AKFCS may, but is not required to, conduct a live hearing in sexual harassment cases;
- AKFCS must provide an advisor to a student who do not have one for the hearing, for the purpose of allowing that advisor to examine witnesses;

- Schools must record any live hearings and allow all parties to access the recordings;
- There must be a written decision that makes findings of fact, draws conclusions that apply the school policies to the facts, and gives a rationale for the finding as to each allegation.

11/23/2020

Submitted for public comment:

To the members of the Abby Kelley Foster Board of Trustees,

As a faculty council representative, I receive comments from staff, and those are brought to the appropriate people, whether it is the building principal, or the executive director. However, I have received input from my colleagues that really is best addressed to you, the board of trustees.

The comment/question I have gotten from multiple people is if you could clarify the process for people joining the board. How are members recruited and selected? This is not a negative question, merely an inquiry as to the process, as I think more staff have been engaged as viewers since the meetings moved to virtual events and are curious as to the official process. You, as the board, have a tremendous responsibility to the school, and we respect that and the time you put in, but a little more information about the process would be helpful.

The second part of the question is concerning faculty representation. Has there ever been a discussion about a faculty member serving as a representative to the board? We know the executive director is the liaison between the school and the board, but there is a feeling that a faculty member/teacher may offer a different perspective.

Thank you for your consideration of these questions,

Mike Penney

Faculty Council member from the high school

Attendee Report

Report Generated:

1/26/2021 15:23

Topic	Webinar ID	Actual Start Time	Actual Duration (minutes)	# Registered	# Cancelled	Unique Viewers	Total Users	Max Concurrent Views
Board of Trustee Meeting	925 5968 1365	12/2/2020 18:19		78	25 0	23	39	24

Host Details

Attended	User Name (Original Name)	Email	Join Time	Leave Time	Time in Session (minutes)
Yes	Michelle Vigneux	mvigneux@akfcs.org	12/2/2020 18:19	12/2/2020 19:36	78

Panelist Details

Attended	User Name (Original Name)	Email	Join Time	Leave Time	Time in Session (minutes)
Yes	Shelly Yarnie P'30, PP'19	syarnie@akfcs.org	12/2/2020 18:27	12/2/2020 19:36	69
Yes	Amy DiDonna, Esq.	amydidonna@gmail.com	12/2/2020 18:26	12/2/2020 18:59	34
Yes	Randy Schmid PP'18	rschmid@akfcs.org	12/2/2020 18:27	12/2/2020 19:36	70
Yes	Patrick Royce, Treasurer	proyce@akfcs.org	12/2/2020 18:29	12/2/2020 19:36	67
Yes	Celia Blue PP'18, Board Chair	cblue@akfcs.org	12/2/2020 18:30	12/2/2020 18:58	28
Yes	Celia Blue PP'18, Board Chair	cblue@akfcs.org	12/2/2020 18:58	12/2/2020 19:36	38
Yes	Heidi Paluk P'22, PP'18 she/her/hers	hpaluk@akfcs.org	12/2/2020 18:28	12/2/2020 19:36	68
Yes	Alisha Carpino, Director of Finance and Operations	arcarpino@akfcs.org	12/2/2020 18:27	12/2/2020 19:36	69
Yes	Bibiche Zagabe-Ndiku P' 21, '23, PP'17, '18	bndiku@akfcs.org	12/2/2020 18:28	12/2/2020 19:36	68
Yes	Mike Grennon, Director of Facilities	mgrennon@akfcs.org	12/2/2020 18:20	12/2/2020 19:36	77
Yes	Jie Park, Ph.D	jiepark@akfcs.org	12/2/2020 18:28	12/2/2020 19:36	68

Attendee Details

Attended	User Name (Original Name)	First Name	Last Name	Email	Registration Time	Join Time	Leave Time
Yes	Kaitlyn Greenwood	Kaitlyn	Greenwood	kaitlyngreenwood@akfcs.org	11/30/2020 19:50	12/2/2020 18:32	12/2/2020 19:35
Yes	Karen Dascoli	Karen	Dascoli	kdascoli@akfcs.org	12/2/2020 18:35	12/2/2020 18:35	12/2/2020 19:35
Yes	Amy Emma	Amy	Emma	aemma@akfcs.org	12/2/2020 18:39	12/2/2020 18:39	12/2/2020 19:36
No	Kelly	Kelly	Gould	kgould@akfcs.org	12/2/2020 18:31	--	--
Yes	Rob kerr	Rob	kerr	rkerr@akfcs.org	12/2/2020 18:12	12/2/2020 18:32	12/2/2020 19:35
No	Ali	Ali	Hyde	Ahyde@akfcs.org	12/1/2020 16:19	--	--
Yes	Kayla Mezzano	Kayla	Mezzano	kmezzano@akfcs.org	12/2/2020 18:16	12/2/2020 18:32	12/2/2020 19:36
Yes	Mike Vigneux	Mike	Vigneux	mikevigs@gmail.com	12/2/2020 18:45	12/2/2020 18:45	12/2/2020 19:36
Yes	Trinere Rodriguez	Trinere	Rodriguez	trodriguez@akfcs.org	12/2/2020 18:22	12/2/2020 18:34	12/2/2020 19:36
Yes	Chris Kursonis	Chris	Kursonis	ckursonis@akfcs.org	12/2/2020 18:27	12/2/2020 18:32	12/2/2020 19:36
Yes	Kelly Davila	Kelly	Davila	kdavila@akfcs.org	12/2/2020 11:45	12/2/2020 18:32	12/2/2020 19:36
Yes	Amanda Durkin	Amanda	Durkin	adurkin@akfcs.org	12/1/2020 15:43	12/2/2020 18:32	12/2/2020 19:36
Yes	Anne Clayborne	Anne	Clayborne	aclayborne@akfcs.org	12/2/2020 18:21	12/2/2020 18:32	12/2/2020 19:36
Yes	Jennifer Giusto	Jennifer	Giusto	jgiusto@akfcs.org	12/2/2020 18:32	12/2/2020 18:32	12/2/2020 19:36
Yes	Amelie Tambolleo	Amelie	Tambolleo	atambolleo@akfcs.org	12/2/2020 18:24	12/2/2020 18:32	12/2/2020 19:36
Yes	Melissa Ford	Melissa	Ford	mford@akfcs.org	12/2/2020 18:29	12/2/2020 18:32	12/2/2020 19:36
Yes	amy Puliafico	amy	Puliafico	apuliafico@akfcs.org	12/2/2020 18:23	12/2/2020 18:32	12/2/2020 18:32
Yes	amy Puliafico	amy	Puliafico	apuliafico@akfcs.org		12/2/2020 18:32	12/2/2020 18:33
Yes	amy Puliafico	amy	Puliafico	apuliafico@akfcs.org		12/2/2020 18:33	12/2/2020 19:01
Yes	amy Puliafico	amy	Puliafico	apuliafico@akfcs.org		12/2/2020 19:03	12/2/2020 19:36
Yes	Siby Adina	Siby	Adina	sadina@akfcs.org	12/2/2020 18:44	12/2/2020 18:44	12/2/2020 19:36
Yes	renee mcdonald	renee	mcdonald	rmcdonald@akfcs.org	12/2/2020 18:26	12/2/2020 18:32	12/2/2020 19:36
Yes	Mike Penney	Mike	Penney	mpenney@akfcs.org	12/2/2020 7:11	12/2/2020 18:32	12/2/2020 19:36
Yes	Ann O'Connor	Ann	O'Connor	aoconnor@akfcs.org	12/1/2020 17:36	12/2/2020 18:32	12/2/2020 19:36
Yes	Kate Condon	Kate	Condon	kcondon@akfcs.org	12/2/2020 18:24	12/2/2020 18:32	12/2/2020 19:36
Yes	AnnMarie Little	AnnMarie	Little	amlittle@akfcs.org	12/2/2020 18:26	12/2/2020 18:32	12/2/2020 19:36
Yes	jessica regan	jessica	regan	jregan@akfcs.org	12/2/2020 18:23	12/2/2020 18:32	12/2/2020 19:36

Yes	Erin Perron	Erin	Perron	eperron@akfcs.org	12/2/2020 18:22	12/2/2020 18:32 12/2/2020 19:36
Other Attended						
User Name	Join Time	Leave Time	Time in Session (minutes)	Country/Region Name		
15089632044		12/2/2020 18:32	12/2/2020 19:36	64 United States of America		

Time in Session

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Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606 Phone:
(508) 854-8400 Fax: (508) 854-8484 www.akfcs.org

Board of Trustees Meeting Minutes- DRAFT

DRAFT

Wednesday, December 2, 2020 / 6:30

p.m.

https://akfcs-org.zoom.us/webinar/register/WN_WPxlwCntRrCJu3g4-toQVg

The meeting was Called to Order by Celia Blue, Chair at 6:32 p.m.

Attendance Recorded and included with these minutes.

Ms. Blue read the Abby Kelley Mission statement in faithfulness to our charter. There were no public comments or old business.

Ms. Blue asked the Board to review of the Meeting Minutes from November 5, 2020 and November 20, 2002. Ms. Blue ask for a Motion to accept the meeting minutes from November 5, 2020. Mr. Royce made the Motion, Ms. Zagabe-Ndiku seconded the Motion. Mr. Royce, Ms. Zagabe-Ndiku, Ms. Blue, Ms. Park and Mr. Schmid approve the minutes. Ms. Yarnie abstained. Ms. Blue then noted that the minutes from November would be tabled until 1.27.

Ms. Paluk delivered her Executive Director update. Ms. Paluk mentioned fundraising initiatives within the District. She shared an update about the District's Professional Development session on December 2nd, which was the first full District PD.

Following the Thanksgiving break the Elementary School will return to the Hybrid Model; the Gold group comes in on December 3rd, Maroon Group on December 7th. The District remains on track to open in 2021 with full District Hybrid, adding grades 4-12. Mr. Schmid noted that this is a lot of work on the part of everyone involved, teachers especially. He encouraged everyone to find balance with fears and safety, encouraging everyone to be safe.

Ms. Paluk shared that Abby Kelley has been approved as an SSO Meal Program site, through June. This means Abby Kelley will be able to provide free meals to any students (from any district).

The District's PAC Group for families of student with special needs, had a presentation by Jim Dunn, an Executive Function Coach. Mr. Dunn's presentation was well received and will be presented to all families in January. Ms. Little noted that the Special Education Department had a successful review of their policies and procedures and no significant issues arose the Department is ensuring equity when in the areas of race and ethnicity.

Ms. Little announced that DESE would do their on-site visit in May which was postponed from April 2020.

Mr. Grennon alerted the Board to a new sink hole at the High School. This is a new hole, but it is in line with the hole the parking area had last year. He said there would be some relocation of cars, efforts made to re-route busses to keep traffic in that area to a minimum.

Ms. Paluk and the Attorney DiDonna brought to the Board handbook updates for Title IX. Ms.

DiDonna explained for the Board what he changed would mean, how things would go in due process. Ms. Blue asked Attorney DiDonna to look at who the language around the “decision maker” identity, should that person be defined. The Board presented questions for Attorney DiDonna which were answered. Ms. Blue then asked for a Motion to approve the changes to the student handbook as presented. As this was happening, Ms. Blue’s internet connection was lost. Mr. Royce made the motion, Ms. Yarnie provided a second. The Motion was unanimously approved as Ms. Blue was able to return to the meeting just as this vote was ending.

The Board, Ms. Carpino and Ms. Paluk then entered into discussion on faculty/staff appreciation gift. The result of this conversation was a Motion to approve \$10,000 to be used for the purchase of gift cards for faculty and staff. Ms. Zagabe-Ndiku made the motion, it was seconded by Ms. Yarnie. The Board unanimously approve the Motion.

Ms. Blue noted the upcoming meetings for the Board and Committees **Education Committee:** Thursday, December 10th / 7:45 a.m. and **Facilities and Finance Committee;** Friday, December 18th / 8:00 a.m. Ms. Blue then asked for Motion to Adjourn. The Motion was made by Ms. Zagabe-Ndiku, seconded by Ms. Yarnie and the meeting ended at 9:04 p.m.

disability, or homelessness and all students have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.