



Pioneer Valley Performing Arts Charter Public School

Rescheduled May Board Meeting

Amended on May 17, 2021 at 9:34 AM EDT

Date and Time

Monday May 17, 2021 at 6:00 PM EDT

Location

Trustees will be in-person at PVPA, room 424

Public can participate via Zoom:

Join Zoom Meeting

<https://zoom.us/j/95164196408?pwd=YzVYdUJwSlZrUDhWbTNYOHRvcnZ6dz09>

Meeting ID: 951 6419 6408

Passcode: PVPA2020

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order		Melinda Winter	
C. Read the Mission Statement			5 m
PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.			
D. Public Comment		Melinda Winter	10 m
E. Approve Minutes	Approve Minutes	David Potter	5 m
II. Executive Director Report			6:21 PM

	Purpose	Presenter	Time
A. Update on Status of School ReOpening	FYI	Brent Nielsen	15 m

III. Finance 6:36 PM

A. FY 21-22 Budget Proposal	Vote	Andrea Nathanson	30 m
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Please see the proposed Budget that the Finance Committee passed at their meeting for our review and approval.

All questions should be directed to Andrea and/or Marcy unless your question would benefit the entire Board and then it should be withheld until the meeting for the benefit of the group.

IV. Internal Stakeholders 7:06 PM

A. Students Report	FYI		10 m
B. Staff Report	FYI		10 m

V. Governance 7:26 PM

A. Report from Chair	FYI	James Barnhill	10 m
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VI. Strategic Action Plan 7:36 PM

A. Draft of 5 year Plan	Discuss	David Potter	30 m
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Please Review the attached Matrix carefully prior to the meeting.

VII. Other Business 8:06 PM

A. President's Business	FYI	Melinda Winter	10 m
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VIII. Closing Items 8:16 PM

A. Public Comment	FYI	Melinda Winter	10 m
B. Adjourn Meeting	Vote		
C. Executive Session	Vote	Melinda Winter	30 m

Executive session pursuant to Chapter 30A, section 21(a)(3) to discuss strategy with respect to collective bargaining with respect to Units A and B if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, and the chair so declares.

Cover Sheet

Approve Minutes

Section:	I. Opening Items
Item:	E. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Board Minutes 4 13 .21.pdf

PVPA Board of Trustees

Meeting Minutes

April 13, 2021

Beginning Time: 6:03pm Ending Time: 9:28

LOCATION: <https://zoom.us/j/95164196408?pwd=YzVYdUJwSlZrUDhWbTNYOHRvcnZ6dz09-->
PVPA2020 GROUPS: Board

Members present:

Melinda Winter, Jim Barnhill, Andrea Nathanson, Marty Espinola, David Potter, Neil Hede, Shino Yoshen, Jake Rosenblum, Jenyka Spitz-Gassnola, Erin Linehan, Sean Moore, Latrina Denson, Tonya Ward

Members absent:

Other present: Marcy Connor, Brent Nielsen (current Interim Executive Director),

Mission Statement: *PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.*

Stated by: Sean Moore

Public Comment –

Pete Casey – supports efforts for in-person learning, concern with constraints of space and staff desire, concern with mental health and isolation of students, looking for a plan, a checklist, reached out to DESE for assistance? Please let us know what you need from the families for support, have you asked DESE for support

Emily Hede – reading a written statement regarding mental health struggles and the impact of the MS schedule on the HS school students – adding Zoom time and cuts time between classes and flex time, results of survey to 9th graders, concern with lack of participation of students and families with re-opening plan

Amy Benoit – parent of a junior, excellent student who is now “going through the motions” without the same enthusiasm – daughter Kalen speaks to the challenges of remote learning, lack of motivation

Trish Hede – parent of ninth grader – woeful lack of meaningful communication from school admin – feels out of the loop – getting all of our students to in-person learning, now, while there is still meaningful time left in the school year – DESE expects planning already – shares numbers of students and a cohort hybrid model at 70% capacity

Public comment closed after 15+ minutes

Topic: Approval of Minutes from March meeting –

Motion to approve: Jenyka, Seconded: Marty

No discussion

Roll call vote: M Winter Yes, Andrea Nathanson Yes, Erin Linehan Yes, J Barnhill Yes, J Rosenblum Yes, D Potter Yes, Jenyka Yes, Marty Yes, Neil Yes, Sean abstain, Tonya Ward YES, Latrina YES, Shino YES

passed with a vote of 12 yes 1 abstention

Motion to approve minutes from March 24, 2021

Marty moves, Andrea seconded

Discussion: none

Jim Y, Mary Y, Neil Y, Erin Y, Sean abstain, Andrea Y, David Y, Jake Y, Jenyka Y, Mindi Y, Tonya Y, Latrina Y, Shino abstain

Minutes approved 11 - 2

Executive Director Report

- Shared Exec Dir report but will speak directly to concerns from comments
- It's been a year of very little communication, takes responsibility for any part of that as part of the admin team
- Feb took over the leadership and first contacted Labor Management committee to collaborate immediately – we decided to meet twice as often as contract stated, to make up for lost time
- We first agreed upon next year's school calendar in order to begin the scheduling process
- Before the commissioner mandated, we began conversations about returning to school
- After a couple of meetings we had a very short window provided by DESE to plan for students returning to the building
- Mandate was for MS full-time five days a week
- DESE offered help but threatened that if you lack space and apply for a waiver then the state will come out and inspect/verify – no offer to help because we are doing what we are expected to do.
- We do not have the space to welcome all of our high school students back, according to CDC and DESE guidelines
- With 3 feet distancing requirement, we are removing furniture and still finding space for 10 students at best – we can fit about 50%
- Incredible disruptions to schedules would have been needed, not the same as what has been happening
- 5.5 hours of structured learning time per day for all students
- New schedule shared in Friday notes, on the agenda tonight
- Longer class periods required to meet DESE mandates
- Asynchronous learning day last Friday to work with teachers on scheduling concerns

- Expectation is not that students will have more screen time, no lecture style 65 minute classes, teachers will have more flexibility to use asynchronous activities, breakout activities, small-group work, more differentiated and more engagement is expected
- Accredited program designed for people working with adolescents to be able to respond to student mental health crises
- Performing Arts – requirements in place for the arts which require more distancing, 7 students can be singing in the largest classroom even with the special masks purchased
- Staffing, not staff preferences, has been one big issue, we need additional staff to support the challenges involved
- Expecting close to 100 MS students, plus about 25 HS students previously identified for in-person support

Enrollment: 70 of 72 7th grade spots are accepted, other grades are filling, healthy waitlists

- Accepted students day June 11th and 12th , including brand-new students who didn't have this opportunity yet
- Student Opportunity Act Plan – a grant proposal for \$40,000 to help recruit and retain BIPOC faculty, focused on evidence-based practices
- Group COVID testing for teachers has occurred, no positives found
- Fundraising Auction in the planning stages occurring soon, more info in Friday Notes

Questions for Brent:

- Andrea- curious to hear from teachers, expressing appreciation for teachers, appreciate Brent's comments describing the new schedule
- Max – exploring outside options with tents? Brent – 2 tents in the fall until Nov 1. Supposed to get 4 tents in April, setting up this weekend – will be the priority spaces for music and singing and dance classes- they should be in place through next November, including summer programming – Lunch and breakfast also under the tents
- Neil – 78% of MS students returning? Is that in line with the survey we sent? How about a HS response? Do we have a plan for the return of HS students? Brent – exact numbers not in front of me, but some things are different. Vaccination is more common now, some MS families changed opinions, we need to know how many MS students are attending before we can consider how many HS students we can fit

Mindi makes a motion to approve the Plan for Re-Entry of Grades 7 & 8

Andrea seconds

Discussion:

- Erin – in favor of the schedule – 4 blocks 55 minutes per wk, but this year it's been 3 blocks of 45 minutes, plus flex time outside of class – but most students don't actually do the flex time work expectations – we thought still 45 min of class plus 20 extra minutes of social/emotional learning – this can bridge the in-person to the remote students, but also keeping the remote

students connected to their school/class – plan activities around social/emotional support and this is for all classes every day

- Fiona – 33 responses to a 9th grade survey show fear, anxiety, depression – this will negatively affect students’ mental health – we’re struggling – happy to hear that teachers are not going to increase their lecturing – happy that students responded with suggestions and creative ideas to help make things better
- Jenyka – thanks everyone for their hard work, esp students and student reps for courage and strength – there has been a lot of student input on making social/emotional connections –
- David – difficult choices, admin and Board are very constrained, building space is a huge challenge, but this plan is clear, socio/emot issues have been addressed, possible waiver related to bringing HS students to school, this is a plan that I can support
- Mindi – similar sentiments, mentions Youth Mental Health First Aid as not new to us this year
- Neil – concern with 20 minute additional time and how it is used – some teachers may use up the entire 65 minutes? How flexibly will the time be used?
- Erin – plan is to decrease hw, increase socialemotional learning/connections , looking into multiple models for how to do this instructional hybrid model, trying to find a model which supports students emotional health, social connection, and gives them enough time
- Neil – that’s the MS – Brent? HS teachers’ perspective on the extra 20 minutes?
- Brent – MS instructional challenge is to work with students remotely at the same time as supporting students in school – there is a big difference for planning lessons – in the HS teachers do have a clear plan of how to use their time to maximize the instruction and meet the needs of all teachers –
- Erin – question: all MS acad classrooms will be outfitted with video conferencing systems – sounds very cool, game-changer for hybrid instruction – Are we planning to do the same for the arts classrooms, phasing in? Or can arts classes use, for ex, my classroom to take adv of it?
- Brent – we were able to get 10 of these systems – more systems would have taken much longer for us to acquire and install – but future money is hoped for and could be used for more – arts classes for this spring we have wide-angle web cams

Vote Jim y, Marty Y, Neil Y Erin Y Sean Y, Andrea Y David Y Jake Y Jenyka Y Mindi Y, Tonya Y, Latrina Y, Shino Y

Passes unanimously

SAP Committee –

- Presented draft of SAP Goals 1 and 2 Leadership & Governance and Diversity , Inclusion , Equity, Anti-Racism
- Questions about Dir fo Arts and Dir of Academics – Brent reported his plan to revise leadership team and look to hire for these two positions
- Erin – Paidea concerns could include focus on Social Justice action – Instructional Leadership teams? David said that could be found elsewhere in the document not shared tonight
- Shino took detailed notes for the SAP committee to consider all input received
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Finance Committee –

FY21 3rd quarter projections – not going to go through details of it today

Net income projected to be 135,000 at end of year, ahead of the flat budget anticipated

Tuition (above-foundation) is yet to be finalized – these numbers were not updated recently – the ultimate update could create a drop in revenue

FY 22 budgeting – we had an initial look at it, will be meeting again in next few weeks and we will report at next meeting with more info

Marcy – Charter Scho Assoc is aware that DESE projections are off and they are working to remedy that – told today that DESE will get us updated numbers sometime in April – tentative date for special meeting is April 27 – we might be looking to BoT for an extension of due date for the budget – generally present it at May meeting but without the concrete numbers we may need to push it to a June meeting

Ad Hoc Transitional Leadership Planning Committee

- Marty shared an update, linked to Brent's plans for new hires
- Shino – is there any support that Brent and/or leadership team needs from the board
- Brent – open communication is great – Charter Sch Assoc has been helpful putting together job descriptions

Student Reps

- Jake – shout-out for Spring to Action fundraiser – praise and thanks for teachers – echoes communication concerns already well-expressed in this meeting –
- Max – needs to be imposed sanction of less homework, less screen-focused time and more on kids interacting with each other, social/emotional time, is what most students are wanting, we now understand the state-mandated time on learning
- Fiona – already spoke about students' concerns with schedule change , echo Max's perspectives for less screen time more social/emotional learning

Staff Reps

- Erin – MS teachers are super anxious and also extremely excited to teach in person after April break
- Jenyka – rain date to Saturday for drive-in movie event – concessions (cash only) going to the senior class – looking to create more opportunities for social connections – cap and gown orders for graduation went out last week -

Governance Committee

- Retreat has been a focus of our planning, next item on Agenda relates to this

President's Business

- Board on Track membership – special meeting was held – Jake took great minutes – the agreement is attached –

Mindi makes a motion to approve purchase of Board on Track / David seconds

Jim: not intended to bias the board, but the contract is binding and does not clearly state some of the oral presentations and promises made

Andrea – I also agree we should sign it but I have a question about the amount – I thought we would get a few free months, pay only \$12,000 but this one says 15 months for \$15,000

Mindi- this isn't the actual contract, it show the language but we are voting for the \$12,000 f

Andrea – for starting now and going through June of 22

David – including the retreat?

Mindi- yes

Andrea – this looks like it has all our info in it

Mindi – it's just not updated, I've gotten a DocuSign from them every day

Jim – please put the details into the contract – if we do not include the retreat as a service, they can change their mind

Mindi – they will not change the membership agreement, they have a good connection to the school and there is no reason to think that they will not honor it

David – can it be put into writing in the body of the e-mail sending it back signed?

Mindi – it is already in writing, yes, it is not only and oral agreement

No further discussion

VOTE: Jim Y, Marty Y, Neil Y, Erin abstain, Sean Y, Andrea Y, David Y, Jake Y, Jenyka Y, Mindi Y, Tonya Y, Latrina Y, Shino Y

Motion passes 12-Y 1 abstention

Mindi – invitation will be coming to Board members – Boardable info will be migrated to Board on Track – Thom and I will make sure that our meetings, agendas, minutes will be available on the web re-directing to Board on Track

Mindi – since school is re-opened – a desire to meet back in person –

Mindi - Making a motion to return to in-person meetings as of our May meeting – the way to do that would be for people to sit at the table would be in the building, in one of the rooms with the new setups of tv and camera – one room has enough space, we would wear masks –

David seconds the motion

Erin – voting for Board Members to be allowed but not required to be in-person, still with a Zoom link for the public and non-attending Board members?

Mindi- yes, returning to in-person meetings with a hybrid option for Board members and remote accessibility for the public

Andrea – how will it be for remote Board members

Erin explains the setup – camera zooms in on speaker and out again to see whole room, microphone picks up voices well, a large screen showing the Google Meet, chats, etc.

Andrea – largest capacity classroom?

Brent – 21 students –

Jake – proposing to push the vote so as to not get there next month and it's not quite right and it's actually harder to communicate

David – we could have a Plan B with our laptops to do it as we have been doing it

Jenyka – we'll have been in the building already and can work out the logistics

Neil – we can do this if we can expect the school to work with the technology

Jim – I'm with Jake, I'd like to push the vote and get more information

Jake – I'm concerned mostly with the public access

Andrea – concern isn't about the technology – what the board configuration will look like in the room – not facing each other, with masks on?

Vote Jim N Marty abst Neil Y Erin N Sean N Andrea N David Y Jake N, Jenyka Y Mindi Y Tonya Y Latrina abst Shino Y

6 Y 5 N 2 abst

Vote passes – Main meeting will be in person – more information to be shared

Public Comment

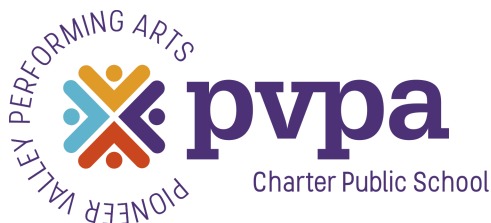
- Janet Casey – students are in crisis and begging to get back into school, the Board is doing a poor job at communicating – I understand space constraints but other schools – kids are in crisis, we're going to lose kids – the PVPA teachers have done a great job, best of the three schools in my house – not feeling good, there are untapped resources, a lot of us stand ready to help
- Edmund – student rep for 9th grade, one of many miserable students, immense pressure to succeed, we are confused which leads to fear and anger

Mindi – no more raised hands -0 adjourned at 9:28pm

Cover Sheet

Update on Status of School ReOpening

Section: II. Executive Director Report
Item: A. Update on Status of School ReOpening
Purpose: FYI
Submitted by:
Related Material:
Reopening Support Site Visit - 4.27.21.pdf
Executive Director Report to the Board - 5_7_21.pdf
Returning to In-Person Learning at PVPA - High School (May, 2021).pdf



15 Mulligan Drive
South Hadley, MA 01075
413-552-1580
www.pvpa.org

Executive Director Report to the Board of Trustees

From: Brent Nielsen, Acting Executive Director

Date: May 7, 2021

Middle School Return

On Wednesday, April 28 we welcomed back 98 students in grades 7 and 8 along with 24 teachers and our two counselors. Over the last week and a half, the students and staff have settled into a routine with lunch outside when the weather has allowed and in the theater and classrooms on rainy days. We did try one rainy day out under the tents and I haven't quite dried out from that yet.

We received the results from our fourth round of pooled testing and once again, all of the pools were negative so there was no need to do individual testing.

On April 27, prior to the middle school students returning, we were visited by a four-member reopening support team from DESE. Today we received a report from them which includes the areas of concern we wanted to get feedback and support from them with, details about what we have done already, and some recommendations for us to consider moving forward. Although there were many comments included that point to the tremendous work our facilities manager, John Kulas, has done to prepare for the return of more students, one comment of note stood out, "Facility is spotless and extremely well maintained."

Preparations for the return of high school students

After an initial survey of high school families indicated 95 students interested in returning to in person learning, we did a class by class analysis to determine if we could fit all of those students in their classes while maintaining the three feet of physical distancing required. We found that this would work and in most classes we had some wiggle room. We shared with families that we would be bringing high school students back on May 17 and sent a form for them to make a final decision on May 3. Families responded quickly to the form with 130 students indicating a decision to return. After the deadline to fill out the form passed, we sent out emails to families to confirm their decision and received a few emails and phone calls from families who didn't realize they had to fill out the final form if they had indicated a desire to return on the initial survey. Those students have been placed on a waitlist and we hope to get most of them in with the other students as we make room assignments.

MCAS

Students in grade 10 will be taking Math and ELA MCAS at PVPA May 10-14. Students in grades 7 and 8 will be taking ELA and Math MCAS both in-person and at home May 17-19.

In-person Support Program

Today was the last day of our successful in-person support program. Middle school students in the program joined their peers in class with their teachers beginning April 28. Our high school students who were in the program will be attending school remotely next week to make room for grade 10 MCAS and will return the classroom with their peers and teachers on May 17. A big thank you goes out to our in-person staff who have been supporting students in the building since October. A special thank you goes out to Shannon Materka who voluntarily worked from the building to support students in ninth grade.

Scheduling Update

We met our goal of May 7 to have schedule requests for all of our returning students for next year. This puts us in a good place for being able to complete the scheduling process on time and make schedules available to students by the end of June.

Student Opportunity Act Grant

We were notified on April 21 that our SOA grant for Educator Workforce Diversification will be funded in the amount of \$39,950.

Spring2ACTion Auction and Arts Showcase

The Spring2ACTion Auction and Arts Showcase was held virtually on April 23. The showcase included some great performances from current and former students and the event met its goal of raising over \$12,000 in 12 days.

Senior Events

Jenyka has been working diligently with the senior class and others to plan for Senior Night/Prom on May 27 and the Graduation Ceremony and Grad Show which will take place in the traditional PVPA graduation spot on the first Thursday of June. Like last year, it will be held on the soccer field only this year we will have a prerecorded Grad Show.

Reopening Support Site Visit

District / School	Pioneer Valley Performing Arts Charter School	Date	April 27, 11:00 am – 1:00 pm
Contact Person	Brent Nielsen	Team	Kenzie, Ebonique, Ken & AM
Phone Number	413-687-2435	Email	Bnielsen@pvpa.org

Reported Area of Concerns:

- School enrollment is currently 400 students and is fully remote. Only 30 students currently attend supervised remote learning in the school building. 98 out of 140 7th and 8th graders will begin in-person learning on 4/28/2021, and approximately 100 9-12th graders (38%) will begin attending 5/17/2021.
- 80% of students receive school lunch, a fewer number receive school breakfast. Concerns about bottlenecks for lunch and breakfast lines on foul weather days.
- Hallways are very narrow (6 ft. across). District has concerns about transitioning safely.
- District has concerns about enforcing distancing and masking.
- District has concerns about staffing lunch and transition supervision. District has previously had conflict with teacher's union.
- District is installing conference equipment and large monitors in all classrooms. They are concerned about budget and installation of hardware.

Team Observations:

- School building has ample indoor and outdoor space.
- Hallways are indeed narrow.
- District is not very concerned about classroom spaces. However, teachers are unhappy about limited teaching space at the front of the room.
- District has installed brand new filtration systems in all rooms.
- District has already purchased and installed 4 outdoor tents for outdoor music classes and outdoor seating in rainy weather.
- District has set up auditorium as makeshift cafeteria with 6 ft. distancing (fits 32 students).
- Lunch block is long (40 min), and all students eat lunch at the same time due to mixed grade level classes.
- Lunch distribution happens at one central location.
- Lunches are distributed in pre-made clamshell packages.
- Breakfast items are chosen individually.

Best Practices:

- There are clear floor markings in hallways indicating traffic flow and appropriate distancing.
- Signs for handwashing and masks are clear and posted throughout.
- Installation of isolation valves on combo bubbler/bottle filler stations to shut off bubbler feature.
- District intends to hold chorus and wind instrument classes outside.
- District intends to mark dance studio with 6 ft. masking tape boxes.
- District is making good use of ample outdoor space with 4 tents already set up.

Considerations:

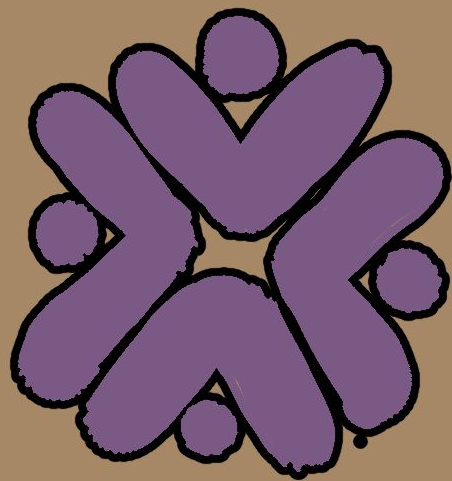
- Consider setting up multiple breakfast and lunch grab 'n go carts with pre-packaged meals to avoid bottlenecks.
- Consider acquiring food carts that have better temperature controls for hot and cold food.
- Consider establishing the breakfast and lunch line outside on most days, with indoor lines reserved for rainy days.
- Consider staggering dismissal for lunch by 5 minutes to avoid long lines.
- Consider multiple exit doors after lunch distribution in order to avoid

<ul style="list-style-type: none"> • All classrooms are set up with 3 ft. distancing seat edge to seat edge. • HVAC systems have all been upgraded to have MERV 13 filters with additional UVCG lighting. • District has hired additional staff members to monitor transitions and lunch. • District has thought flexibly about space in order to fit as many students in the building as possible with minimal risk. • District has taken a holistic approach to addressing in-person learning concerns by working in partnership with a myriad of stakeholders including the school leadership in guidance, nursing, data, nutrition, IT, facilities, and building management; the school committee; and DESE. • Facility is spotless and extremely well maintained. 	<p>crowding.</p> <ul style="list-style-type: none"> • Consider breaking up the 40-minute lunch period into multiple smaller periods (including 10-15 minutes of designated mask-off eating time). • Consider designating eating spaces for each grade level in order to avoid overcrowding. • Consider opening additional spaces for eating (classrooms, music room, library, etc.), with possibility of students sitting on the floor with parental agreement. • Consider hiring additional staff members for hallway and lunch monitoring. • Consider allowing upper class students to go off site for lunch with parental consent. • Consider renting or purchasing folding chairs with sidearm tablet for additional lunch seating option. (example: theatre could add possibly 2 to 3 rows of seating on floor or stage that can easily be set up and broken down by students before and after lunch period) • Bid for additional classroom technology utilizing either OSD's CommBuys OFF40 contract or MHEC's B11 contract. Threshold for bidding is based off of labor "construction services" as defined in the contracts and under Chapter 149 and does not have to include the cost of equipment when establishing the threshold of less than \$10,000 for use sound business practices. Recommend seeking pricing and install availability off of multiple vendors that are listed on contracts. • Resource for space planning from Cannon Design: https://public.tableau.com/profile/paul.mills#!/vizhome/socially-distancedclassroomlayoutandcapacitycalculator/specificclassroom

Returning to In-Person Learning at PVPA



Hello & Welcome



Powered by BoardOnTrack

Artwork
by Hosea
Shabazz

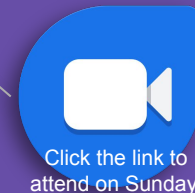
Hello everyone,

We are extremely excited to bring back high school students and their teachers next week as we continue to move towards a return to full in-person learning for everyone. To help us all stay safe and continue to move toward more more in-person activity, we ask that everyone read through the information in these slides and be prepared to follow all health and safety protocols.

We will hold a [virtual information session](#) on Thursday, May 13th, at 6:30 pm to review some of the most important information and to answer questions. We look forward to seeing you then.

Best,
Brent Nielsen, Interim Executive Director

Powered by BoardOnTrack





Brent Nielsen
Head of School



Jackie Haley
Attendance, Discipline &
Assessment



Marcy Conner
Business Office

**MEET THE
ADMIN TEAM**



Zevey Steinitz
Teacher
Development



John Kulas
Facilities



Thom Vreeland
Technology



Jenyka Spitz-Gassnola
Restorative Practices



Charlotte Donovan
Enrollment & Communications

OFFICE STAFF



Jen Santerre
Main Office / Lunch
Program



Daphne Correa
Main Office / Daily
Announcements



Mary Colwell
School Nurse

HEALTH & SAFETY STAFF



Jason Jordan
School Security



Kate Allen
7th, 9th & 11th
Grade Counselor

SCHOOL COUNSELORS



**Dana
Schwab Boland**
8th, 10th & 12th
Grade Counselor

In Person Learning: What Will My Child Need To Bring?

- Mask
- Jacket / rain jacket (*for being comfortable outdoors*)
- Adequate footwear (sneakers or closed toe shoes for outdoor movement classes)
- Bookbag
- Fully charged laptop, power cord, headphones (with mic) and a mouse, if desired
- Instrument or other arts materials (TBD by student and teacher)
- Bottle of Water or Reusable Water Bottle
- Lunch and Snacks (for eating outdoors)
- Notebook/Pens/Pencils/Mechanical Pencils
- **Students will keep all of the above with them ALL day.**

COVID-19 Safety Considerations

Students should stay at home if they have any of the following symptoms:

- Fever (100.0° F or higher), chills, or shaking chills
- Cough (not due to other known cause)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea
- Fatigue, when in combination with other symptoms
- Nasal congestion/runny nose (not due to other known causes) in combination with other symptoms

Students should neither ride the bus nor come to school if they have any of the above symptoms of COVID-19.

Isolation Room - Room 412

If a student is not feeling well or is showing symptoms of COVID-19 while at school, they will be isolated with the school nurse until a caregiver arrives. The student will not be allowed to ride the bus home.

Caregivers will be asked to pick up their student within an hour of being contacted using the side entrance to PVPA (see [slide 16](#)). The student will exit directly from room 412.

Pooled Testing

Pooled tests will be performed once per week using a shallow nasal swab for all participating students and staff.

Pooled testing involves mixing several individuals' test samples together into one "pool" and then testing the pool for COVID-19.

PVPA will receive the pool results within 24-48 hours. If the result of the pool is negative then all members of the pool are presumed not to have COVID-19. If the result of the pool is positive, then all members of the pool must be re-tested individually.

PVPA will use the Abbot BinaxNOW Rapid Antigen Diagnostic Tests for follow up testing.

Pooled Testing



Step 1

Sanitize Hands Before
Sample Collection

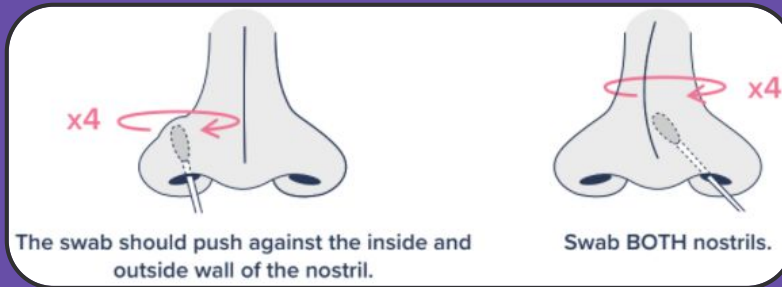
Step 2

Remove swab from its
packaging. Be careful not
to touch the tip with your
hands



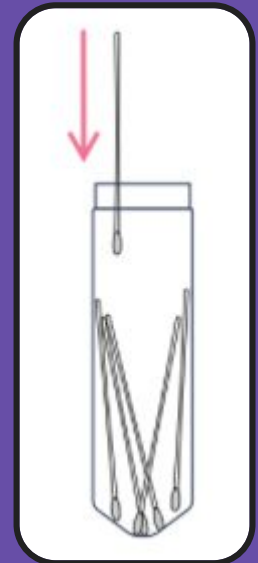
Step 3

Swab both nostrils - 4
swirls each.



Step 4

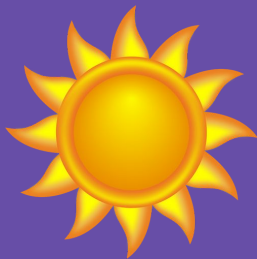
Deposit swab in
collection tube
&
sanitize hands again!



Schedule of the Week

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-10:10	A	B	A	B	A
10:15-11:20	B	C	C	D	C
11:25-12:30	D	E	D	E	E
12:30-1:10	lunch	lunch	lunch	lunch	lunch
1:10-2:15	H	F	F	G	F
2:20-3:25	G	H	G	H	Community Time

Day-at-a-Glance



7:00 - 8:00

Bus pickup (seat reservation *required* - see website) (slide 18)

8:30

Student drop-off begins (no early arrivals)

8:30 - 8:50

Students eat breakfast (slide 22)

8:50 - 9:00

Line up for transition to classes

9:00 - 12:30

Morning Class Sessions (Blocks A through E)

12:30 - 1:10

Students eat lunch (slide 24, 25)

1:10 - 3:25

Afternoon Class Sessions (Blocks F through H)

3:25

Dismissal begins for bus riders

3:30

Dismissal begins for all other students (no late pick-up unless in after school rehearsal)

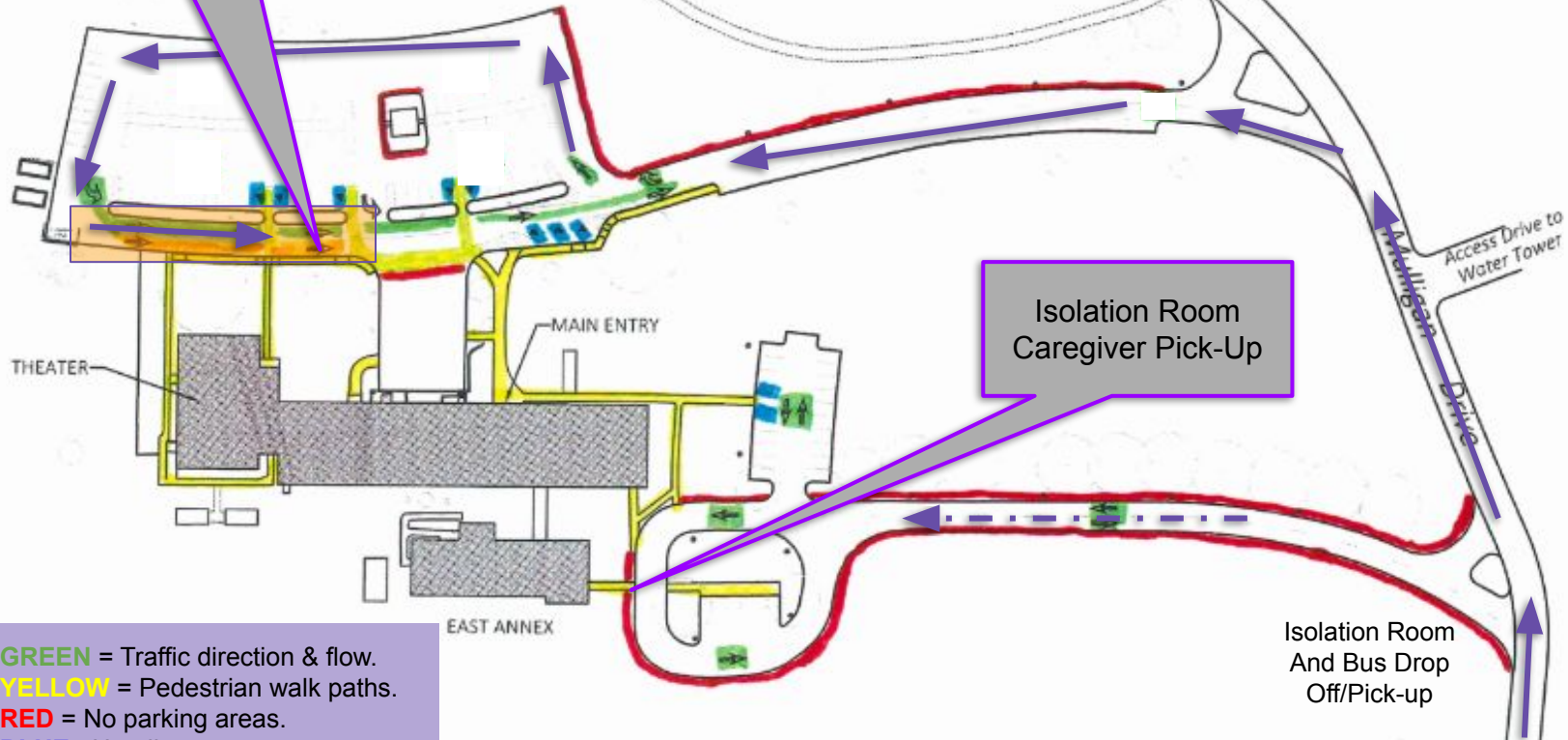
3:35

Buses depart PVPA

Drop-Off & Pick-Up Procedures

- When dropping off and picking up students, please use the second PVPA entrance located at the top of the hill.
- Follow the one way direction all the way through the lot and pull up to the school by the theater.
- The first car in line should park just behind the first crosswalk. It is important not to park on or pick up and drop off students on any of the crosswalks at any time.
- Please pull up as close as safely possible to the car in front of you and turn off your engine until your student is in the car and you are ready to leave.
- Drivers must remain in the vehicle while in the drop-off / pick up lane
- After dropping off or picking up your student, please enter the departing lane after engaging your turn signal and checking for moving vehicles and students to exit the parking lot. Please follow the traffic persons directions at all times.
- Please be observant and cautious when driving to and from the school. In addition to student drivers and pedestrians, the new dog park on Mulligan Way has brought increased traffic and parked cars with dogs and their owners getting in and out.

Student
Drop-Off & Pick-Up
Lane



GREEN = Traffic direction & flow.
YELLOW = Pedestrian walk paths.
RED = No parking areas.
BLUE = Handicap
ORANGE = Drop-off & Pick-up Lane

Being on Time

Arrival: Do to the additional COVID related safety protocols it is extremely important to have students arrive to the school on time (no earlier than 8:30 am and no later than 8:50 am), in order to get everyone into class on time.

Dismissal: It is equally important to pick up students no later than 3:30 pm unless they are attending an after school rehearsal.

(Please see Drop Off & Pick Up Procedures in slide 14)

Students Driving Themselves to School

Students who have a valid driver's license will be allowed to transport themselves to and from school and should park in the student parking area at the far end of the parking lot.

Students driving themselves will also be required to arrive between 8:30 and 8:50 and leave school immediately after their last class.

Due to COVID-19 restrictions, there will be no off campus lunch privileges.

Late Arrival / Early Dismissal

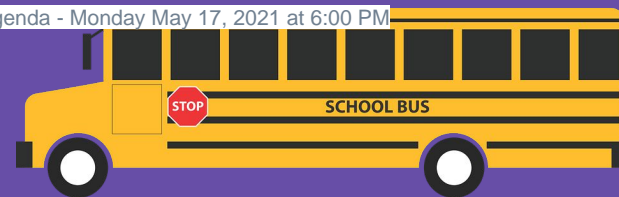
Students should avoid arriving late unless it is for a medical appointment.

If a student arrives after 9:00, they should check in with front office staff before going to class.

Students who are taking off-site classes or otherwise qualify for a Late Arrival / Early Dismissal should complete [this form](#)*.

*

Bus Protocol



Bus Riding Responsibilities:

Routes have been designed for student arrival at 8:25am and with the afternoon departure from PVPA at 3:30pm

- ❖ **Pre-registration** - Students must be pre-registered to ride the bus. *There will be no daily bus passes!*
- ❖ **Seating capacity** - Two students per seat.
- ❖ **Masks** - Masks must be worn at all times while on the bus (students and driver) and while waiting at bus stops. Extra masks and hand sanitizer will be available at the front of the bus for use upon entering.
- ❖ **Ventilation** - Windows should be left open two inches. During inclement weather, every other window may be open and students are encouraged to wear rain gear.
- ❖ **Seat Assignments** – Students will have assigned seats based on first on, last off and sequentially filling the bus from back to front for both morning pick up and for afternoon departure from PVPA. Exiting the bus will be done single file while practicing three-foot social distancing. While on the bus, students should be seated facing forward and should refrain from eating, shouting, singing, or sharing items while in transit.
- ❖ **Safety Monitors** - Safety Monitors will oversee the drop off and pick up of students at PVPA. If you have not previously reserved a seat for your child, they will not be permitted to ride the bus.
- ❖ **Cleaning Precautions** – Buses are sanitized by the bus company between the am and pm routes, and in the evening after the pm route is completed.

High School Morning Routine: Students who Take the Bus

All students arriving by bus will be dropped off by the East Annex.

High School students getting off the bus should **go to the back of the school**, where they can eat breakfast in the tent or wait on the lawn for the start of school.



High School Student Arrival: Students who Drive

High school students being dropped off by a parent or arriving on their own should walk around the South (back of the theater) side of the school and wait near / under the tents on the back side of the building until time to enter the building. During inclement weather 9th and 10th grade students should wait under tent “C” and 11th and 12th graders should wait under tent “D”.

Students should remain masked and a minimum of 3’ apart from each other at all times. While high school students are making their way around to the back of the school, they should not socialize with middle school students who are waiting outside.



High School Breakfast

Breakfast will be served from a cart located in the back courtyard near the tents at the back of the school.



Students who have signed up for a school breakfast will line up 3-feet apart in front of the breakfast cart to access breakfast items from staff.

Students must be seated at least 6 feet away from others and facing the same direction as peers while eating. Masks should not be removed until a student is appropriately seated and physically distanced.

Students must remain seated until they are finished eating and have placed their mask back on. Students should be finished eating, breakfast items put away, trash disposed of and ready to go to class by 8:45am.

Clean up! Leave the space
the way you found it!

Students should not
SOCIALIZE while eating with
their masks off.

Entering the Building to Begin the Day

High School students:

There will be cones / stakes in the ground with tags on them with the room number and teacher name for all first period classes. Students should form a line beginning at the sign / cone for their first period class at 8:45 am. At 8:50, teachers will escort their classes into the building using the stairwell door located near the theater bringing them directly to the second floor into their classrooms.

Students should remain in a single file line maintaining 3 feet of distance between each other at all times.

High School Lunch

No Microwaves, pizza, or vending machines are available! Students should come prepared with a hearty lunch from home or be prepared to have the hot lunch provided by the school.

High School students will be dismissed for lunch by class via the PA system. Once dismissed, they should proceed down the South stairwell to the rear of the building near the theater. Students on the 3rd floor should go to the second floor using the center stairwell and head to the South stairwell at the theater end of the building to exit. There will be a lunch cart set up just outside the door where students can pick up a school lunch. Students will eat under the tents or on the grass in the back of the school. High school students should not go to the front of the school during lunch. There will be no off campus lunch privileges.

At 12:55, students will form a line beginning at the sign / cone that has the name of the teacher they will be going to for the period following lunch. Students will be escorted into the school at 1:00 through the stairwell door located near the theater and will proceed directly to their assigned class.

Indoor Lunch

During inclement weather, high school students will be dismissed via the schools PA system and assigned to classrooms on the 2nd and 3rd floor to eat while maintaining a 6 foot distance facing the same direction.

A lunch cart will be brought to each floor to serve out hot lunches to students that would like one.

When students are finished eating, they will remain in their assigned rooms until dismissed to the next period via the schools PA system.

Mask Wearing Expectations

Everyone must wear a mask that fits as snugly as possible—covering the chin, mouth and nose up to the nose bridge at all times when in the building, except when eating in assigned areas while following COVID-19 protocols.



Don't forget to pack a water bottle!

We have water bottle filling stations in the halls. The stations are for filling bottles only. The drinking fountains at the front of the stations have been temporarily disabled.

Bring a reusable water bottle to school with you.

The best ones have pop-up straws that fit under a mask so you can take a sip of water in the classroom, otherwise you have to go outdoors to use your water bottle.

Please only bring water and no other kinds of drinks to school- it is healthier!



Physical Distancing Guidelines for Indoors and Outdoors

Moving in the hallways-

- Stay to the right side of the hallway
- Walk single file
- Keep 3 feet of distance between yourself and others

Class changes - Safety Monitors will assist teachers in moving students from room to room during class changes.

Outdoors - Students are expected to maintain 3-foot distancing when outside at all times.

PVPA Charter School Wide Code of Conduct

Considerate	Accountable	Respectful	Empathetic	Safe
Be ready to learn	Be honest	Be polite	Be an ally	Be aware
Participate	On time and meet deadlines	Use "PG" language	Include others	Walk while inside
Stop rumors and gossip	Acknowledge if you cause harm	Use a quiet voice inside	Keep an open mind	Stay substance-free
Minimize distractions and disruptions	Make amends when harm is done	Ask permission before taking videos or pictures	Speak kindly to and about others	Keep your hands and body to yourself
THINK before you speak and act	Communicate your needs and ask for help	Follow teacher and staff directions	Listen to and value the needs of others	Play safely (no roughhousing)
Ask permission before touching other people	Report bullying and unsafe behavior to an adult	Allow others to learn and participate	Expect differences and seek to understand	Follow emergency procedures
Do your work and let others do theirs	Submit original work and give credit to others	Turn off and put away phones/devices in class	Offer help to people in need	Sign in/sign out of school and class
Care for school materials and spaces	Be where you're supposed to be and ask permission before leaving	Wear clothing that is respectful to self & others	Be mindful of your impact on others	Pay attention to your own and others' movement
Save socializing for lunch and scheduled breaks	Follow PVPA expectations for all school activities	Clean up and throw away any garbage you see	Share opinions thoughtfully	Keep traffic flowing
Maintain personal space for yourself and others	Communicate about and make up missed work	Recycle		Keep moving in stairwells

Considerate	Accountable	Respectful	Empathetic	Safe
Participate fully	Read and respond to school email	Use "PG" language	Keep an open mind	Be a good digital citizen
Take care of school devices; avoid eating and drinking when using devices	Take notes to help you remember what you want to say during virtual meetings	Cameras on and communicate when cameras are off	Be mindful of your impact on others	Keep passwords and log-in information private
Keep your mic on mute unless speaking	Be on time in virtual classes	Ask permission before taking videos or screenshots	Speak and write kindly to and about others	Do not use school devices for inappropriate content
"Raise hand" in the chat box to comment	Keep track of deadlines and meet them	Limit distractions during virtual meetings	Listen to and value the needs of others	Take care of your physical and emotional health
Share opinions thoughtfully	Communicate your needs and ask for help	Follow teacher instruction and direction	Expect differences and seek to understand	Report cyberbullying and unsafe behavior to an adult
Stop online rumors and gossip	Use technology as directed	Post thoughtfully	Offer help to people in need	Get news from reliable sources
Communicate about and make up missed work	Submit original work and give credit to others			Stay substance-free
Respect the privacy of others	Make amends when harm is done			
Powered by BoardOnTrack				

Bathroom Breaks

Safety Monitors - One monitor will be located in each hallway to ensure that students are following the proper protocols.

Bathroom use - One student at a time may leave the room for a bathroom break. Students will use the closest bathroom to their classroom, unless accessing the gender neutral bathroom. If the bathroom is occupied, the safety monitor will have the student wait in a designated spot in the hallway until the bathroom is available.



Classroom Expectations

- Masks must cover chin, mouth and nose up to the bridge at all times.
- Materials cannot be shared with one another.
- Students will follow social distancing rules at all times.
- Laptops should be fully charged the night before school.
- Students must remain in assigned seat from start to finish, unless instructed otherwise.
- Students must raise hand for permission to leave their seat for water, bathroom, or any other reason.
- Cell phones will not be used during class.
- Food will not be allowed in instructional spaces

Class Dismissal Tasks

Each classroom is equipped with wipes, hand sanitizer, paper towels, and other supplies necessary to keep everything clean. Teachers will share protocols for hand washing and work space cleaning.

Before dismissal, students will be instructed to:

- Pack up personal belongings
- Clean and sanitize space
- Wait for instructions from classroom teacher



Dismissal

Dismissal will be announced over the schools PA system. Riders for each bus will be dismissed following the order in which the busses are parked followed by all other students.

Safety Monitors will supervise the loading of the bus and students should wait using physical distancing so the bus may be loaded by assigned seats. Bus riders should proceed to the North stairwell exit and promptly board the bus - buses will be leaving by 3:35 pm.

Students, who are being picked up, should exit the building based upon classroom location. East Annex classrooms will exit through the main entrance. Main hallway classrooms will exit through the theater entrance. If a student's pickup is delayed, they will be directed to wait under Tent B by the theater.

Caregivers should plan to arrive no later than 3:30pm.

Remote Learning: Expectations

Attendance will be taken - be on time, if not early!

- Cameras on unless an arrangement is made with the teacher
- Have materials ready and stay engaged
- No distractions (toys, phones, siblings)
- Learn from a designated learning space (not your bed)
- Wear appropriate clothing
- Mute mic when not speaking
- Use the chat or raise hand emoji to share questions/ideas
- No misuse of technology (video, chat, etc)

Follow PVPA C.A.R.E.S. expectations for digital citizenship

Remote Learning: What to Expect

- Students will continue to log into their classes via the Google Meet links.
- Students will continue to use Google Classrooms to access all materials including weekly agendas, assignments, and resources.
- All students, both middle school and high school, have the same schedule.

Click to view the senior admin team's response to parent/student concerns about the new schedule on our website.

Remote Learning: Continued

- Most teachers will have a separate monitor to engage with the remote learning students while simultaneously teaching the in-person students.
- Breakout rooms and learning opportunities will be provided so that in-person and remote students can continue to collaborate.
- Students will continue to have synchronous and asynchronous work assignments.

We are so excited to welcome you back to the PVPA building!

Pioneer
Valley
Performing
Arts



Powered by BoardOnTrack

Considerate
Accountable
Respectful
Empathetic
Safe

Cover Sheet

FY 21-22 Budget Proposal

Section:	III. Finance
Item:	A. FY 21-22 Budget Proposal
Purpose:	Vote
Submitted by:	
Related Material:	FY22 Proposed Budget to BOT 5-11-21 Vers 2.pdf

Pioneer Valley Performing Arts Charter Public School FY 22 Budget

Finance Committee on 5/4/21
Recommended Budget Based on 4% Increase in Tuition

PVPA Mission Statement

- Pioneer Valley Performing Arts Charter Public School offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.

FY 22 Budget - Revenue

* Line items outside of salaries/benefits without known adjustments were level funded from FY21

	<u>FY21 Budget</u>	<u>FY21 Projected</u>	<u>FY22 Proposed Budget</u>	<u>(+/-) FY21 to FY22</u>	<u>% change</u>
Income					
Comm of Mass Sources					
4000411 · Per Pupil Income	5,656,055.00	6,065,300.00	6,307,912.00	1	651,857 11.52%
4000412 · Grants	173,929.00	546,905.00	550,354.00	2	376,425 216.42%
4000413 · MassHealth Reimbursement	0.00	0.00	0.00		0 0.00%
Total Comm of Mass Sources	5,829,984.00	6,631,269.00	6,858,266.00		1,028,282.00 17.64%
Total 4000420 · Production Revenue	28,500.00	1,500.00	28,500.00		0.00 0.00%
Total 4000430 · Student Activities Revenue	75,500.00	7,000.00	70,000.00	3	-5,500.00 -7.28%
Total 4000440 · Auxiliary Revenue	51,950.00	0.00	27,950.00	4	-24,000.00 -54.55%
4000450 · Interest	8,500.00	3,800.00	8,500.00		0 0.00%
4000460 · Fundraising					
4000461 · Friends of PVPA-Restricted	0.00	0.00	0.00		0 0.00%
4000462 · Friends-Annual Fund for PVPA	0.00	0.00	0.00		0 0.00%
4000463 · Contributions-Unrestricted	30,000.00	30,000.00	30,000.00		0 0.00%
4000464 · Contributions-Restricted	0.00	0.00	0.00		0 0.00%
Total 4000460 · Fundraising	30,000.00	30,000.00	30,000.00		0.00 0.00%
4000470 · Miscellaneous Revenue	2,500.00	1,000.00	2,500.00		0 0.00%
4000480 · Summer Program Revenue	0.00	0.00	0.00		0 0.00%
4000490 Rental Income	4,000.00	4,000.00	4,000.00		0 0.00%
Total Income	6,030,934.00	6,678,569.00	7,029,716.00		998,782.00 16.56%

Revenue – Continued

- (1) Tuition:** 4% increase based on DESE FY21 3rd quarter projection on \$6,065,300 with 394 students
- (2) Grant revenue:** increased by \$376,425. This accounts for the ESSER II funding of \$326,826, SOAEBP-Summer of \$10,612 and an increase to the Federal Entitlement grants for FY21 of \$38,987 (unknown at FY21 budget completion).
- (3) Student activities revenue:** decreased \$5,500 due projected decreases in field trip activity and athletic fees
- (4) Auxiliary revenue:** decreased \$24,000 due to limited bus contracts expected and elimination of the daily bus pass.

FY 22 Budget - Expenses

* Line items outside of salaries/benefits without known adjustments were level funded from FY21

	<u>FY21 Budget</u>	<u>FY21 Projected</u>	<u>FY22 Proposed Budget</u>	<u>(+/-) FY21 to FY22</u>	<u>% change</u>
5200000 · Education Expense					
Total 5200500 · Salaries	2,612,729.44	2,790,366.50	3,081,139.46	1	468,410.02 17.93%
Total 5200560 · Taxes and Benefits	594,030.72	625,667.73	659,414.12	2	65,383 11.01%
Total 5200001 · Salaries and Benefits	3,206,760.16	3,416,034.23	3,740,553.58		533,793.42 16.65%
Total 5210600 · General Educational Exp	39,200.00	39,200.00	39,200.00		0.00 0.00%
Total 5220000 · Departmental Expense	34,520.00	34,520.00	42,220.00	3	7,700.00 22.31%
Total 5229500 · Grant Expenses	173,929.00	546,905.00	550,354.00	4	376,425.00 216.42%
Total 5200000 · Education Expense	3,605,609.16	4,118,274.57	4,523,527.58		917,918.42 25.46%
5245000 · Production					
Total 5245500 · Salaries	26,546.00	27,342.00	0.00	1	-26,546.00 -100.00%
Total 5245560 · Taxes and Benefits	8,795.04	8,813.59	854.27	2	-7,940.77 -90.29%
Total 5245600 · Production-Other	86,447.00	54,020.00	91,620.00	5	5,173.00 5.98%
Total 5245000 · Production	121,788.04	90,175.59	92,474.27		-29,313.77 -24.07%
Total 5250600 · Technology	34,530.00	116,530.00	41,559.96		7,029.96 20.36%
5300600 · Administrative					
Total 5300500 · Salaries	866,924.65	864,529.84	952,335.39	1	85,410.74 9.85%
Total 5300560 · Taxes and Benefits	138,786.59	161,120.67	153,436.23	2	14,649.64 10.56%
5300580 · Workers' Compensation Insurance	30,409.88	32,105.46	34,537.44		4,128 13.57%
Total 5300601 · General Administrative	62,500.00	60,000.00	62,500.00		0.00 0.00%
Total 5310600 · Recruitment-Students	8,200.00	8,200.00	8,200.00		0.00 0.00%
Total 5311600 · Recruitment-Employees	2,500.00	2,500.00	2,500.00		0.00 0.00%
Total 5315600 · Business Office Expense	22,600.00	30,600.00	30,100.00	6	7,500.00 33.19%
Total 5320600 · Board of Trustees Expenses	55,250.00	45,250.00	42,250.00	7	-12,005.00 -21.73%
Total 5300600 · Administrative	1,187,171.12	1,204,305.97	1,285,859.06		99,682.94 8.40%

FY 22 Budget – Expenses (Continued)

	<u>FY21 Budget</u>	<u>FY21 Projected</u>	<u>FY22 Proposed Budget</u>	<u>(+/-) FY21 to FY22</u>	<u>% change</u>	
Total 5330600 · Development	6,000.00	6,000.00	6,000.00	0.00	0.00%	
5400000 · Facilities Expense						
Total 5400500 · Salaries	68,160.00	78,300.00	80,850.04	1	12,690.04	18.62%
Total 5400560 · Taxes and Benefits-Facil	22,968.27	23,981.78	24,628.75	2	1,660.48	7.23%
Total 5400600 · Facilities Expense-Other	662,158.00	706,658.00	689,425.00	8	27,267	4.12%
Total 5400000 · Facilities Expense	753,286.27	808,939.78	794,903.79		41,617.52	5.52%
Total 5500700 · Depreciation Expense	105,000.00	105,000.00	112,000.00		7,000.00	6.67%
5600600 · Auxiliary Expense						
5600700 · Transportation						
5600708 · Insurance - Vehicles	1,200.00	1,250.00	1,600.00		400	33.33%
5600771 · Lease - Vehicles	5,220.00	6,210.00	7,200.00		1,980	37.93%
5600810 · Student Transportation	170,400.00	115,000.00	133,000.00		-37,400	-21.95%
5600811 · PVPA Vehicle Maintenance	500.00	500.00	750.00		250	50.00%
5600813 · Fuel	1,000.00	1,000.00	1,000.00		0	0.00%
Total 5600700 · Transportation	178,320.00	123,960.00	143,550.00	9	-34,770.00	-19.50%
Total 5610000 · Food Service	32,724.03	8,340.64	21,946.33	10	-10,778	-32.94%
Total 5600600 · Auxiliary Expense	211,044.03	132,300.64	165,496.33		-45,547.70	-21.58%
5700900 · Other Expense						
5700901 · Bad Debt Expense	6,500.00	6,500.00	6,500.00		0	0.00%
Total 5700900 · Other Expense	6,500.00	6,500.00	6,500.00		0.00	0.00%
66900 - Reconcillation Discrepancies	0.00		0.00		0	0.00%
Total Expense	6,030,928.62	6,588,026.55	7,028,321.00		997,392.38	16.54%

Expenses – Continued

(1) Salaries:

- a. Step Increases for teaching staff (CBA contingency is triggered at +4% in tuition)
- b. 3% increase for non-teaching staff as required in CBA
- c. 3% increase for non-unit members
- d. Administrative restructuring
- e. 4.40 FTE increase in staffing (2.4 Arts, 1.0 PE, .20 ELA, .30 SLP and .50 School Psychologist)
- f. Reduction of 1.0 FTE and \$15,808 in stipends will be unfilled
- g. No staffing for additional COVID requirements – this will be grant funded

(2) Benefits:

- a. Health Insurance increase of 3.9%
- b. Dental Insurance – no increase (FY21 locked in for two years)

(3) Departmental Expense: increase of \$7,700 for new Math curriculum

(4) Grant Expense: Expenses match revenue as grants are reimbursable in nature

(5) Production Other: increases for stipends as required in CBA and consulting

Expenses – Continued

- (6) Business Office:** \$7,500 increase for contracting with HRKnowledge for employee handbook and HR support
- (7) Board Expense:** overall decrease of \$12,005 is a combination of a \$25,000 decrease in legal fees plus the addition of \$12,000 Board on Track
- (8) Facilities Expense:** increase of \$27,267 due to rising cost of insurance, utilities, custodial services and other maintenance contracts
- (9) Transportation:** \$37,400 decrease in special education transportation – this is subject IEP language.
- (10) Food Service:** decrease of \$10,778. Due to on-going economic concerns due to COVID, the USDA is extending free meals to all students for the 2021-2022 school year.

FY22 Net Income & Balanced Budget

	<u>FY21 Budget</u>	<u>FY21 Projected</u>	<u>FY22 Proposed Budget</u>	<u>(+/-) FY21 to FY22</u>	<u>% change</u>
Total Income	6,030,934.00	6,678,569.00	7,029,716.00	998,782.00	16.56%
Total Expense	6,030,928.62	6,588,026.55	7,028,321.00	997,392.38	16.54%
Net Ordinary Income	5.38	90,542.45	1,395.00	1,389.62	25829.30%
Net Income	5.38	90,542.45	1,395.00	1,389.62	25829.30%

FY22 Changes in Expense Budget Exclusive of Grants

	<u>FY21 Budget</u>	<u>FY21 Projected</u>	<u>FY22 Proposed Budget</u>	<u>(+/-) FY21 to FY22</u>	<u>% change</u>
Total Expenditures	6,030,934.00		7,028,321.00	998,373.38	16.55%
Grant Expenses	173,929.00		546,905.00		0.00%
Expenses Exclusive of Grants	5,856,999.62		6,481,416.00	624,416.38	10.66%

Salary Increases \$290,290 = 46.4%

Increased FTEs \$226,834 = 36.3%

Other \$107,288 = 17.3%

Total \$624,416 100%

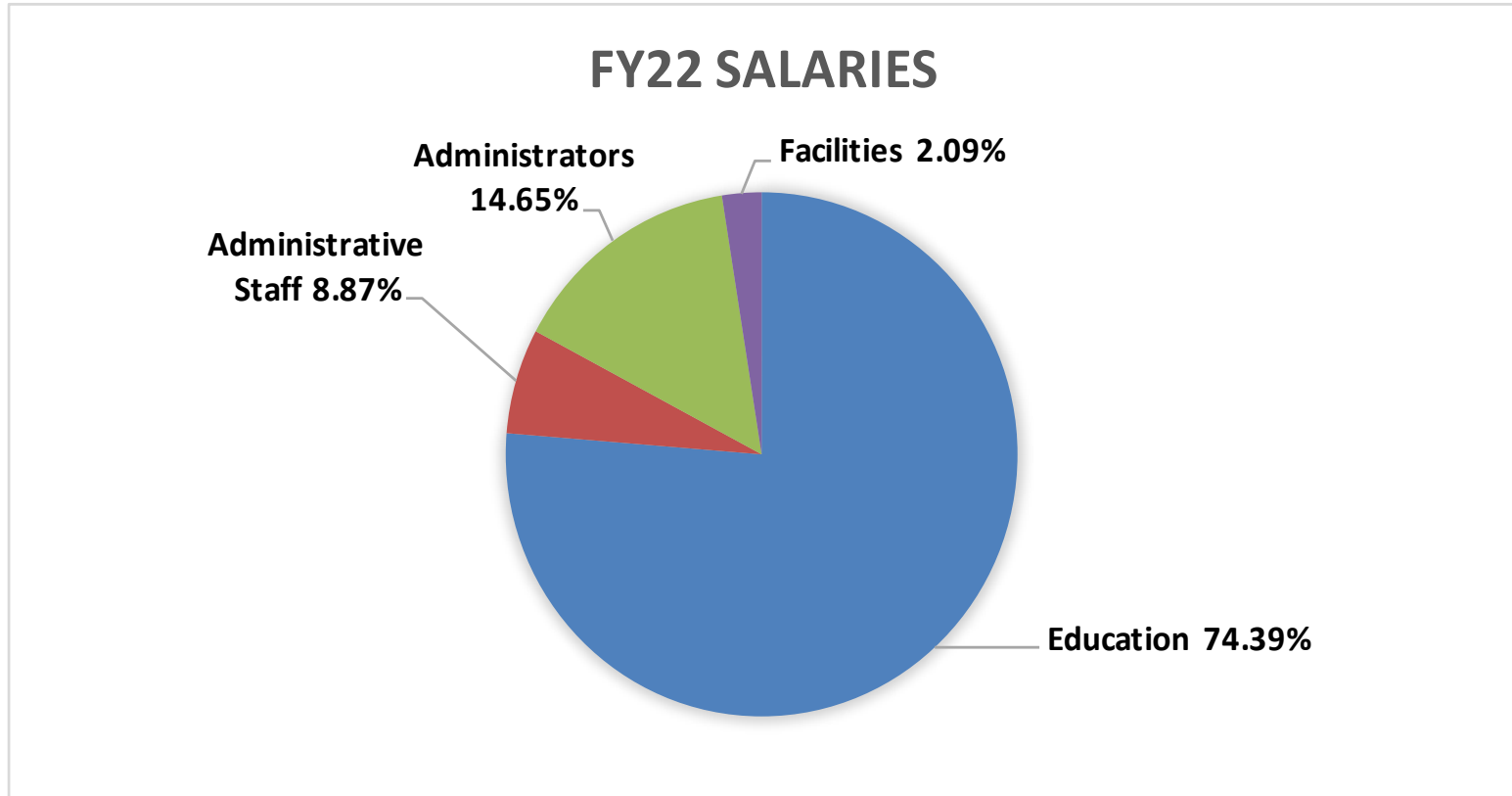
PVPA Salary Matrix 2020-2023

As agreed upon in the PVPA & International Union and UAW, Local 2322 - CBA - 2020-2023

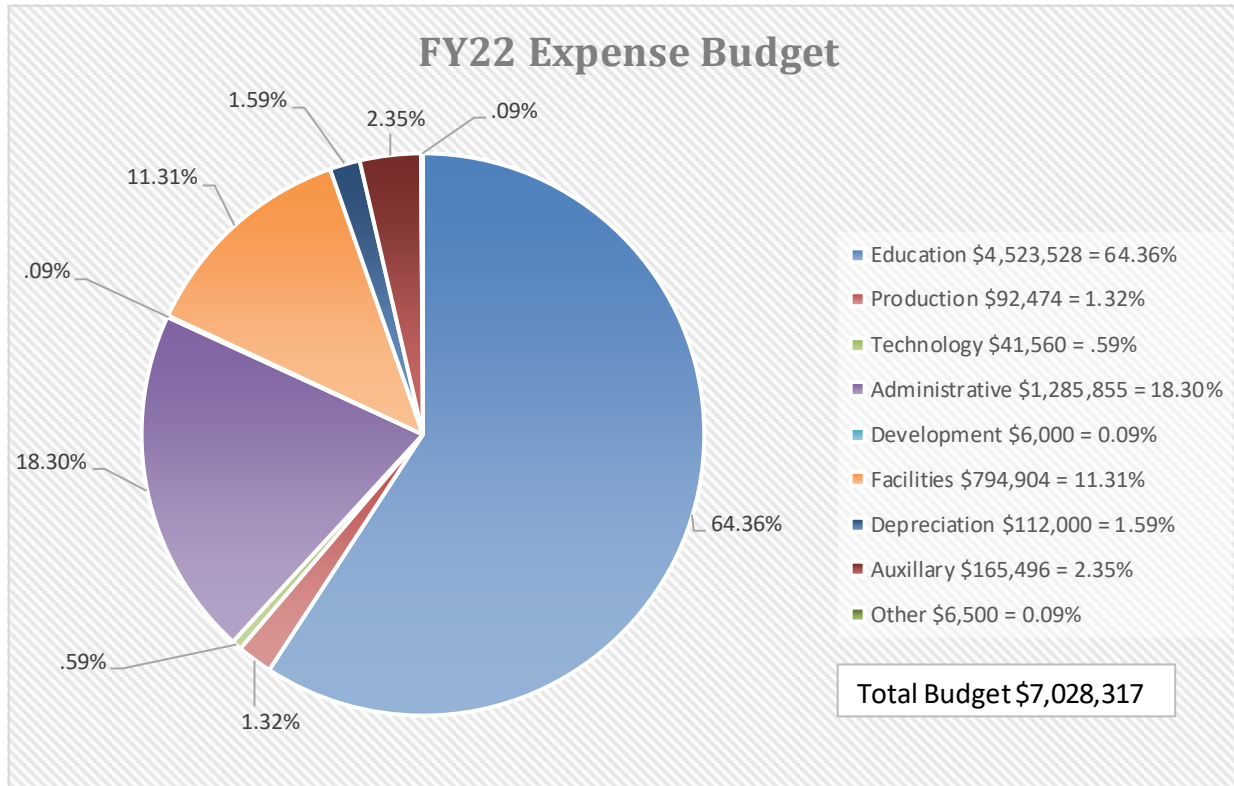
BA			MA			
STEP	2020-2023 CBA SALARY	Increase	STEP	2020-2023 CBA SALARY	Increase	MA over BA
1	39,990	3%	1	41,975	0%	5%
2	40,469	1%	2	42,493	1%	5%
3	42,528	5%	3	44,654	5%	5%
4	43,962	3%	4	46,160	3%	5%
5	45,226	3%	5	47,488	3%	5%
6	47,011	4%	6	49,362	4%	5%
7	48,420	3%	7	50,841	3%	5%
8	49,394	2%	8	51,864	2%	5%
9	50,864	3%	9	53,407	3%	5%
10	52,876	4%	10	55,520	4%	5%
11	53,955	2%	11	56,653	2%	5%
12	56,311	4%	12	59,126	4%	5%
13	56,632	1%	13	59,464	1%	5%
14	56,853	0%	14	59,696	0%	5%
15	60,000	5%	15	63,000	5%	5%

*Longevity Increase - Salary levels beyond Step 15 will receive Longevity Increase of \$1,000

FY22 Budget By The Numbers



FY22 Budget By The Numbers



PVPA – 5 Year History of Cash Reserves

	<u>2020</u>	<u>2019***</u>	<u>2018</u>	<u>2017</u>	<u>2016**</u>
Cash, per Balance Sheet at June 30	2,223,230	1,905,644	2,121,008	2,181,212	1,902,531
Operating expenses for 3 months	<u>(1,500,000)</u>	<u>(1,500,000)</u>	<u>(1,500,000)</u>	<u>(1,500,000)</u>	<u>(1,350,000)</u>
Balance	723,230	405,644	621,008	681,212	552,531
Excess FY 16 tuition (May-June) per DESE- not used for Operating budget					41,203
Equipment for New Theater- paid for by PVPA to be reimbursed with Capital Campaign funds					<u>113,000</u>
Projected Balance					706,734

**Reconciled through 4/30/16

*** DESE late with 6/30 payment. Received \$321,022 in July

Capital Budget – Review FY20 & FY21 With FY22 Proposed

Capital Budget - for FY20 - Approved (Outstanding)

<u>Location</u>	<u>Item</u>	<u>Cost</u>	<u>Comments</u>
Theater	Accoustical Theater Curtains for Side Wall	22,000	Part of original configuration - increased sound quality & sound proofing
	Facilities Project Design & Plans	25,000	Long-range Planning Commttee recommendation
	Sub total	25,000	

Capital Budget - FY21 - Approved

Lease-hold Improvements

PA System Upgrade	25,000	Current system 6 years old - out of warranty - safety concern - no bell system
Water Coolers	8,200	Replace old to be in compliance with COVID-19 restrictions
HVAC - UVC Lighting	45,000	Removable magnetic UVC lights within HVAC system
Total	78,200	

Capital Budget - FY22 Proposed - Approve by FC 3/2/21

Lease-hold Improvements

Closed Circuit TV System Upgrade	80,000	Unable to expand - poor video quality - possibly replacing complete system
Room 129	18,000	Upgrades to accommodate Piano Lab (electrical and structural)

Equipment

Piano Lab (Keyboards/furniture/cables)	17,000	17 Keyboard stations complete with wiring and furniture
Adjust for Restricted Donations	-17,000	
	98,000	

Cover Sheet

Draft of 5 year Plan

Section:	VI. Strategic Action Plan
Item:	A. Draft of 5 year Plan
Purpose:	Discuss
Submitted by:	
Related Material:	StrategicActionPlan_CLEAN FIRST DRAFT.pdf Post Focus Group_SAP 21-26 Matrix_5.5.21.pdf

PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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Section 1 - Leadership & Governance –	Years 1-3 Implementation Strategies	Years 4- 5 Implementation Strategies
Goal 1: Prioritize PVPA’s mission in every aspect of the school community.		
<p>Objective 1.2: Maintain a Director of Arts and a Director of Academics as key leadership positions.</p> <p>(Note: Revisit - What does this mean because we don’t currently have two separate roles, are we suggesting that?)</p>	<p>1.2.1 Analyze CMAPs to increase opportunities for interdisciplinary work and examples of (or room for) arts enhancement and/or integration.</p> <p>1.2.1 Conduct annual evaluations of these roles.</p>	
Section 1 - Leadership & Governance –		
Goal 2: Within the School: Improve transparency and increase the use of inclusive, collaborative decision-making.		
<p>Objective 2.1: Clearly define leadership positions, roles, and responsibilities in a solidified organizational and leadership structure and share this openly with the greater PVPA community.</p>	<p>2.1.1 Prioritize including diverse voices from within the entire PVPA community before making big decisions and in received feedback after decisions are implemented.</p> <p>2.1.2 Implement a collaborative team approach to ensure that leadership tasks are distributed appropriately and performed effectively.</p> <p>2.1.3 Share clear and actionable priorities for senior administrative work openly and regularly with the PVPA community.</p>	

PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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Objective 2.2: Develop a Policy Handbook to clearly delineate school practices and procedures		
Objective 2.3 Work with Labor-Management Committee to create a flow chart of how decisions are made.		
Objective 2.4 Ensure the successful implementation of the PVPA Student Opportunity Act Plan		
Objective 2.6: Create a plan for systemic growth and share the plan openly with the greater PVPA community.	MAYBE REVISIT?	
Section 1 - Leadership & Governance –		
GOAL 3: Best Practices, Forefront, Leading Edge: Cultivate and maintain our leadership position in the community as a faithful adherent to, and as innovator of, best practices.		
Objective 3.1: Support the successful implementation of Restorative Practices, Arts Integration and prioritized curricular approaches including Universal Design.	3.1.1 Attend and provide professional development opportunities that support implementation of Universal Design, Restorative Practices, and Arts Integration	
Objective 3.3: Provide relevant professional development, coaching, and mentoring to all staff, faculty and administrators to support leadership growth and to ensure effective outcomes.		
Objective 3.6: MAYBE ADD SOMETHING ABOUT DISSEMINATION AND A NOD TO OTHER DOCS THAT TALK ABOUT THIS REQUIREMENT.		
Section 1 - Leadership & Governance –		

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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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GOAL 4: Board Leadership: Improve functionality of Board leadership responsibilities and accountability for promoting, protecting, and ensuring PVPA's mission of academic excellence.		
Objective 4.1: Board representatives will communicate regularly with the head of school to review progress on priorities set by the school administration.		
Objective 4.3: Board members should prioritize attending school events and activities and engaging with community members outside of Board meetings.		
Objective 4.4: The Board will create and promote an avenue for community members to communicate with the board beyond attendance at Board meetings.	<p>4.4.1 Make board member contact information easily accessible.</p> <p>4.4.2 Board will create an online "suggestion box" to give direct messages to board members, and accept emailed public comment statements.</p> <p>4.4.3 Ensure that board meetings are publicly accessible online live even when meetings are in person.</p>	
Objective 4.5: Board subcommittees will support and monitor academic concerns such as MCAS, Charter School directives, grades, and college acceptance/attendance.		
Objective 4.6 Recruitment for Board of Trustee membership and Senior Administration will include arts experience considerations as well as		

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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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diversity and student identity representation in the hiring / selection process.		
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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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Section 2: Diversity, Equity, Anti-Racism & Inclusion**Goal 1: Strategically increase representation in all parts of the PVPA community.**

<p>Objective 1.1: Continue to prioritize efforts to recruit, hire, and retain teachers, administrators, staff, and Board Trustees whose identities are reflective of the student body</p>	<p>1.1.1 Update the faculty and staff hiring process to allow for acceptance of non-traditional certifications/qualifications.</p> <p>1.1.2 Develop a bank of questions to ensure that hiring interviews address how a candidate handles issues of diversity.</p> <p>1.1.3 Ensure diversity in hiring committees, using representation of the student body that is diverse, considering ethnicity, language, disability, sexual orientation and gender.</p> <p>1.1.4 Write job descriptions, prerequisites and application questions with the goal of attracting a diverse applicant pool.</p> <p>1.1.5 Include questions about diversity issues during exit interviews and track the data.</p> <p>1.1.6 Develop a matrix/rubric, with the input of the Diversity Committee, designed to document PVPA's growth/success in</p>	<p>Report to the PVPA community on progress relating to the diversity growth matrix.</p>
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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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	<p>areas of diversity, equity, anti-racism and inclusion.</p> <p>1.1.7 Create a process to track application and hiring data related to increasing representation of the PVPA community.</p>	
Objective 1.2: Update and continue implementation of the PVPA Diversity Plan	<p>1.2.1 Evaluate the current curriculum for cultural and social diversity in support of the PVPA Diversity Plan.</p> <p>1.2.2 Include members of the Diversity Committee in hiring committees for administrative roles. [REVISIT IF JUST FOR ADMIN OR ALL ROLES]</p> <p>Reparations?</p>	Modify curriculum based on evaluation of cultural and social diversity in the curriculum.
Objective 1.3: As the Board of Trustees, share openly with the PVPA community detailed steps the board is taking to address issues of diversity, equity, and inclusion at a board level.	<p>1.3.1 Create goals and a plan of action to address issues of diversity, equity and inclusion for the board of trustees.</p> <p>1.3.2 Evaluate how well the board meets diversity, equity and inclusion goals.</p> <p>1.3.3 Evaluate the internal processes and protocols to consider changes and upgrades in accordance with diversity, equity and inclusion goals.</p>	<p>Create a plan for holding the board accountable for meeting outlined diversity goals.</p> <p>Update Board of Trustees processes and protocols based upon the results and analysis of the evaluation of internal processes</p> <p>Include on-going conversations and development of anti-racist processes on the Board of Trustees as well as</p>

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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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	1.3.4 Update BoT processes and protocols based upon the results and analysis of the evaluation of internal processes	regular (at least annual) diversity and anti-racism focused training.
Objective 1.4: Create/Update and publish a statement on commitment to diversity and inclusion, including benchmarks with specific goals and timelines. (For the school and Board of Trustees)		
Section 2: Diversity, Equity, Anti-Racism & Inclusion		
Goal 2: Increase opportunities for students to learn about social justice issues, and to engage in social justice action		
Objective 2.1: (Every 8th grade student needs to complete a social action project.) Build a program in the middle school that during Paidea 8th grade students are taught about social justice action that culminates in a project at the end of 8th grade.		
Section 2: Diversity, Equity, Anti-Racism & Inclusion		
Goal 3: Openly acknowledge and address challenges in the community related to diversity, equity, anti-racism and inclusion.		
Objective 3.1: Acknowledge achievement gaps that exist in an effort to overcome barriers to learning and create an equitable educational space.		
Objective 3.2: Name racism, ableism, and inequity when it is seen.		
Section 2: Diversity, Equity, Anti-Racism & Inclusion		
Goal 4: Increase opportunities for staff, faculty, administrators and board members to develop anti-racism skills.		
Objective 4.1: Plan regular anti-racism trainings.		

PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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Objective 4.2: Include racial sensitivity training as part of the on-boarding or hiring process (including for new board members).		
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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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Section 3: School Climate		
GOAL 1: Deliberately and demonstrably create a safer, more supportive, and more inclusive school environment		
Objective 1.1: Continue to implement PVPA's Restorative Practice initiative that includes school-wide positive behavior supports, restorative justice, and peer mediation program.		
Objective 1.2: Improve how the PVPA community is supported to enact the values represented by PVPA C.A.R.E.S.	1.2.1 Increase culturally accessible community building opportunities to practice and reflect the values represented by PVPA C.A.R.E.S.	
Objective 1.3: Identify harmful behaviors and create and share an equitable system to determine consequences	1.3.1 Address areas of confusion regarding harmful behaviors and consequences both at the all-school level and in specific circumstances as needed.	
Objective 1.4: Continue to support and develop 7th and 8th grade advisory program, broadening arts exposure and considering retention.	1.4.1 Develop a peer mentor program to connect students in different grades.	
Objective 1.5: Consider how to increase and improve advisory for high school grades.		
Objective 1.6: Increase diversity, anti-racist, and anti-bullying trainings for students and staff.		
Section 3: School Climate		
GOAL 2: Work towards creating a space that inspires students, staff, faculty and administrators.		
Objective 2.1: Hire a diverse group of professional performing artists to teach students.		
Objective 2.2: Encourage staff, faculty, administrators and board members to engage in and experience student creative works.		

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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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Section 4: Arts and Academics		
GOAL 1: Analyze achievement data to understand and address trends for specific demographic groups.		
Objective 1.1: Create and develop a team of school personnel to analyze school data.	1.1.1: Provide support (time, professional development) for the data team to become proficient at analysis and sharing findings.	
Objective 1.2: Provide professional development for teachers to become more comfortable with data analysis (trusting the data).		
Objective 1.3: Identify changes to be made at any/all levels (within curriculum to new school policy) based on school data.		
Section 4: Arts and Academics		
GOAL 2: <i>Improve the shared understanding of Standards Based Grading and increase consistency of implementation across all classes.</i>		
Objective 1.1: Use professional development time to improve shared understanding and implementation for all teachers and administrators.		
Objective 1.2: Increase education opportunities and communication about Standards Based Grading for students and families.		
Objective 1.3: Use professional development time to ensure that implementation of the Standards Based Grading is consistent.	1.3.1 Revisit course specific Standards Based Grading metrics to align the standards across subject matters. (Note: Check in with Zevey)	
Objective 1.4: Develop a common understanding of what represents high-quality evidence of learning within subject areas.		

PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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Objective 1.5: Establish clear expectations for communication through powerschool. (Examples: -- at least 1 formative assessment per week and 2 Summatives per reporting term M1,S1,M2,S2 -- Grades will be updated by 5pm on Friday the current week.)		
Section 4: Arts and Academics		
GOAL 3: Work to develop a school culture in which all students are expected to do quality, meaningful work.		
Objective 3.1: Support teachers to design instructional environments that ensure appropriate levels of challenge for students using Universal Design for Learning as a framework		
Section 4: Arts and Academics		
GOAL 4: Evaluate scheduling system and course offerings to improve overall timeliness of scheduling and access to classes		
Objective 1.1: Ensure students can access required courses.		
Objective 1.2: Work to balance class sizes.		

PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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Section 5: Student Support**GOAL 1: Increase the integration of trauma-sensitive practices and social-emotional learning school wide.**

Objective 1.1: Assess and report on the current status of implementation.	1.1.1 Gather community feedback to assess the effectiveness of current implementation of trauma-sensitive practices and social-emotional learning.	1.1.1.1 Gather community feedback as to the effectiveness of the plan referenced in 1.2
Objective 1.2: Create a plan to further support successful implementation.	1.2.1 Evaluate and incorporate relevant curricular resources. 1.2.2 Provide appropriate professional development to support implementation.	1.2.1.1 Incorporate community feedback gathered (as referenced in objective 1.1.1.1).

Section 5: Student Support**GOAL 2: Expand the use of a school wide Multi-Tiered System of Support (MTSS) to improve student outcomes as measured by academic performance, attendance, and behavioral incidents.**

Objective 2.1: Create an MTSS team to assess student needs and implement support.	2.1.1 Define a menu of interventions relative to each tier of support. 2.1.2 Clarify a process to orient students, staff, and families.	
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Section 6: Faculty/Staff Support and Development

GOAL 1: Clarify a framework and implement a process of support and evaluation whereby faculty and staff can successfully implement the following prioritized initiatives: Universal Design for Learning; Restorative Practices; School-Wide Positive Behavior Intervention Support.

Objective 1.1: Evaluate the current status and effectiveness of the named initiatives/programs.	1.1.1 Present a report to the Board of Trustees and Staff/Faculty which outlines the findings of the evaluations.	Determine a plan for sustaining a process of ongoing evaluation of said programs/initiative/curricula.
Objective 1.2: Use the data from 1.1 to develop a plan to dedicate time and create opportunities for faculty and staff members to implement the initiatives successfully.	1.2.1 Update professional development plans as needed. 1.2.2 Present to the Board of Trustees the plans and programming as relates to furthering these initiatives	Create a plan for evaluating the success of each initiative Report to the Board of Trustees the outcomes of the evaluations and how the outcomes may impact each initiative.

Section 6: Faculty/Staff Support and Development

GOAL 2: Articulate teacher leadership roles and responsibilities.

Objective 2.1: Clarify role of Department Leaders.	2.1.1 Share with the Board of Directors & Staff/Faculty a presentation outlining roles and responsibilities and chains of command.	
Objective 2.2: Re-Establish the Mentor Program as an effective peer guidance program.	2.2.1 Present to the BoT and Faculty an updated operations manual that outlines the programs and procedures of the Mentor Program.	Create and implement a plan to evaluate the effectiveness of the Mentor Program and present the findings on a yearly basis to the Board of Trustees.

Section 7: Communication and Outreach

GOAL 1: Increase accessibility to school communication and engagement with families with language and/or communication barriers.

<p>Objective 1.1: Identify, increase and promote pathways for caregivers with language and/or communication barriers to engage with school communications, interact with faculty and administration, give feedback, and participate in providing student support.</p>	<p>1.1.1 Evaluate common and recurring school-wide communications and create a strategy to increase accessibility, considering translation, technology and other needs. <i>For example, provide accessible alternatives to school wide surveys, aim to keep written messages concise and spoken messages clear and slow. (Note: Is there a law around providing translations? Does this imply we aren't already meeting the expectations?)</i></p> <p>1.1.2 Ensure translated communications and translation services are consistently available to students and families.</p> <p>1.1.3 Assess our current technology resources, and determine which translation, language and accessibility tools could be implemented to increase accessibility.</p> <p>1.1.4 Increase diverse parent membership and participation in school groups such as</p>	<p>Create a database of translation templates for communications.</p> <p>Secure appropriate technology resources as determined by the assessment detailed in Objective 1.1.3</p>
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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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	the Diversity Committee, PTO, SpEd PAC, EL PAC, and hiring committees, among others.	
Objective 1.2: Maintain a student recruitment and enrollment plan that supports a diverse student applicant pool, including ELL students.	1.1.2 Review and update recruitment materials to include other languages based on recruitment goals.	
Section 7: Communication and Outreach		
GOAL 2: Increase PVPA's engagement with the wider community and raise awareness of PVPA's strengths and resources.		
Objective 2.1: Continue to produce PVPA performance and showcase opportunities that take place in the wider community.		
Objective 2.2: Highlight information about PVPA's arts and academics programs, student /supports, restorative practices, diversity initiatives, and opportunities for engagement on the PVPA website.		
Objective 2.3: Create and strengthen partnerships with local/regional entities, both artistic and not, to support student engagement in the community and foster an opportunity network for creative showcasing.		
Objective 2.4: Continue fostering relationships with local media to better broadcast stories and examples of student success - artistically, academically and otherwise.		

PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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SECTION 8: Technology, Facilities, & Services

GOAL 1: Work with the Friends (owners of the building) to maintain aspects of the building that are up to code, and update areas as needed to bring entire infrastructure up to current operating standards.

Objective 1.1: Establish a consistent schedule and committed membership of the LRIPTF, considering all diverse members of the PVPA community.		
Objective 1.2: Long Range Infrastructure Planning Task Force will seek community input to weigh infrastructure ideas, evaluate costs associated with building needs based on Strategic Action goals, and create proposals for administration and board review.	<p>1.2.1 Conduct a community survey about the building and what needs are being met or need attention.</p> <p>1.2.2 Determine space needs to figure out whether or not the existing space is sufficient.</p> <p>1.2.3 Focus on maintenance and development of technologies supporting health and safety.</p>	

SECTION 8: Technology, Facilities, & Services

GOAL 2: Offer EdTech Professional Development focused on student learning, enhancing sustainable instructional practices that support equity and inclusion, and promoting individualized learning.

Objective 2.1 Re-form Tech Steering Committee	2.1.1 Charge Steering Committee with exploring technology learning options for students and creating the long-term ed-tech vision.	Determine and execute an action plan based on the Tech Steering Committee research and recommendations.
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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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	2.1.2 Charge Steering Committee with exploring technology learning options for students and creating the long-term ed-tech vision.	
Objective 2.2 Improve day-to-day technological support.	2.2.1 Explore ways to provide additional technological support beyond the Tech Director, for example consider student support. 2.2.2 Designate a team of staff who are available for tech support needs.	
SECTION 8: Technology, Facilities, & Services GOAL 3: Continue to improve the school meals program in order to increase equitable access to healthy food options. (Note: Is this a financial commitment the Board of Trustees is ready to ask for?)		
Objective 4.1: Clarify the lunch program process for families and students, especially protocols for ordering and paying.		
Objective 4.2: Evaluate options beyond ordering from South Hadley PS, Family Pizza, and current vending machines.	4.2.1 Consider adding a permanent cafeteria.	
Objective 4.3: Assess long-term options for internalizing as much of the meals program as possible (eating space, hot/cold storage, heated serving area, etc.).		
SECTION 8: Technology, Facilities, & Services GOAL 4: Continue to have a state-certified school librarian to foster the community network of libraries and bring awareness to internal capacity for community and library curriculum.		

PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX

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Objective 4.1: Maintain participation in CW/MARS consortium by keeping up the library's Mass Library System membership.		
Objective 4.2: Librarian will offer curriculum to each grade at least once per year.		
Objective 4.3: Increase awareness of community network of partner libraries and community outreach including how the library can foster community in the PVPA community.		

CLEAN FIRST DRAFT

STRATEGIC ACTION PLAN 2021

Section 1 - Leadership & Governance –

Goal 1: Prioritize PVPA's mission in every aspect of the school community.

Objective 1.1: Maintain a Director of Arts and a Director of Academics as key leadership positions.

Goal 2: Within the School: Improve transparency and increase the use of inclusive, collaborative decision-making.

Objective 2.1: Clearly define leadership positions, roles, and responsibilities in a solidified organizational and leadership structure and share this openly with the greater PVPA community.

Objective 2.2: Develop a Policy Handbook to clearly delineate school practices and procedures

Objective 2.3 Work with Labor-Management Committee to create a flow chart of how decisions are made.

Objective 2.4 Ensure the successful implementation of the PVPA Student Opportunity Act Plan

Objective 2.5: Create a plan for systemic growth and share the plan openly with the greater PVPA community.

GOAL 3: Best Practices, Forefront, Leading Edge: Cultivate and maintain our leadership position in the community as a faithful adherent to, and as innovator of, best practices.

Objective 3.1: Support the successful implementation of Restorative Practices, Arts Integration and prioritized curricular approaches including Universal Design.

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GOAL 4: Board Leadership: Improve functionality of Board leadership responsibilities and accountability for promoting, protecting, and ensuring PVPA's mission of academic excellence.

Objective 4.1: Board representatives will communicate regularly with the head of school to review progress on priorities set by the school administration.

Objective 4.3: Board members should prioritize attending school events and activities and engaging with community members outside of Board meetings.

Objective 4.4: The Board will create and promote an avenue for community members to communicate with the board beyond attendance at Board meetings.

Objective 4.5: Board subcommittees will support and monitor academic concerns such as MCAS, Charter School directives, grades, and college acceptance/attendance.

Objective 4.6 Recruitment for Board of Trustee membership and Senior Administration will include arts experience considerations as well as diversity and student identity representation in the hiring / selection process.

Section 2: Diversity, Equity, Anti-Racism & Inclusion

Goal 1: Strategically increase representation in all parts of the PVPA community.

Objective 1.1: Continue to prioritize efforts to recruit, hire, and retain teachers, administrators, staff, and Board Trustees whose identities are reflective of the student body

Objective 1.2: Update and continue implementation of the [PVPA Diversity Plan](#)

Objective 1.3: As the Board of Trustees, share openly with the PVPA community detailed steps the board is taking to address issues of diversity, equity, and inclusion at a board level.

Objective 1.4: Create/Update and publish a statement on commitment to diversity and inclusion, including benchmarks with specific goals and timelines. (For the school and Board of Trustees)

Goal 2: Increase opportunities for students to learn about social justice issues, and to engage in social justice action

Objective 2.1: (Every 8th grade student needs to complete a social action project.) Build a program in the middle school that during Paidea 8th grade students are taught about social justice action that culminates in a project at the end of 8th grade.

Goal 3: Openly acknowledge and address challenges in the community related to diversity, equity, anti-racism and inclusion.

Objective 3.1: Acknowledge achievement gaps that exist in an effort to overcome barriers to learning and create an equitable educational space.

Objective 3.2: Name racism, ableism, and inequity when it is seen.

Goal 4: Increase opportunities for staff, faculty, administrators and board members to develop anti-racism skills.

Objective 4.1: Plan regular anti-racism trainings.

Objective 4.2: Include racial sensitivity training as part of the on-boarding or hiring process (including for new board members).

Section 3: School Climate

GOAL 1: Deliberately and demonstrably create a safer, more supportive, and more inclusive school environment

Objective 1.1: Continue to implement PVPA's Restorative Practice initiative that includes school-wide positive behavior supports, restorative justice, and peer mediation program.

Objective 1.2: Improve how the PVPA community is supported to enact the values represented by PVPA C.A.R.E.S.

Objective 1.3: Identify harmful behaviors and create and share an equitable system to determine consequences

Objective 1.4: Continue to support and develop 7th and 8th grade advisory program, broadening arts exposure and considering retention.
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Objective 2.2: Encourage staff, faculty, administrators and board members to engage in and experience student creative works.

Section 4: Arts and Academics

GOAL 1: Analyze achievement data to understand and address trends for specific demographic groups.

Objective 1.1: Create and develop a team of school personnel to analyze school data.
Objective 1.2: Provide professional development for teachers to become more comfortable with data analysis (trusting the data).
Objective 1.3: Identify changes to be made at any/all levels (within curriculum to new school policy) based on school data.

GOAL 2: Improve the shared understanding of Standards Based Grading and increase consistency of implementation across all classes

Objective 1.1: Use professional development time to improve shared understanding and implementation for all teachers and administrators.
Objective 1.2: Increase education opportunities and communication about Standards Based Grading for students and families.
Objective 1.3: Use professional development time to ensure that implementation of the Standards Based Grading is consistent.
Objective 1.4: Develop a common understanding of what represents high-quality evidence of learning within subject areas.
Objective 1.5: Establish clear expectations for communication through powerschool. (Examples:
-- at least 1 formative assessment per week and 2 Summatives per reporting term M1,S1,M2,S2
-- Grades will be updated by 5pm on Friday the current week.)

GOAL 3: Work to develop a school culture in which all students are expected to do quality, meaningful work.

Objective 3.1: Support teachers to design instructional environments that ensure appropriate levels of challenge for students using Universal Design for Learning as a framework

GOAL 4: Evaluate scheduling system and course offerings to improve overall timeliness of scheduling and access to classes

Objective 1.1: Ensure students can access required courses.
Objective 1.2: Work to balance class sizes.

Section 5: Student Support

GOAL 1: Increase the integration of trauma-sensitive practices and social-emotional learning school wide.

Objective 1.1: Assess and report on the current status of implementation.

Objective 1.2: Create a plan to further support successful implementation.

GOAL 2: Expand the use of a school wide Multi-Tiered System of Support (MTSS) to improve student outcomes as measured by academic performance, attendance, and behavioral incidents.

Objective 2.1: Create an MTSS team to assess student needs and implement support.

Section 6: Faculty/Staff Support and Development

GOAL 1: Clarify a framework and implement a process of support and evaluation whereby faculty and staff can successfully implement the following prioritized initiatives: Universal Design for Learning; Restorative Practices; School-Wide Positive Behavior Intervention Support.

Objective 1.1: Evaluate the current status and effectiveness of the named initiatives/programs.

Objective 1.2: Use the data from 1.1 to develop a plan to dedicate time and create opportunities for faculty and staff members to implement the initiatives successfully.

GOAL 2: Articulate teacher leadership roles and responsibilities.

Objective 2.1: Clarify role of Department Leaders.

Objective 2.2: Re-Establish the Mentor Program as an effective peer guidance program.

Section 7: Communication and Outreach

GOAL 1: Increase accessibility to school communication and engagement with families with language and/or communication barriers.

Objective 1.1: Identify, increase and promote pathways for caregivers with language and/or communication barriers to engage with school communications, interact with faculty and administration, give feedback, and participate in providing student support.

Objective 1.2: Maintain a student recruitment and enrollment plan that supports a diverse student applicant pool, including ELL students.

GOAL 2: Increase PVPA's engagement with the wider community and raise awareness of PVPA's strengths and resources.

Objective 2.1: Continue to produce PVPA performance and showcase opportunities that take place in the wider community.

Objective 2.2: Highlight information about PVPA's arts and academics programs, student /supports, restorative practices, diversity initiatives, and opportunities for engagement on the PVPA website.

Objective 2.3: Create and strengthen partnerships with local/regional entities, both artistic and not, to support student engagement in the community and foster an opportunity network for creative showcasing.

Objective 2.4: Continue fostering relationships with local media to better broadcast stories and examples of student success - artistically, academically and otherwise.

SECTION 8: Technology, Facilities, & Services

GOAL 1: Work with the Friends (owners of the building) to maintain aspects of the building that are up to code, and update areas as needed to bring entire infrastructure up to current operating standards.

Objective 1.1: Establish a consistent schedule and committed membership of the LRIPTF, considering all diverse members of the PVPA community.

Objective 1.2: Long Range Infrastructure Planning Task Force will seek community input to weigh infrastructure ideas, evaluate costs associated with building needs based on Strategic Action goals, and create proposals for administration and board review.

GOAL 2: Offer EdTech Professional Development focused on student learning, enhancing sustainable instructional practices that support equity and inclusion, and promoting individualized learning.

Objective 2.1 Re-form Tech Steering Committee

Objective 2.2 Improve day-to-day technological support.

GOAL 3: Continue to improve the school meals program in order to increase equitable access to healthy food options. (Note: Is this a financial commitment the Board of Trustees is ready to ask for?)

Objective 4.1: Clarify the lunch program process for families and students, especially protocols for ordering and paying.

Objective 4.2: Evaluate options beyond ordering from South Hadley PS, Family Pizza, and current vending machines.

Objective 4.3: Assess long-term options for internalizing as much of the meals program as possible (eating space, hot/cold storage, heated serving area, etc.).

GOAL 4: Continue to have a state-certified school librarian to foster the community network of libraries and bring awareness to internal capacity for community and library curriculum.

Objective 4.1: Maintain participation in CW/MARS consortium by keeping up the library's Mass Library System membership.

Objective 4.2: Librarian will offer curriculum to each grade at least once per year.
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Objective 4.3: Increase awareness of community network of partner libraries and community outreach including how the library can foster community in the PVPA community.
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