

Martha's Vineyard Public Charter School

Annual Report 2020-2021

August 1, 2021

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Table of Contents

Introduction to the School	1
School Performance and Program Implementation	1
Faithfulness to Charter	1
Mission and Key Design Elements	1
Amendments to the Charter	3
Access and Equity	3
Dissemination	4
Academic Program Success	6
Student Performance	6
Academic Program	7
Organizational Viability	9
Budget and Finance	10
<i>Appendix A</i>	11
Accountability Plan Evidence 2020-2021	11
Faithfulness to Charter	11
Dissemination	12
<i>Appendix B</i>	12
Recruitment and Retention Plan 2021-2022	12
Overall Retention Goal	17
<i>Appendix C: School and Student Data Tables</i>	21
<i>Appendix D: Additional Required Information</i>	24

Introduction to the School

<i>Name of School: Martha's Vineyard Public Charter School</i>			
Type of Charter	Commonwealth	Location	West Tisbury
Regional or Non-Regional	Regional	Chartered Districts in Region	5
Year Opened	1996	Year(s) Renewed	2001, 2006, 2011, 2016, 2020
Maximum Enrollment	180	Enrollment as of July 31	166
Chartered Grade Span	K-12	Current Grade Span	K- 12
Number of Instructional Days during the 2020-2021 school year	170	Students on Waitlist	14
School Hours	8:15-3:15	Age of School	25
<p>Mission Statement: It is the mission of the Martha's Vineyard Public Charter School to create a public school that will cultivate lifelong learners in a multi-aged, project-based setting. Within an environment that models interdependence as the foundation of society: the <i>individual</i> student will learn to direct his/her own learning, the <i>group</i> will make decisions together and recognize the unique contributions of each member, the <i>community</i> will support and interact with the school body.</p>			

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

A. The Martha's Vineyard Public Charter School has shown that individualized and carefully monitored progress can be attained in a public school.

Specific adaptable innovations of the MVPCS include the following:

- Community interaction and service
- Student-driven independent study
- Real projects from meaningful practical themes
- Authentic assessment
- Collaborative teaching and learning
- Democratic governance
- Multiage grouping
- Parent, student, and teacher partnerships (PEP- Personal Education Plan)

The 2020-2021 was truly a remarkable year in the history of the Martha's Vineyard Public Charter School. Despite navigating the difficult waters of running a school in the midst of a global pandemic, the school received a number of state, federal and curricular reviews including the 5 year charter renewal, the Civil Rights and Special Education Tiered Focused Monitoring, the kitchen and food service audit and a visit from the International Baccalaureate Organization. This oversight was conducted in the midst of a global pandemic. We are pleased to report that we received our Charter renewal without conditions, accomplished the Tiered Focused Monitoring visit through DESE's Program of Quality Assurance, passed our Procurement Review of our School Nutrition Program by DESE's Food and Nutrition Program, completed the Seamless Summer Option (SSO) Technical Assistance

Offsite Assessment, and received authorization to launch the International Baccalaureate (IB) Diploma and Career-related programs in the fall of 2021. This year, more than ever, The Pillars of trust, respect, freedom, responsibility, democracy, and cooperation, remain a cornerstone of the community, and teachers, students and families work collaboratively to ensure that the school remains faithful to our Mission and Charter. Even though our program was altered by the COVID-19 pandemic, we were able to remain faithful to our Charter as we provided dynamic learning opportunities for our students in a supportive environment.

The school continues to use the Charter Learner Tool to gauge students' progress in areas related to our Charter – democratic community member, self-directed learner, complex thinker, project-based learner, and interdependent worker. The school is intentionally designed to ensure that our students receive a variety of supports throughout the school day. This may take the form of small class sizes with a Teaching Assistant in every K-6 classroom, Special Education supports that assist a wide range of student learners and a robust Advisory Program in Grades 1-12.

Multi-aged learning continues to be a central component of the school. In Grades K-4, COVID-19 procedures forced us to limit our interaction between learning pods. In Grades 5-6, 7-8 and 9-12, students within those grade cohorts took advantage of multi-age learning experiences by participating in our Experiential Learning program at different locations throughout Martha's Vineyard.

Personal Education Plans support students to become life-long learners. In August, the Advisor meets with the student and his/her family to establish clear academic and social goals. At these PEP conferences, students take the lead and develop self-advocacy skills. These student goals are monitored by the Advisor. At two other times during the year, PEP conferences are held with the student and his/her family in an effort to reflect upon and update the goals established in August. Some PEP conferences were conducted via Zoom due to the pandemic. Lifelong learning is also broadened when students create their own Independent Studies in Project Periods. World Language study begins in kindergarten and continues through high school.

In an effort to enhance our educational programming in the time of Zoom, and to stay true to the school's founding principles to make the island our classroom, we launched our Experiential Learning program. Once a week, students in grades 5-12 worked with over 16 local island organizations including Island Grown Initiative, Slough Farm, Mass Audubon at Felix Neck, Featherstone Center for the Arts and the Trustees of Reservations at The Farm Institute. These hands-on, project-based experiences created partnerships with local island organizations but also provided an opportunity for our students to work collaboratively with their peers in a natural setting. This year, due to COVID, we could not send our students to Vermont to participate in the in-person Success Counseling workshop at the Hulbert Outdoor center (HOC). In an effort to continue our relationship with the HOC, a Success Counseling workshop took place over Zoom for all students and staff in Middle and High School in September of 2020.

The Charter of the Martha's Vineyard Public Charter School requires that all of our students and teachers engage with the larger island community through meaningful educational experiences. Our students in elementary school took a number of dynamic field trips in an effort to connect with key organizations on Martha's Vineyard including Menemsha Hills, Polly Hill Arboretum, Slough Farm, the Martha's Vineyard Camp Meeting Association in Oak Bluffs and the Island Grown Initiative farm.

Following a three-day virtual team visit in November 2020 from the International Baccalaureate (IB) organization, where they interviewed students, staff, faculty members and administration, the school received final authorization in January 2021 to offer the IB Diploma and Career-related programs. Our IB program will be

the entirety of the curriculum for grades 11-12 and will therefore be open to all our students. We will not be driven by attempting to achieve high IB scores. Rather, we feel that by providing access to a rigorous curriculum to all students, including students designated as ELL and Special Education, the culture of access and inclusivity present at the school currently will only be enhanced. Participation in the IB examinations would not be a graduation requirement. We are excited as there are only 305 schools in the world offering the IB Career-related program. Our little school on Martha's Vineyard is one of them!

Our elementary school continued our implementation of the Teachers College Reading and Writing Project (TCRWP) for Grades K-6. Specific professional development on the TCRWP occurred in August of 2020 and June of 2021 with Ms. Natalie White from the Plymouth Public School District. Although the past three years have focused on the writing element of the TCRWP, we hope to add the reading component in the 2021-22 academic year. In the fall, with COVID-19 behind us, Ms. White will visit the school on three separate occasions to provide individualized professional development in the TCRWP for our teachers.

This year, the Martha's Vineyard Public Charter School celebrated 25 years. We put together a virtual speaker-series with world-renowned activists and environmentalists. They highlighted our pillars and helped us celebrate being one of the oldest Charter Schools in the Commonwealth. We were also delighted to receive a charter renewal without conditions. The hard work of teachers, students, parents and community members allowed our school to achieve this accomplishment. Even though we accomplished a great deal as a school and a community, this year was made all the more difficult as we navigated the complexities of living and teaching in the face of COVID-19. Only through the tenacity, professionalism and commitment of the professionals in the building and the strong support of our community did the school not only survive the pandemic, but thrived in adversity. Our pillars and school rights guided our actions and we made the commitment to support our most vulnerable students in our community. We look forward to the 2021-22 school year with confidence in lessons learned from the experience and an optimistic eye toward the future.

B. AMENDMENTS TO THE CHARTER

There were no amendments to the Charter during the 2020-2021 school year.

Access and Equity: Discipline Data

- A. [Discipline Data](#)
- B.

2019-20 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	180	5	2.2	.5	.5
English Learner	9	0	11.1	0	0
Economically Disadvantaged	77	4	3.8	0	0
Students with Disabilities	54	4	5.5	1.8	1.8
High Needs	111	5	3.6	.9	.9
Female	101	2	.9	0	0

Martha's Vineyard Public Charter School 2020-2021 Annual Report					
Male	79	3	3.79	1.2	1.2
American Indian or Alaska Native	0	0	0	0	0
Asian	1	0	0	0	0
African American/Black	2	0	0	0	0
Hispanic/Latino	27	1	3.7	0	0
Multi-race, Non-Hispanic/Latino	20	1	5	0	0
Native Hawaiian or Pacific Islander	3	0	0	0	0
White	127	3	1.5	.7	.7

C. The use of suspension is used on a limited basis and is seen as a last resort response to infractions regarding the school's Code of Conduct. The school uses a variety of different interventions to help students resolve conflicts, stay on task and enjoy successful days at school. The school continues to contract with a Board Certified Behavior Analyst to support students with behavioral challenges by consulting with teachers and parents to review data and develop Behavior Support Plans. Even in the midst of a pandemic, the school continued to highlight our pillars and school rights in framing conversations in our Advisory program. Once a week, we held a virtual and in-person Community Zoom where we would highlight a student of the day, sing songs, and promote random acts of kindness. The school continues to use *Responsive Classroom* in Grades K-6. In Grades 7-12, we use *Success Counseling* as our comprehensive behavioral program. Faculty and staff in these grades received a one-day training on Success Counseling in September 2020. In an effort to support our students Social and Emotional Learning, our counselor and staff offered a class in SEL for students in Grades 1-4. Six members of our staff are currently certified in *Safety Care* and two staff members completed the *Safety Care Trainer* Certification in July 2021. Staff members employ the use of *Safety Care* de-escalation strategies to help prevent students from engaging in actions that may lead to suspension. Our goal is to train all staff members in the first six hours of *Safety Care*, which focuses on scaffolded behavioral supports, in the 2021-2022 school year. Students in Grade 5-12 developed interpersonal and collaborative skills by participating in our in-person Experiential Learning program.

Our Guidance Department worked collaboratively with an island organization called Connect to End Violence to sponsor a number of workshops for our students in Grades 5-8. Students in Grade 6 also completed a nine week course in peer mediation and conflict resolution with Martha's Vineyard Mediation Program. Members of Administration, Guidance and Special Education monitor students in crisis and develop plans that may circumvent the need to discipline at a later stage. In September of 2020 and in the spring of 2021, faculty and staff received training on racial equity and how to develop a more inclusive curriculum.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination

Strategies for a COVID plan to serve a multi age school population. Safety and access to services for student needs. Screening schedules.	Monthly meetings with regional school nurses as a Community of Practice.	Janice Brown, School Nurse	Regional School Nurses/ Schools in District	Collaboration on COVID-19 protocols in schools. Connections to mental health services, Psych medicine education, immunization, protocols and procedures for screening - documentation.
Project Based Learning: Community Outreach	Museum Exhibit	Nancy Danielson	School Community and MV Museum Educator	Students learned about an island artist. Students created their own self portrait and shared with the MV Museum for display.
Project Based learning and community interaction	IB Workshop	Victoria Dryfoos (Teacher)	International Community	At IB Diploma Programme Professional Development conference, disseminated lesson plans, curriculum ideas, and course outline with language teachers from all over the world.
Support for EL students	EL Coordinators Meeting	Pam Echlin (Teacher)	MATSOL Special Interest Group	Sharing of best practices, plans and curriculum to address needs of the rising population of EL students on Martha's Vineyard.
Multi age and Interdisciplinary Learning	Meeting	Victoria Dryfoos (Teacher)	Martha's Vineyard Diversity Coalition	Shared MVPCS efforts for antiracist teaching, resources, and programs.
Multi-age, Project Based Learning and Interdisciplinary Learning	Youth Climate Summit	Jane Paquet and Jonah Maidoff (Teachers)	Students and teachers from Martha's Vineyard Regional High School and Nantucket High School.	Youth Climate Summit led by Charter students and Nantucket engaged at local and state levels including State Senator Julian Cyr.
Community Outreach and Interaction	Meeting	Jonah Maidoff, Teacher	Partnership with Island Climate Action Network	Several public forums were held across the island to discuss and educate the community on climate change/global warming impacts. Topics included Food Waste, Art Activism and Carbon Drawdown.
Community Outreach	Meeting	Mandy Tomkins, Administrator for Special Education	Martha's Vineyard Public Schools	Collaborated with MVYPS regarding transferring special education students between the schools and Covid practices.

Project Based-Learning: Invention Convention	Exhibition	Kim Komarinetz and Jeannie Correira, Teachers	Families	Students in the first and second grade virtually presented their inventions to the greater public.
Multi age Learning	Workshop	Middle/High School School Teachers	Partnership with Aloha Foundation and Hulbert Outdoor Center	Students completed community building activities and connected with other attending Charter School students.
Interdisciplinary and Multi-Age Learning	Community Outreach	Karin Nelson, Teacher	Partnership with Martha's Vineyard Garden Club	Partnered with MV Garden Club and the Polly Hill Arboretum to develop a Native Plant Garden on campus.
Multi-Age Learning, cross subject curriculum	Partnership with Island Grown Initiative	Jonah Maidoff, Teacher	Island Grown Schools Garden Coordinator, Astrid Tilton	Students facilitated and maintained the cultivation of several garden beds. Harvested produce made available to the public.
Multi-Age and Project Based Learning	Community Outreach and Experiential Learning	Peter Steedman, Director	Partnership with local island farms	Our students gleaned vegetables and regularly shared produce with the local food pantry.
Interdisciplinary and Multi-Age Learning	School Event	Casey Hayward, Teacher	Partnership with The Yard Dance Company	Students used dance to learn about the regenerative processes in plants.

In addition, The Martha's Vineyard Times published a story about our Experiential Learning program. The Vineyard Gazette also wrote feature articles on our adoption of the International Baccalaureate Program. Radio station WMVY featured a story of how our community developed new community partnerships in the pandemic. We believe that these media stories help spread the word about the work at the Martha's Vineyard Public Charter School and we believe that they will assist us with future dissemination efforts.

Academic Program Success

Student Performance

- A. The link to the Report Card for the Martha's Vineyard Public Charter School published by the DESE is below:

<https://reportcards.doe.mass.edu/2020/04660550>

- B.

Additional Assessment Data	
Assessment Name: Track My Progress	Grades Assessed: 2-8
Date Implemented:	Date Discontinued:

<p>Description of Achievement Trends: Students in grades 2-8 are assessed using Track My Progress three times a year (October, January, and May). The school switched to Track My Progress for the 2020-2021 school year in response to the Covid Pandemic. Track My Progress is a computer-based assessment accessed through a web browser. This allows teachers to administer the test in both remote and in-person learning environments. The scores from May 2021 indicate overall strong scores in ELA with 84% of students scoring in the Average or Above Average range. In Mathematics, 74% of students scored in the Average or Above Average range with individual grade level averages ranging from 60%-82% scoring in the Average or Above Average range. Through ongoing data review, the school has recognized a need to improve our math score across grade levels. A teacher committee is planned for the 2021-2022 school year to review areas of growth in teaching methodology and curriculum.</p>	ongoing
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In our ELL program, we have seen success during our charter term. Since 2017, we have exited seven students from the program; in 2020, three students achieved reclassification status with their outstanding ACCESS scores. Six students are currently being collaboratively monitored with progress reports. The three students added to the reclassified status will also be monitored with collaborative reports for the next four academic years. Our collective work with both an SEI instructional model as well as with our ever expanding writing workshop program have been factors contributing to the success of our ELL students.

Academic Program

The school's academic curriculum is aligned with the Massachusetts Curriculum Frameworks at each grade level. Math, English Social Studies, Science, Spanish, Art, and Physical Education are taught at each grade level.

All students were able to access the school's academic program during 2020-21. Chromebooks and HotSpots were available to all students in order to access our remote learning offerings at the start of the year. When all students were remote at the start of the year, Morning Meetings and Advisor check-ins continued on a daily basis. Advisors were encouraged to reach out to the counselors and administration with any student concerns. The school used the Modern Teacher platform to provide academic and SEL instruction. The school building was provided to at-risk students who were having difficulty attending remote classes from home. As we brought students back to campus in phases, cameras were used in classrooms to ensure synchronous learning for students who selected to remain remote. In Grades K-4, we employed a Remote Learning Coordinator to connect with our remote students on a daily basis. Special Education teachers provided RTI services to K-4 remote students.

Our Remote Learning Plan for the 2020-21 academic year can be found on our website at www.mvpcs.org under the section titled COVID-19.

The school uses a variety of textbooks to support the curricula. The teachers in grades K-6 adopted the Singapore Math series in 2012. Teachers in grades 1-4 adopted Foundations during the 2014-2015 school year. New curriculum is reviewed, discussed and revised by the grade level teachers' recommendations, and with the school director. Ongoing analysis of the formative and summative assessments may result in revisions to course curriculums. Starting in the fall of 2018, English teachers and student service staff members formed a Literacy Committee to explore the strengths and limitations of the Charter School's writing program. After a year-long process and reports to the Board of Trustees, the committee recommended adopting the Teachers College Reading and Writing Project (TCRWP) for Grades K-6. Specific professional development on the TCRWP occurred in August of 2020 and June of 2021 with Ms. Natalie White from the Plymouth Public School District. Ms. White was unable to visit us this year in person, but she will return for a professional development day in August, 2021 and will provide in-person support for the TCRWP throughout the 2020-21 academic year.

All learners are supported in one-on-one, small group, large group, and in and out of the classroom settings as determined by their educational needs. Course assignments and curriculum delivery are determined by the learning needs of each student. Response to Intervention supports are provided to students identified as needing additional support in order to meet grade level expectations. Teachers meet in groups to review formal and informal data, and to develop intervention plans. The RTI Coordinator oversaw the administration of universal screenings, data collection, and fidelity of interventions. Flex Time was added into the schedule for students in grades 7 & 8. During this time, students have access to general education teachers and special education support staff for additional support. During remote learning, students in grades 9-12 had the opportunity to meet in-person with general education teachers and special education support staff for additional support every afternoon.

Starting in the fall of 2018, High School teachers worked with administration to explore whether to adopt the International Baccalaureate (IB) for Grades 11-12. In the spring of 2019, the Board of Trustees agreed to pursue initial authorization, once granted permission from Commissioner Riley. This was granted and the school received candidacy status in May of 2019. In November of 2020, the IB conducted a three day authorization visit where they reviewed our academic program and spoke with teachers, administrators and families. In January, 2021, we received final authorization from the International Baccalaureate to offer the Diploma and Career-related programs in January 2021. Students will begin coursework in the IB starting in September, 2021.

The school continues to use *Responsive Classroom* in Grades K-6. In Grades 7-12, we continued to use Success Counseling as our comprehensive behavioral program. Faculty and staff in these grades received a one day training on *Success Counseling* in September, 2020. Unfortunately, due to COVID restrictions, we were unable to take our students to Fairlee, Vermont for Success Counseling Leadership Training. We plan to send students up to this training in October, 2021.

Since 2019, we have made numerous attempts to engage the Brazilian community on Martha's Vineyard and to encourage Brazilian families to continue the Charter School as an option for their students. These efforts have been documented in our Recruitment Plan in past Annual Reports. We were pleased to see an increase in our EL population to 5.7 this year from 4.7 the previous year. Our efforts to engage with the Brazilian community will continue this year and we hope to continue to see gains in this area.

Although the pandemic severely limited our student activity program, all students have opportunities to engage in all school activities including athletics, field trips, and off campus mentorships. This year, we launched Experiential Learning which allowed all students in Grades 5-12 to participate in hands-on learning at over 16 island organizations including Slough Fram, Featherstone Center for the Arts and the Massachusetts Audubon at Felix Neck. In the spring, our Guidance Department worked collaboratively with an island organization called Connect to End Violence to sponsor a number of workshops for our students in Grades 5-8 on the dangers of cyberbullying and sexting. An emphasis was placed on cultivating healthy relationships. Members of Administration, Guidance and Special Education continued to monitor students in crisis and to develop plans that may circumvent the need to discipline at a later stage.

This year, our school participated in a number of workshops and training focused on promoting racial equity and social justice. In September 2020, all faculty and staff received a day-long workshop on the history of racial inequity in the U.S. led by the Racial Equity Institute (REI). The Racial Justice Committee made up of administrators, teachers and parents participated in an additional day long Groundwater training with REI. Monthly meetings of the Racial Justice Committee led to a roundtable discussion of students and community members from the Brazilian community. Finally, in June 2020, The Ed Experts, LLC. led a workshop in promoting racial equity in our curriculum. We look forward to continuing our work with The Ed Experts, LLC. around issues of racial equity and social justice throughout the 2021-22 academic year. The school's Gay

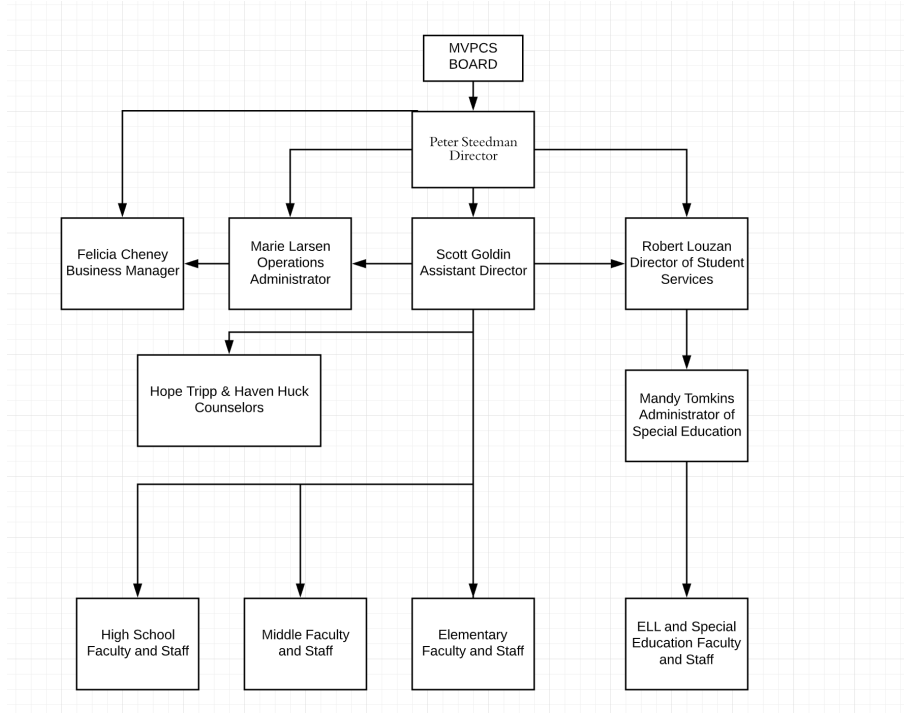
Straight Alliance successfully coordinated and sponsored a Pride Month that included a Pride Flag Day and a Teach-In.

Our school nurse, working in conjunction with other island nurses at other schools and local Board of Health agents, developed a COVID-19 safety plan to ensure the physical safety for all students and staff during in-person learning. Mask-wearing was mandated on campus and all members of the community were asked to practice social-distancing. Tents were installed on campus so that students and staff could eat and take mask breaks outside. All details of our Opening School COVID-19 plan can be found at: <https://mvpcs.org/covid-19/>.

The Martha's Vineyard Public Charter School is prepared to accelerate learning for all students. In May of 2021, we examined student learning data, specifically results of our diagnostic tool, perceptions data relating to school culture and demographics data on school attendance and developed a plan for accelerated learning for the 2021-22 academic year. Students who were identified for targeted interventions were offered space in our summer learning program. The Ed Experts LLC. will be working with our faculty to develop curriculum and student supports so that our school might eliminate these gaps moving forward. We will provide diagnostic tests in October, January, and May to monitor academic progress and to determine how best to support those students who may have fallen behind due to the pandemic. Grade-level meetings will be used to examine student work and other data to support students during RTI. Our professional development calendar for 2021-22 will include teacher collaboration time to focus on the continuation of the Teachers College Reading and Writing Workshop, RTI, the International Baccalaureate and racial equity work. As we will welcome all students back to campus in September 2021, the first month of school will focus on community and our school pillars. Grades K-6 will use Responsive Classroom and Grades 7-12 will use Success Counseling to cultivate a strong community in a post-Covid world.

Organizational Viability

A. Organizational Structure of the School



B.

Board of Trustees

President: Steve Nierenberg

Administration

Director: Peter Steedman

Assistant Director: Scott Goldin

Operations Administrator: Marie Larsen

Director of Student Services: Robert Louzan

Administrator of Special Education: Mandy Tomkins

Business Manager: Felicia Cheney

Guidance Administrator: Sarah Smith

Front Office Manager: Meaghan Goldrup

School Adjustment Counselor: Hope Tripp/Haven Huck

Technology Coordinator: Maribeth Macaisa

Faculty

Teacher / Advisor

ELL Coordinator

Other Lead Teachers

Librarian

Technology Integration

Learning Facilitators

Teacher Assistants

Other Staff

Service Personnel

BUDGET AND FINANCE

A. Unaudited FY21 as approved May 6, 2021 statement of revenues, expenses, and changes in net assets (income statement)

Please see Attachment A

B. FY21 statement of net assets (balance sheet)

Please see Attachment B

Additional Information (Aligned with Charter School Statute and Regulations)

C.

a. FY22 approved school budget

FY 22 Enrollment Table	Number
Number of students pre-enrolled via March 15, 2021 submission	166
Number of students upon which FY22 budget tuition is based	180
Number of expected students for FY 22 first day of school	180

Variations	COVID-19 impacted our enrollment. We expected some variance this year as well but we are hopeful that enrollment numbers will return to pre-pandemic levels in the near future.
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Please see Attachment C

D. Capital Plan for FY22

Due to COVID-19, we have allocated funds towards unexpected COVID-19 related expenses. We will reassess our capital needs during this school year.

APPENDIX A Accountability Plan Evidence 2020-2021

Faithfulness to Charter

	2020-2021 Performance	Evidence
Objective: Create an environment of community involvement bringing the larger island community into the school and creating opportunities for our students to engage in educational opportunities in the larger island community(KDE 1)		
Measure: On a yearly student survey with a 95% return rate, 75% of students will express satisfaction by choosing agree or strongly agree with Artists in Residence classes taught by the larger island community.	Not Measured	Due to COVID-19, we were unable to run our Artists in Residence program.
Measure: Each year, 100% of all Penultimate/Ulimate (junior/senior) portfolios will receive a passing grade on the portfolio review rubric from an expert reviewer drawn from the larger island community.	Met	The portfolio rubric assesses student understanding of subject matter, student communication of his or her learning and the diligence and industriousness of this learning. This year ultimates completed portfolios and they received passing grades.
Objective: The school remains faithful to the charter in creating a multi- aged environment and creates opportunities for collaboration among grades and disciplines (KDE 2)		
Measure: All MVPCS teachers will participate in one collaborative experience with a colleague from another grade level each year. 95% of teachers will agree that collaboration is useful to students.	Met	Teacher representatives from grade levels (K-4, 5-8, and 9-12) collected answers from grade level teachers in response to this statement: "My collaborative experience with a colleague from another grade level this year was useful to students." 100% of teachers responded in the affirmative.
Measure: All students in grades 1-12 will participate in at least one multi-age learning experience every day each semester. In the annual Student Survey, with a 95% response rate, 75% of the students in grades 3-12 will report the multi-age environment enhanced their classroom experience.	Not Measured	Due to COVID-19, school protocols focused on keeping grade-level cohorts together and we, therefore, were unable to provide multi-age learning experiences for our students.
Objective: MVPCS creates opportunities for students to be thoroughly engaged in their individual learning creating lifelong learners in the process.(KDE 3)		
Measure: 95% of students in Grades 1-12 will complete and exhibit an independent research project each year.	Met	An independent research project was completed by every student in Grades 1-12. List of exhibitions maintained by the front office, and participants will be maintained by teachers in student records. 100% of students exhibited their work.
Measure: 90% of all students will progress to Practitioner level as a self-directed/lifelong learner on the	Not Met	The Charter Learner rubric is used by teachers to record progress. Data is received and organized by teachers. This data is recorded for

Charter Learner tool at the end of his/her second year in each two year rotation.		second grade, fourth grade, sixth grade, eighth grade, tenth grade and twelfth grade. This year's percentage was 77%.
Objective: All members of the MVPCS community participate in school governance (KDE 4)		
Measure: In the annual student survey, with a 95% response rate, 90% of students in Grades 3-12 will agree with the statement, "I feel included in the Charter School governance process through my representation in the Community Congress."	Not Measured	Due to COVID-19 restrictions, the Community Congress did not run this year.
Measure: Each year, as documented by Board of Trustees meeting minutes, 95% of decisions made in the school are made by consensus.	Met	The Board of Trustee minutes confirms that 100% of decisions made are through consensus.
Objective: MVPCS will strive to share with the surrounding districts best practices relating to project based learning.		
Measure: Over the next five years, MVPCS will expand, extend, and share a project based social/environmental curriculum through hands-on study incorporating STEM concepts with surrounding districts.	Met	Four separate Climate Cafes were held throughout the academic year. In 2021, in conjunction with students from the MV Regional High School and Nantucket, the school held an Island-Wide Climate conference.

Dissemination

	2020-2021 Performance	Evidence
Objective: MVPCS will strive to share with the surrounding districts best practices related to project based learning.		
Measure: Over the next five years, MVPCS will expand, extend and share a project based social/environmental curriculum through hands on study incorporating STEM concepts with surrounding districts.	Met	Four separate Climate Cafes were held throughout the academic year. In 2021, in conjunction with students from the MV Regional High School and Nantucket, the school held an Island-Wide Climate conference.

**APPENDIX B
Charter School Recruitment and Retention Plan**

Recruitment Plan 2021-2022

School Name: Martha's Vineyard Public Charter School

2020-2021 Implementation Summary

Recruitment remained a priority for the 2020-2021 school year. We continue to maintain a wait list of applicants for many grade levels. We advertised our Virtual Open House in the local papers. Despite the global pandemic, the school used our Experiential Learning program to reach out to different island organizations to highlight our work with hands-on, project-based education.

The expanded Special Education Department ensured that we continued to provide services as prescribed in students' IEPs, and that all students were able to access our general education curriculum. Advertisements highlighting MVPCS were placed in local papers. Local newspapers highlighted the school in various articles this year. Special Education staff and a Brazilian Portuguese translator attended the annual

Enrollment Open House and were available to speak with prospective families during all tours. We are pleased with a recent increase in the number of EL students at our school and we hope that the school's efforts at outreach and recruitment will continue to attract members of the Martha's Vineyard Brazilian community.

Although recruitment efforts are beneficial in promoting our school, we are beholden to state laws surrounding Charter School enrollment, specifically in regards to the cap. This dictates which students we can enroll.

General Recruitment Activities for 2021-2022

Recruitment activities are continuous throughout the year.

Publication of our lottery is put in all local news media.

Activities are listed on our website.

The school's presence on Instagram took on renewed focus as 2-3 posts were made weekly highlighting school activities.

The community is invited to view all student work presentations/exhibitions virtually due to COVID-19 restrictions. This happens throughout the building in individual classrooms. Twice a year, at the culmination of a block of study called *Project Period*, there is a virtual school wide exhibition.

The school provides a personalized tour of the facility upon request. Our Annual Open House is published in the local papers and invitations are sent home to families.

A virtual Student Showcase/Open House evening highlighting work done in each grade level throughout the building is held in the winter. This is advertised in the local papers.

The PTO will continue to offer a number of community building events. This spring, they held a socially-distant movie night at a local drive-in theatre and the community was invited to participate in the Scarecrow building workshop in the fall of 2021.

Our socially-distanced High School Graduation was covered in the local papers. Graduates from the class of 2020 and 2021 participated in a socially-distant outside graduation. This event was covered in the local papers. Eighth graders had a community sendoff as well, culminating in an outdoor ceremony at the local Grange Hall.

Throughout the year, press releases will be sent out regularly and we will continue to inform local media about our activities and accomplishments. All media outreach will include our status as a free public school. All publications regarding enrollment will be in both English and Portuguese to encourage ELL applications. Prior to this year's Open House, the Director met with members of the Brazilian business community on the island about this free public school option and to highlight the upcoming open application process. The school will maintain a relationship with other districts and preschools in an effort to disseminate information about our SPED and ELL program.

Recruitment Plan –2021-2022 Strategies

Special education students/students with disabilities

(b) Continued 2020-2021 Strategies

School percentage:
25.6

<p>GNT percentage: NA CI percentage: 13.7 The school is above CI percentages.</p>	<p>X <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed We will continue to have school Special Education staff attend the Enrollment Open House.</p> <p>We will have Parent representatives from the Special Education Parent Advisory Council (PAC) attend the annual Enrollment Open House.</p> <p>We will continue to provide all applicants with special education the Right to Attend document.</p> <p>We will continue to make sure Special Education staff are available to meet with families during school tours.</p> <p>Administrators will continue to build up participation of parents in the PAC by hosting beginning of the year activities.</p> <p>The school recently expanded its Special Education department and we will continue to have a Special Education staff member present at all special events and functions at the school.</p> <p>A representative for Special Education will continue to be available for PEP (Personal Education Plan) meetings.</p>
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Limited English-proficient students/English learners

<p>School percentage: 5.7 GNT percentage: 8.7 % CI percentage: 9.7% The school is below GNT percentages and below CI percentages</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>The School's ELL Coordinator will continue to meet regularly with other ELL Coordinators in the district.</p> <p>The ELL Coordinator will continue to engage in dialogue with current ELL families regarding enrollment.</p> <p>Applications for Enrollment continued to be distributed in Portuguese (the dominant ELL language in the area) to local preschools.</p> <p>Relationships with community organizations will continue to include translations of enrollment information about school. Translations of enrollment information will be distributed to local libraries and businesses.</p> <p>Leaders in the Brazilian community will continue to be invited to meet with the director and tour the school.</p> <p>Ensure bilingual staff and/or family members will continue to be present at information sessions and recruitment events to assist with translation and communication.</p> <p>Will continue to build relationships with local Brazilian churches and businesses.</p> <p>We will continue to build on our relationship with the local Community Services Center and their work with the Brazilian population.</p> <p>Continue to create social media posts on Instagram in Portuguese with direct links to translated school information.</p>
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The ELL Coordinator will further develop our ELPAC to engage with the ELL community on Martha's Vineyard.

Advocate for a change in Charter School enrollment policies as we are forbidden to take any students on our waiting list from some towns on the island that are over the enrollment cap. This potentially hinders us from taking ELL students.

The Board of Directors will actively recruit new members from the Brazilian community.

The ELL Coordinator will continue to meet regularly with *Estamos Todos Juntos* (We Stand Together), a group committed to promoting inclusive practices on Martha's Vineyard.

(c)2021-2022 Additional Strategies

X Did not meet GNT/CI: additional and/or enhanced strategies below:
All strategies listed below will be introduced this year. We hope to see a change in the date in 2-3 years.

- This spring, we held a panel discussion with members of our Brazilian community and our staff relating to how we can best serve Brazilian students and their families. We will continue to provide opportunities to create open dialogue in the 2021-22 school year.
- We will post school information on Martha's Vineyard Brazilian Social Media platform entitled Brazucada.
- The school will add the perspective of Brazilian families on the school website.
- We will work with Brazilian community member who currently serves on the Board to inform the Brazilian community on Martha's Vineyard of educational opportunities at the Charter School.
- Although we were able to successfully add a member of the Brazilian community to our Board of Directors, we will continue to enhance Brazilian representation on the Board and Board sub-committees.

**Students eligible for free or reduced lunch
 (Low Income/Economically Disadvantaged)**

(b) Continued 2020-2021 Strategies

X Met GNT/CI: no enhanced/additional strategies needed

We will continue to make enrollment information accessible in public places such as food pantries, churches and libraries.

Reach out to low income preschools to inform parents about the school.

Continue to make the application for free/reduced lunch easily accessible to all families by having it available on the school's website, mailed in the summer mailing, and reminding families, through the weekly director's bulletin, that the application is available.

School percentage:
 37.5%
GNT percentage: 21.6
CI percentage: 25.1
The school is above GNT percentages and above CI percentages

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2021-2022 Strategies</p> <p>Continue to contact all guidance counselors from sending districts in January, prior to the Open House to suggest that they invite families of students who are sub-proficient to the Open House.</p> <p>Include information about our extra support services and homework club on our website.</p> <p>Include information about our social/emotional services in our promotional brochure and our website.</p> <p>Mail a letter home to families in the sending district that describes that the school is public and open to all on a first come first serve basis, allowing for district cap restrictions.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2020-2021 Strategies</p> <p>Meet with guidance counselors from the sending district High School to identify particular students who might benefit from our school and contact those families that are suggested. Middle and High School teachers meet bi-weekly to discuss student needs. Additionally, administrators, counselors and the Special Education Director meet weekly to monitor, track and intervene with all at-risk students.</p> <p>Leave brochures designed for high school age kids at Alex's Place at the local YMCA.</p>
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) Continued 2020-2021 Strategies</p> <p>Contact the Department of Children and Families, parole officers, and the YMCA to connect with youth who have dropped out of school. Distribute information about the high school program to the leaders in those organizations.</p> <p>Connect students with Island Wide Youth Collaborative and assist students with pursuing the HiSET as needed.</p> <p>Meet regularly with local police department to keep informed.</p> <p>Adjustment counselors maintain connections with families and students who have dropped out to provide information and support.</p>
<p><u>Other subgroups</u></p>	<p align="center">(g) Continued 2020-2021 Strategies</p> <p>Contact and distribute information about the MVPCS and enrollment information to the Wampanoag Tribe of Aquinnah.</p>

Retention Plan 2021-2022

The school's retention rate in 2020-21 continues to be above 80%. We are currently at 84.6%. Strategies we put in place continue to be successful. A full time nurse and a part time student counselor intern allowed the Adjustment Counselor more time to spend providing social emotional support. We also expanded our RtI program and created the position of Administrator of Special Education. Our PTO continued to grow and we attracted new members to leadership positions within the organization. We were able to keep class sizes small in spite of building limitations so student/teacher ratios stayed low. Student supports continued to be provided to each age group in every subject. Our PEP, Personal Education Plan, meetings created strong teacher/parent/student relationships that carried throughout the school year. Our school pillars remain a cornerstone of our community and staff has promoted an atmosphere of trust, cooperation and democracy to create an environment that is inclusive and celebratory of differences.

Overall Student Retention Goal

Annual goal for student retention (percentage): 90%

Retention Plan –2021-2022 Strategies

Special education students/students with disabilities

(b) Continued 2020-2021 Strategies

School percentage: 20%
Third Quartile: 8.8%

The school's attrition rate is above third quartile percentages.

The school will provide a variety of supports for all students, including students with Special Needs. These supports will include: teacher/advisors for each student; home/school connection between the Special Education Administrator and families with students with special needs; support personnel will be present in every classroom throughout the school; homework club will take place at least two times per week for Grades 3-8; teachers will regularly participate in Response to Intervention meetings to discuss particular students' needs and next steps.

The Special Education Administrator will host parent information sessions to provide parents with information regarding special education services.

The school will provide easy accessibility to the student's advisor, learning specialists, and Special Education Administrator.

Implement Response to Intervention to identify and provide early intervention. Teachers will offer families frequent meetings to discuss students' progress and encourage parents to share any concerns or thoughts on students throughout the year. Support staff will meet weekly to track successes or challenges with goals and share information with teachers. School will foster relationships with organizations located within the island community and share information with families about support services available. Staff will be encouraged to participate in seminars, webinars and classes to better serve special needs students. All strategies will be implemented within the coming year.

We will continue to provide intensive individual support and differentiated curriculum for IEP/504 students at all levels. We continued our Response to Intervention model in grades 1-6 in an effort to plan and implement skills groups based on student needs. Flex time was added for students in grades 7 & 8 to allow students to access additional support as needed, and students in grades 9-12 were able to meet with staff daily in the afternoons as needed. RtI meetings used on-going data collection and analysis. We continued to offer intensified additional services as needed. We maintained close collaboration between SPED and classroom teachers and assistants.

We hired a part time Special Education Team Chair and expanded her role from 2-3 days.

We will continue to promote the SEPAC as we voted in new Officers in the Spring of 2019.

Teachers will receive training for supporting social/emotional needs, specifically Responsive Classroom for Grades K-6 and Success Counseling for Middle and High School.

We have added a Counseling intern to support students with soc/emotional disabilities.

Continue to include Administrator of Special Education in our weekly system of monitoring, tracking and intervening with all at-risk students. The Administrator of Special Education will, therefore, have first-hand, 'real time' information about school level concerns and the opportunity to intervene with special education supports where appropriate.

(c) 2021-2022 Additional Strategies

X – above third quartile: additional and/or enhanced strategies described below:

All strategies listed below will be introduced this year. We hope to see a change in the data in 2-3 years.

- We expanded a Counseling position to full time.
- We expanded a part-time Reading Specialist position to a full time Special Education position.
- We will distribute a special education parent satisfaction survey.
- We have reviewed our screening process for Dyslexia and have selected a new screening tool to implement during the 2021-22 academic year.

Limited English-proficient students/English learners

(b) Continued 2020-2021 Strategies

The school will provide a variety of supports for all students, including limited English-proficient students. These supports will include: teacher/advisors for each student; home/school connection between the ELL Coordinator and families; support personnel will be present in every classroom throughout the school; teachers will receive ELL training; homework club will take place at least two times per week for Grades 5-12; teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps. The school will offer parent information sessions regarding school academic and program information with the ELL coordinator present. The ELPAC will also inform this practice. The school adjustment counselor will work with families to provide access to community resources.

The ELL coordinator will be available to assist in afterschool needs and collaborate with afterschool staff. Translation for at-home assignments will be offered. Families will be contacted regarding the need for translation on any materials relating to the school and school will ensure that families understand invitations to school events. Students will be encouraged to share their cultural heritage during classroom morning meetings and designated share times. Teachers will encourage and foster this dialogue.

School percentage: 0.0
Third Quartile: 9.9

The school's attrition rate is below third quartile percentages.

We enhanced our presence on social media and included postings in Portuguese. The school successfully recruited a member of the Brazilian community to serve on our Board of Trustees. We added a Brazilian family perspective on the school's website and we hope to continue to use Brazilian social media to highlight the school.

(c) 2021-2022 Additional Strategies

X – above third quartile: additional and/or enhanced strategies described below:

- Expand our community outreach by regularly posting school information on the Martha's Vineyard Brazilian social media platform called Brazuca.
- Students in the IB program will develop service projects that connect with members of the Island Brazilian community.
- Our ELL Coordinator will continue our Literacy Mornings to promote bilingual literacy. Unfortunately, this was not able to occur this year due to COVID-19 restrictions.
- In coordination with our ELPAC, we will host another multicultural Soup and Games Night. Unfortunately, this was not able to occur this year due to COVID-19 restrictions.

Students eligible for free or reduced lunch (low income/economically disadvantaged)

(b) Continued 2020-2021 Strategies

The school will provide a variety of supports for all students, including students eligible for free or reduced lunch. These supports will include: teacher/advisors for each student; home/school connection between the administrator in charge of the free/reduced lunch program and the families; support personnel will be present in every classroom throughout the school; free homework club will take place at least two times per week for Grades 5-12; other free after school activities will take place during the school year.

We will continue to offer free and reduced price lunch and snacks as well as free breakfast. After school homework club will be offered as well as additional learning resources. Scholarships for school trips/events will be provided. The school will offer extra technology support as needed and we will continue outreach strategies to partner agencies to ensure a full range of supports for families. School supplies as needed, pens, pencils, notebooks, etc. will be provided.

We will continue to network with island organizations, specifically Island Wide Youth Collaborative and Martha's Vineyard Community Services, who provide services to low income families. The school will continue to provide transportation and child care to community events.

We continued our Response to Intervention model in grades 1-6 in an effort to plan and implement skills groups based on student needs. Flex time was added for students in grades 7 & 8 to allow students to access additional support as needed, and students in grades 9-12 were able to meet with staff daily in the afternoons as needed. RtI meetings used on-going data collection and analysis. We continued to offer intensified additional services as needed. We maintained weekly collaboration between SPED and classroom teachers and assistants.

School percentage:
14.5%

Third Quartile: 8.2%

The school's attrition rate is above third quartile percentages.

	<p style="text-align: center;">(c) 2020-2021 Additional Strategies</p> <p>X Above third quartile: additional and/or enhanced strategies described below:</p> <ul style="list-style-type: none"> ● Expand a backpack program so that low income students can bring home additional food and resources for the weekend. This effort was limited this year due to COVID-19 restrictions. ● We added an additional .5 Guidance Counselor position to meet the individual needs of students and their families.
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2020-2021 Strategies</p> <p>The school will provide a variety of supports for all students, including students who are sub-proficient. These supports will include: teacher/advisors for each student; home/school connection between the Director and the Special Education teachers and families with students who are sub-proficient; Response to Intervention program will continue to be implemented in the lower grades along with differentiation of instruction throughout the school; support personnel will be present in every classroom throughout the school; homework club will take place at least two times per week for Grades 5-12; teachers in Grades K-6 will regularly participate in RtI meetings to discuss particular students' needs and next steps. Middle and High School teachers meet bi-weekly to discuss student needs. Additionally, administrators, counselors and the Special Education Director meet weekly to monitor, track and intervene with all at-risk students.</p>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <p>The school will provide a variety of supports for all students, including students who are at risk for dropping out. These supports will include teacher/advisors for each student; home/school connection between the Director and the Director of Special Education (if applicable) and families with students who are at risk for dropping out. The school will continue to differentiate instruction. Teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps.</p>
<p style="text-align: center;"><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <p>The school did have two students in this sub-group during the 2019-20 school year. Supports will include teacher/advisors for each student; home/school connection between the Director and the Special Education Administrator (if applicable) and families; and differentiation of instruction. Middle and High School teachers meet bi-weekly to discuss student needs. Additionally, administrators, counselors and the Special Education Director meet weekly to monitor, track and intervene with all at-risk students.</p>
<p style="text-align: center;"><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2020-2021 Strategies</p> <p>Supports will include teacher/advisors for each student; home/school connection between the Director and the Special Education Administrator (if applicable) and families; and differentiation of instruction. Teachers will regularly participate in meetings to discuss particular students' needs and next steps.</p>

APPENDIX C: School and Student Data Tables

Student demographic information can be found on the Department's website using MVPCS's profile. Below is the link to the MVPCS's profile on the Department's website.

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04660550&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR	
Race/Ethnicity	% of entire student body
African-American	0.6%
Asian	0.6%
Hispanic	17.0%
Native American	1.1%
White	69.9%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	10.8%
First Language Not English	5.7%
English Language Learner	5.7%
Students with disabilities	25.6%
High Needs	54%
Economically Disadvantaged	37.5%

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Peter Steedman, Director	Responsible for the overall administrative and educational management of the school and effectively supporting staff in implementing the charter in a legally and programmatically responsible manner, within broad policy guidelines and plans adopted by the MVPCS Board of Trustees, in compliance with Massachusetts General Laws.	July 1, 2018	
Scott Goldin Assistant Director	Responsible for assisting the Director with the overall administrative and educational management of the school, in compliance with Massachusetts General Laws.	July 1, 2020	
Marie Larsen Operations Administrator	Responsible for assisting Director and Assistant Director with operational tasks including scheduling, MCAS coordination and the promotion of other school-wide programs.	July 1, 2014	July 1, 2021
Felicia Cheney Business Manager	Responsible for the overall financial management of the school in compliance with Charter School Office financial policies and MA General Laws.	October 1, 2016	August 1, 2021

Mandy Tomkins Administrator of Special Education	Responsible for working with the Director of Student Services to coordinate Special Education programming.	July 1, 2020	
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TEACHERS AND STAFF ATTRITION FOR THE 2020-21 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	20	0	1	1 - New Employment
Other Staff	40	1	8	1- Employment Terminated 1 - New Employment 1 - Maternity Leave 2- Retirement 4- Career Change

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	8
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	9

BOARD MEMBERS FOR THE 2020-21 SCHOOL YEAR				
Name		Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Steve Nierenberg	Vice President	Trusteeship, Facility	2	06/19/15-6/30/18 7/1/18-7/2/21
Marc Favreau	President	Trusteeship, Facility	2	12/2/15-7/1/18 7/2/18-7/3/21
Toni M. Kauffman	Trustee	Trusteeship, Teaching and Learning, Wellness	1	11/16/17-10/24/20 6/18/20-6/18/23
Gregory J Germani	Trustee	Finance	1	11/16/17 – 09/7/20 6/18/20-6/18/23
Tim McHugh	Treasurer	Finance	2	6/6/16/16-6/30/19 5/3/19-5/3/22
Christopher Anderson	Trustee	Teaching and Learning	1	11/16/17 – 9/7/20 6/18/20-6/18/23
Laura Weisman	Trustee		1	11/14/19-7/30/20 7/1/20-6/30/22
Keith Chatinover	Trustee		1	3/17/2021-6/30/24

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-22 SCHOOL YEAR

Date/Time	Location
September 15/ 5:30 PM	MVPCS
October 20/ 5:30 PM	MVPCS
November 17/ 5:30 PM	MVPCS
December 15/ 5:30 PM	MVPCS
January 19/ 5:30 PM	MVPCS
February 16/ 5:30 PM	MVPCS
March 16/ 5:30 PM	MVPCS
April 13/ 5:30 PM	MVPCS
May 5/ 5:30 PM	MVPCS
Jun 15/ 5:30 PM	MVPCS
July 20/ 5:30 PM	MVPCS

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR

Name of Committee	Date/Time	Location
Finance Committee	September 13/ 5:30 PM	MVPCS
Finance Committee	October 18/ 5:30 PM	MVPCS
Finance Committee	November 15/ 5:30 PM	MVPCS
Finance Committee	December 13/ 5:30 PM	MVPCS
Finance Committee	January 17/ 5:30 PM	MVPCS
Finance Committee	February 14/ 5:30 PM	MVPCS
Finance Committee	March 14/ 5:30 PM	MVPCS
Finance Committee	April 11/ 5:30 PM	MVPCS
Finance Committee	May 2/ 5:30 PM	MVPCS

Finance Committee	Jun 13/ 5:30 PM	MVPCS
Finance Committee	July 18/ 5:30 PM	MVPCS
Teaching & Learning Comm.	September 24/ 5:00 PM	MVPCS
Teaching & Learning Comm.	November 19/ 5:00 PM	MVPCS
Teaching & Learning Comm.	January 21/ 5:00 PM	MVPCS
Teaching & Learning Comm.	March 18/ 5:00 PM	MVPCS
Teaching & Learning Comm.	May 20/ 5:00 PM	MVPCS
Trusteeship	September 23/ 10:00 AM	MVPCS
Trusteeship	November 18/ 10:00 AM	MVPCS
Trusteeship	January 20/ 10:00 AM	MVPCS
Trusteeship	March 17/ 10:00 AM	MVPCS

APPENDIX D: Additional Required Information

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Toni Kauffman	New Person
Charter School Leader	Peter Steedman	No Change
Assistant Director	Scott Goldin	No Change
Operations Administrator	Hillary Smith	New Person
Director of Student Services	Robert Louzan	No Change
Administrator of Special Education	Mandy Tomkins	No Change
MCAS Test Coordinator	Hillary Smith	New Person
SIMS Coordinator	Meaghan Goldrup	No Change
English Language Learner Director	Pam Echlin	No Change
School Business Official	Jeanne M. Clement	New Person
SIMS Contact	Meaghan Goldrup	No Change
Admissions and Enrollment Coordinator	Hillary Smith	New Person

Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	March 4, 2022
Lottery	March 11, 2022

1:31 PM
07/29/21

Martha's Vineyard Public Charter School

Profit & Loss

July 2020 through June 2021

	<u>Jul '20 - Jun 21</u>
Ordinary Income/Expense	
Income	
001 STATE TUITION	4,656,568.00
002 GRANTS	
COVID-19 Grants	
ESSER II Grant 113	27,349.00
Federal-114 Summer_Vac_Lear	10,000.00
Federal CvRF Grant 102	38,056.97
Federal 534	40,000.00
2152 Student Support	10,300.00
Total COVID-19 Grants	125,705.97
Private Grants	3,000.00
State-262 EEC Grant	1,202.00
Federal-309 Title IV	11,050.00
Federal-140 SPED	7,124.00
Federal-240 SPED	37,737.00
Federal-274 SPED	6,564.00
Federal-305 Title I	49,078.00
Federal-REAPS	26,306.00
Private-MCC STARS	5,000.00
Private-Bank Mini Grants	1,000.00
Private-Permanent Edmt.	2,500.00
Private-Sound Foundation	9,000.00
Total 002 GRANTS	285,266.97
006 NUTRITION	
Food Services	1,372.75
State, Federal Reimbursement	41,477.99
Total 006 NUTRITION	42,850.74
009 STUDENT PROGRAMS	
Activities	1,712.00
Total 009 STUDENT PROGRAMS	1,712.00
010 TRANSPORTATION AID	82,040.00
015 DONATIONS	
Restricted Donations	650.00
Unrestricted Donation	21,645.40
Total 015 DONATIONS	22,295.40
016 BANK INTEREST	12,743.22
019 MISC REVENUE	1,695.10
Total Income	5,105,171.43
Gross Profit	5,105,171.43
Expense	
100 ADMINISTRATION	690,259.72
101 ADMIN. EXPENSE	78,785.56
220 TEACHERS-CLASSROOM, SPECLST	
Classroom	1,318,068.84
Electives, Off., Arts Programs	1,788.50
Grants	122,700.80
Support Staff	903,900.25
Total 220 TEACHERS-CLASSROOM, SPECLST	2,346,458.39
230 TEACHING SERVICES	54,547.04
240 PROFESSIONAL DEVELOPMENT	24,683.00
250 GUIDANCE, CONSULTANTS	157,693.69

Martha's Vineyard Public Charter School

Profit & Loss

July 2020 through June 2021

	Jul '20 - Jun 21
260 INSTRUCTIONAL SUPPLIES	
Arts, Electives, Offerings	2,241.25
Athletics	1,152.66
Books	8,095.48
Classroom Supplies	29,528.60
Computer Hardware, Software	21,950.33
Furniture, Equipment	5,471.59
Grant Supplies	58,422.12
Library, Media Center Supplies	2,775.76
Support Supplies	6,013.73
	135,651.52
Total 260 INSTRUCTIONAL SUPPLIES	
300 PUPIL SERVICES	
Gym, Ktn, Nurse Salaries	242,519.80
Kitchen Supplies, Food	33,214.12
Medical Supplies	24,401.98
Transportation	131,418.21
	431,554.11
Total 300 PUPIL SERVICES	
370 STUDENT PROGRAMS	
Activities	36,589.01
IB	28,799.66
Italy	3,821.22
	69,209.89
Total 370 STUDENT PROGRAMS	
400 OPERATIONS AND MAINTENANCE	
Maintenance GRANTS	6,255.15
Building/Grounds Lease	228,000.00
Maintenance	133,005.89
Network Infrastructure	57,155.16
Port. Classroom	51,256.80
Utilities	35,734.23
	511,407.23
Total 400 OPERATIONS AND MAINTENANCE	
510 EMPLOYER PAYROLL TAXES	115,138.04
520 INSURANCE	
EyeMed	1,005.91
Dental Ins.	18,462.10
Health Ins.	530,418.10
Life, Disability	24,658.05
Property, Liability	8,369.81
State Unemp.	41,825.47
Student Ins.	2,528.00
Wrks. Comp.	22,894.19
	650,161.63
Total 520 INSURANCE	
Total Expense	5,265,549.82
Net Ordinary Income	-160,378.39
Net Income	-160,378.39

1:34 PM
07/29/21

Martha's Vineyard Public Charter School

Balance Sheet

As of June 30, 2021

	Jun 30, 21
ASSETS	
Current Assets	
Checking/Savings	
MV Savings General Account	6,086.66
MV Savings Money Market	1,242,773.71
MV Savings Payroll Account	88,984.31
MV Savings Vendor Account	26,345.41
TD Checking	2,920.88
Total Checking/Savings	1,367,110.97
Other Current Assets	
Solar Credit Electricity	11,044.75
Prepaid Expenses	19,564.67
Prepaid Rent	86,825.00
Due from Federal Grants	68,630.00
Due from State	11,273.14
Total Other Current Assets	197,337.56
Total Current Assets	1,564,448.53
Fixed Assets	
Furniture & Equipment	388,931.08
Accumulated Depreciation	-247,488.00
Total Fixed Assets	141,443.08
TOTAL ASSETS	1,705,891.61
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Credit Cards	
MV Savings Credit Card	705.97
Total Credit Cards	705.97
Other Current Liabilities	
Federal Grants Rec'd in Advance	17,623.00
Payroll Deductions	
HSA Deductions	845.99
Employee Payroll Taxes	8,497.89
Total Payroll Deductions	9,343.88
Total Other Current Liabilities	26,966.88
Total Current Liabilities	27,672.85
Total Liabilities	27,672.85
Equity	
Capital Project Reserve	900,000.00
Invested in Capital Assets	265,096.00
Retained Earnings	673,501.15
Net Income	-160,378.39
Total Equity	1,678,218.76
TOTAL LIABILITIES & EQUITY	1,705,891.61

	<u>Proj Act FY2021</u>	<u>FY2022 Budget</u>
Ordinary Income/Expense		
Income		
001 STATE TUITION	4,879,058	5,158,741
002 GRANTS		
COVID-19 Grants	126,449	0
State-262 EEC Grant	1,102	1,200
Federal-309 Title IV	10,000	11,000
Federal-140 SPED	7,124	5,500
Federal-240 SPED	37,737	37,000
Federal-305 Title I	52,534	34,000
Federal-REAPS	26,306	16,300
Private Grant - Yoga	3,000	0
Private-MVBank Mini Grant	1,000	0
Private-Permanent Edmt.	2,500	0
Private-Sound Foundation	9,000	0
Total 002 GRANTS	<u>276,752</u>	<u>105,000</u>
006 NUTRITION		
Food Services	1,373	20,000
State, Federal Reimbursement	25,884	18,000
Total 006 NUTRITION	<u>27,257</u>	<u>38,000</u>
009 STUDENT PROGRAMS		
Activities	0	0
Total 009 STUDENT PROGRAMS	<u>0</u>	<u>0</u>
010 TRANSPORTATION AID	50,000	55,000
015 DONATIONS		
Restricted Donations	500	2,000
Unrestricted Donation	20,200	1,000
Total 015 DONATIONS	<u>20,700</u>	<u>3,000</u>
016 BANK INTEREST	15,000	1,000
019 MISC REVENUE	1,695	0
Total Income	<u>5,270,462</u>	<u>5,360,741</u>
Gross Profit	5,270,462	5,360,741
Expense		
100 ADMINISTRATION	668,597	722,555
101 ADMIN. EXPENSE	80,000	61,000
220 TEACHERS-CLASSROOM, SPECLST		
Classroom	1,374,160	1,348,258
Electives, Off., Arts Programs	0	45,000
Grants	142,104	105,000
Support Staff	958,795	980,039
Total 220 TEACHERS-CLASSROOM, SPECLST	<u>2,475,059</u>	<u>2,478,297</u>
230 TEACHING SERVICES	53,747	56,434

Martha's Vineyard Public Charter School
Proposed Budget 2021 - 2022

	<u>Proj Act FY2021</u>	<u>FY2022 Budget</u>
240 PROFESSIONAL DEVELOPMENT	20,000	25,000
250 GUIDANCE, CONSULTANTS	135,632	120,000
260 INSTRUCTIONAL SUPPLIES		
Arts, Electives, Offerings	3,200	5,125
Athletics	1,200	4,000
Books	12,000	7,500
Classroom Supplies	30,000	25,000
Computer Hardware, Software	35,000	20,000
Furniture, Equipment	10,000	3,000
Grant Supplies	53,000	1,200
Library, Media Center Supplies	2,400	2,200
Support Supplies	6,089	7,500
Total 260 INSTRUCTIONAL SUPPLIES	<u>152,889</u>	<u>75,525</u>
300 PUPIL SERVICES		
Gym, Ktn, Nurse Salaries	241,250	242,461
Kitchen Supplies, Food	20,800	50,000
Medical Supplies	6,500	6,000
Transportation	145,000	154,000
Total 300 PUPIL SERVICES	<u>413,550</u>	<u>452,461</u>
370 STUDENT PROGRAMS		
Activities	22,268	50,000
IB	30,000	30,000
Total 370 STUDENT PROGRAMS	<u>52,268</u>	<u>80,000</u>
400 OPERATIONS AND MAINTENANCE		
Building/Grounds Lease	305,882	228,000
Maintenance	122,711	150,000
Network Infrastructure	60,000	50,000
Utilities	30,000	35,000
Total 400 OPERATIONS AND MAINTENANCE	<u>518,593</u>	<u>463,000</u>
510 EMPLOYER PAYROLL TAXES	110,612	121,751
520 INSURANCE		
EyeMed	1,538	1,225
Dental Ins.	19,433	22,446
Health Ins.	545,903	593,444
Life, Disability	25,845	32,300
Property, Liability	8,370	9,626
State Unemp.	41,523	17,662
Student Ins.	2,528	2,907
Wrks. Comp.	22,894	25,108
Total 520 INSURANCE	<u>668,034</u>	<u>704,718</u>
Total Expense	<u>5,348,981</u>	<u>5,360,741</u>
Net Ordinary Income	<u><u>-78,519</u></u>	<u><u>-0</u></u>